ഡിപ്ലോമ ഇൻ എലിമെന്ററി എജ്യുക്കേഷൻ
DIPLOMA IN ELEMENTARY EDUCATION D.El.Ed.

സെമസ്റ്റർ – 1

Paper 104 PROFICIENCY IN ENGLISH LANGUAGE

Unit-1. Importance of English language

Unit-2. Developing language competence

Unit-3. Acquiring linguistic competence

Unit-4. Acquiring phonological competence

സംസ്ഥാന വിദ്യാഭ്യാസ ഗവേഷണ
പരിശീലന സമിതി (**SCERT**)

SEMESTER-1

ENGLISH

UNIT –1

IMPORTANCE OF ENGLISH LANGUAGE

Introduction

Language is nothing but a systematic means of communication by the use of words, symbols and sounds. In today's interconnected and globalized world, learning English language has been a very important factor. It is one of the most widely spoken languages. It is considered to be a common international language when it comes to field of education, business, trade and commerce. If one does not know to speak in English then he or she will surely fail to keep a pace of the progressive force of the world. Knowing English will certainly pave way to better employment opportunities in today's competitive and changing world.

Imparting proficiency in English language should begin right from the school level. As it is being said that English language is being accepted worldwide it is important for the students to master in this particular language. It is to be understood that English is not just a subject, it is a skill subject and should be learnt in a different way to master it. It is important that the teachers should make it to a point to enlighten the students mind with the right way of learning the language.

Learning Outcomes

A successful learner will be able to:

➢ Differentiate first, second and the foreign languages.
➢ Analyse and compare the factors affecting second language learning
➢ Analyse the extend of mother tongue influence in SLA
➢ Identify the role of language to transform society.

Contents with subtitles

1. Concept of Language

Text structure

1. Concept of Language

You may have some idea regarding language. What according to you is language?   Examine the following cases:

Case 1 - Raju has a friend. He is deaf and dumb. But he is able to communicate with others.

Case 2 - Thomas has a stationery shop. He knows only Malayalam but most of his customers speak different languages. In the beginning, he felt very sad in his dealing with the people but later he succeeded.

Case 3- A five month old baby produces cooing and babbling sounds. The baby also responds very positively to his/her mother's talk.

Language is a system which consists of acquisition, development, maintenance and use of complex systems of communication. It is the most powerful and precious gift to human civilization. It is a system of signs for encoding and decoding information. Language refers to the cognitive faculty that enables human to learn and use systems of communication. Human language is a signaling system. Basically, a language is something which is spoken; the written language is secondary and derivative. Language means 'system of sounds, words, patterns' used by humans to communicate their thoughts and feelings. It is the source of expression of thought by means of speech sounds. Language is an aspect of human behavior. In written form, it is a long-term record of knowledge from one generation to the next and in spoken form; it works as a media for communication.

Noam Chomsky (1957) states that children are born with knowledge of grammatical structure of all languages. This inborn knowledge explains the success and speed with which they learn language. The scientific study of language is called linguistics.

1.1 Definitions of language

"Language serves essentially for the expression of thought" Chomsky (1957)

" Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols " (Sapir -1921)

1.2 Characteristics of language

Language plays a very important role in human lives. It is a powerful medium for communication. It is, in fact, the great machine tool which makes human culture possible. Language is the expression of ideas by means of speech sounds combined with words. Words are combined into sentences. Displacement, arbitrariness, productivity, cultural transmission, duality, reflexiveness, learn ability, reciprocity, specialization, non-directionality, and vocal-auditory channel are some of the characteristics of language.

1.3 Functions of Language

Arriving at the marriage function, we may introduce ourselves, thank the host and ask where to stay and dine. During the function, we may congratulate someone on a recent accomplishment, ask advice, express affection and compliment the host for the meal. Each of these individual utterances is considered as functions of language.

"Language function, as the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes". (Savignon,1983) .

☞ **Check your progress:**

Read the following statements about communication. Analyze the statements and note which one you agree and which one you disagree. Do not forget to write the rationale for your response regarding each statement.

- ➢ A shy child can never be a good communicator, in the class regardless of his competency in a language.
- ➢ You can't fully communicate in a language unless you know its culture
- ➢ You can't learn how to communicate in a foreign language at school
- ➢ Ultimately language is not for communication
- ➢ ………………………………..
- ➢ ………………………………..

1.4 Social, cultural and aesthetic functions of language

The social function of language refers to the way we relate language to our relationships with other people. This means how we use language, how we communicate in a social setting. All of us belong to social groups speaking the same language .It develops a sense of social identity, a sense of belongingness to a particular group, marking out different degrees of social proximity and distance.

Language makes possible growth and transmission of culture, the continuity of societies and the effective control of social group. This is the cultural function of language. It is obvious that language plays a paramount role in developing elaborating and transmitting culture. Culture and language enable us to store meanings and experience to facilitate communication.

Aesthetic function is designed to please the senses by its actual or imagined words along with metaphors. It is visible in works of art, poetry, imaginative prose and fiction. But works of science, technical instruction/ business correspondence have not much aesthetic value.

According to **Geoffery Leech (**1974) there are five functions of language

- ✓ **Informational Function**: Informational function can be considered as most important , since it helps us to deliver messages, describe things and give our listener new information. It is also related to aspects like truth ,value and logic. Eg: 'Language is a system of communication'. This statement we are trying to give an information to the listener.
- ✓ **Expressive Function**: Expressive function helps us to express our attitudes and feelings without delivering any particular information. Normally, swear words and various exclamations are used in expressive functions. It is commonly used in literature and poetry. For example, **'**I love the song very much' Here, this statement does not give any information about the song but expresses the feeling .
- ✓ **Directive Function:** Directive function of language is used to induce certain actions or reactions. It is used in commands and requests. Affective and situational meanings of phrase are more important as it's a function of social control and inter personal interaction. The reaction of the listener determines   whether such a phrase is achieved the target or not.

Eg : 'All of you sit down' Here, we expect a reaction from the listeners to follow the comment.

- ✓ **Aesthetic Function**: Aesthetic function is considered as linguistic artifact. It doesn't have any particular purpose like other functions. It is a tool of poetic art where the beauty of chosen words and phrases is more important than the usefulness of the information.
- ✓ **Phatic Function**: Phatic function helps to maintain social relationship and to begin/ continue the conversation. The real reason for such a talk is not our interest but simply our desire to talk..

  e.g 'How is your job?' This can be asked to anyone. We are asking not for collecting information but only for the sake of talking
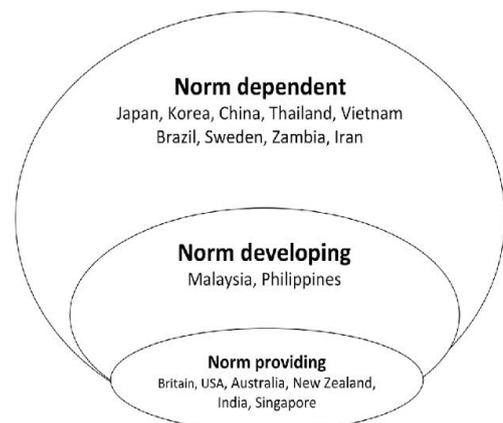
☞ **Check your progress:**

- Analyse any one unit of elementary English reader and note down suitable examples for different functions of language.
- Sit in pair groups. Interact with your pair on any topic/event for five minutes. Re collect the different types of sentences you have used. Write them in your note book. Identify its functions Eg: The film was marvelous –Expressive function**.**

1.5 First language, Second language and foreign language

The English language in the world has been defined and categorized into three concentric circles; inner circle, outer circle and expanding circle. (Refer 'The Three Concentric Circles' by Braj Kachru). The inner circle, considers English as first language (native). 'Outer circle' regards English as second language (ESL) and in the 'expanding circle, we see, English is considered as foreign language.

Norm dependent
Japan, Korea, China, Thailand, Vietnam
Brazil, Sweden, Zambia, Iran

Norm developing
Malaysia, Philippines

Norm providing
Britain, USA, Australia, New Zealand,
India, Singapore

1.6 Comparative features of First, Second and Foreign languages

One of the widely accepted definitions of native speakers is that they were born in a particular country raised to speak the language of that country during the critical period of their development. The person is qualified as a native speaker of a language by being born and immersed in that language during youth, in a family in which the adults shared a similar language experience as the child either by birth or being a part of that particular community.

A person's second language is a language that is not the native language of the speaker, but that is used in the locale of that person. More informally, a second language can be said to be any language learned in addition to one's native language, especially in the context of SLA .

In contrast, a foreign language is a language that is learned in an area where that language has no presence or is not commonly spoken by the community as a whole.

1.7 Acquisition Vs Learning

The linguists have made an important distinction between acquisition and learning. Acquisition of language is not a conscious process. For example, we are not taking much effort for acquiring mother tongue. For learning a language, we have to take purposeful effort.

Can you find out the difference between learning and acquisition ?

Learning	Acquisition
Artificial	……………….
Mechanical	…………………
………………………..	Whole to part
	Inductive approach
………………………….	……………………………
………………………	……………………..
………………………………..	
………………………	

1.8 Similarities and differences in the process of the First and Second Language Acquisition

Similarities:

In both the first and second language acquisition,

- Innate grammar may influence learning. In second language acquisition, innate grammar may influence learning either independently or through the first language.

- There are predictable stages. Particular structures are acquired in a set of order. Individuals may move more slowly or quickly through these order but they cannot skip ahead.

- In the initial stages of learning, learners may use chunks of language without breaking them down or processing them as independent units. In later stages, they may make new errors as they begin to process the parts of each chunk according to the rules of their

language system. In both the first and second language acquisition, the learner uses context clues, prior knowledge and interaction to comprehend language.

- Learners can often comprehend more complex language than they are able to produce.
- A learner's proficiency can vary across situations.
- Learners may generalize vocabulary or rules, using them in different contexts.
- Learners need comprehensible input and opportunities to learn language in context in order to increase their proficiency.

Differences:

- In the first language acquisition, the basis for learning is innate language alone. In the second language acquisition, knowledge of the first language also serves as a basis for second language learning. There may be both positive and negative transfer between languages in second language learning.
- In the first language acquisition, children spend several years listening to language. Later, they use babbling and telegraphic speech before they can form sentences. In older learners, the second language acquisition is more rapid and people are able to form sentences within a shorter period of time.
- In second language learning, learners are able to analyze and manipulate grammatical structures, and they can explicitly describe how language works. This can speed the learning process.
- In first language learning, learners bring more life experience and background knowledge to their learning. Students in a second language classroom setting may have fewer opportunities to learn language authentically. These factors may reduce the likelihood that second language learners will attain native-like proficiency. First-language learners always attain native proficiency, unless they have a disability that affects language learning.
- In the first language acquisition, learners have many chances to practice with native speakers (especially care givers. But in second language acquisition, learners may or may not have the opportunity to practice extensively with native speakers. Almost everyone acquires a first language, but not everyone acquires a second language. Acquiring a first

language happens naturally, while acquiring a second language often requires conscious effort on the part of the learner.

First language	Second language
An instinct	A personal choice
Triggered by birth	Required motivation
Rapid	Gradual
Innate competence	Skills and competence are need to be acquired
Natural	Need based

2. English as a global language

A language is called a 'global language' when it achieves the official position and educational preference in every nation, that language will finally come to be used by more people than any other language. The essential reason to make a language global or international is the power of its usage. Military power, political power and economic power are the three essential factors to make a language global and to keep its status (Culpepper, 1997). There is no official definition of 'global' or 'world' language, but it essentially refers to a language that is learned and spoken internationally, and is characterized not only by the number of its native and second language speakers, but also by its geographical distribution.

2.1 The Significance of Learning English:

English may not be the spoken language in all countries, but it is an official language in a large number of countries. Another reason for learning English is that many of the world's top films, music and books are published and produced in English. Therefore ,by learning English, you will be able to have a great understanding of current affairs. Most of the content available in the internet is in English. So knowing English will allow you to access huge amount of information which may not be otherwise available. People often talk about English as a global language or *lingua franca*. More than 350 million people around the world speak English as a

first language and more than 430 million speak it as a second language. Many of the best educational programmes are taught in English, so speaking it well can put you in a position to get the best training and credentials. Most multinational companies require a certain degree of English language proficiency from potential employees.

Much of the technical terminology is based on English words, and if you want to learn about the latest developments and discoveries from around the world, you'll read about them in journals and research reports published in English, no matter whether the scientists who wrote them are from China or Norway. And, of course, with good conversational English, you'll be able to network and make important contacts at conferences and seminars.

Journalists and writers around the world are finding a good command of English to be an increasingly useful skill. Even if we are writing articles and doing interviews in our own language, with good English you can get background material from international wire services, papers and magazines. You can interview foreign businessmen, diplomats and may be even get sent to cover overseas stories. Good English language skills mean that you are not reliant on translators and can work faster and more accurately with English information sources.

For the career in travel, English is absolutely essential. As the international language of aviation, pilots and cabin crew all need to speak English. Speaking English accurately will ensure you to communicate with clients and suppliers all over the world

---

☞ **Check your progress:**

- Which are the activities you do to make your English class more effective?
- Discuss the importance of English as a
  - ❖ Library language
  - ❖ link language
  - ❖ language of trade

2.2 English in different world contexts

The notions of world English and world Englishes are far from similar, although the terms are often mistakenly used interchangeably. ***World English*** refers to the English language as a <u>**lingua franca**</u> used in business, trade, diplomacy and other spheres of global activity, while ***World Englishes*** refers to the different varieties of English and English-based creoles developed in different regions of the world. Alternatively, the term *Global Englishes* has been used by scholars in the field to emphasize the more recent spread of English due to globalization.

2.3 Factors necessitating English language learning

Watching children learn an additional language is like seeing them swim for the first time. Some children dive right in and are soon paddling around the deep end. Others take their time, dipping a toe in the water and gradually venturing out from the shore. It's common to believe that a child's skill with learning an additional language comes naturally

2.3.1 . Factors affecting language learning

a. Motivation

When a child understands the importance of understanding a language and can see how it directly applies to their life, they learn faster. We've found that a contextual, theme-based curriculum can help students to dive into language learning

b. Support at home

We've found that exposure is an important factor in language comprehension and acquisition. Interacting family background, high language input can be ensured for the children. It also matters how the parents' value the learning of an additional language. Parents who prioritize language learning promote their child to keep on trying even when it feels difficult.

c. Prior linguistic knowledge

Once a child studied and acquired a language, their skill at learning another language will increase. Language learners have the ability to transfer skills from one language to another because they're able to recognize the rules and patterns of language, even if the vocabulary is different.

d. Learning environment

Another key factor is how comfortable students feel in their language learning environment. A student's learning environment has direct impact on their motivation and a low anxiety. Language learning environment increases the chance for acquisition.

e. Teaching strategies

The strategies that language teacher uses have an impact on language learning. Watching a film in the target language and writing and performing skits in the target language promotes multiple learning styles. Offering an immersion experience helps students connect the language learning to their everyday lives, but rote vocabulary memorization and grammar drills create 'meaning-less' language lessons.

f. Comprehensible Input

Stephen Krashen wrote that teaching at just any level of difficulty isn't sufficient: the input received by a student must be comprehensible. In other words, the curriculum must reach a child at their current level and challenge them with activities and just one level beyond their current stage. If the material feels out of reach, the student can feel "shut down" and have trouble engaging with the lesson. To make sure that students feel motivated to learn, they have to feel that they are progressing

g. Student personality

Teachers should design strategies to involve all types of student having different personalities.

h. Comfort in their country of residence

Most children move to a new country because of a parent's job, not by choice. As a result, their motivation to learn a new language can depend on whether they're happy or not to be in a new place, Even if a child is unhappy at first, their attitude can be shifted if they feel welcomed by their teachers and supported by their parents.

i. Exposure

Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in three different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.

2.3.2. Developmental, socio economic and psychological factors

Rapid development due to industrialisation, modernisation and globalisation required a highly developed and widely accepted language tool for effective communication. For example China who had not given much importance to any other language than Chinese forced to popularise English in the developmental stage of that nation. Tourism, trade, commerce and advertisement required a widely accepted language even if it is a foreign one.

Socio economic status is often measured as a combination of education, income and occupation. Language is acquired via exposure to various vocabularies and through the modelled structures of conversation. Students born in low socio economic family are less likely to engage in experiences that will help to nurture and develop. When a society progress from low to high socio economic status it demands a highly accepted language across the world.

Psychological factors play an important role in a learners' success in acquiring and using a second language. A learner is simultaneously an individual and a member of group. As an individual a person carries character traits that enable him/ her to function in different ways and deal with situation in a unique and personal style. Psychological factors can be divided into two categories: affective and cognitive factors. Teachers need to be aware of all these factors to help

students to promote their learning where as cognitive factors include intelligence, language attitude and language learning strategies.

3. Influence of Mother Tongue in second language acquisition

Can you speak Malayalam without using English? Which are the English words we usually use in the course of Malayalam conversation? How many of you can speak Malayalam without the help of English language?

- Try to write some English words that you regularly use for the continuity of speaking.
- Listen to the conversational speech of your friends on a particular topic and note down the words.
- Observe and listen to the classes in English. Note down the number of occasions in which the teachers use Mother tongue judiciously.

The role of mother tongue has been an important issue right from the beginning of the English language teaching and second language acquisition in India. In the past, it was very hard to think of using mother tongue in the English Classroom. But most of the language experts believe that the language skills acquired during the acquisition of the mother tongue have a positive impact on second language acquisition. It is also very important to note that the children will have a sense of security in the class room when they feel, they can ask for help, explain

problems, say how they feel etc.. If the use of mother tongue is controlled in the class room, a feeling of insecurity will be the result.

The mother tongue will be helpful in giving directions to learners, introducing a new word, phrase or idiom. If it cannot be transacted with the help of an object or picture or even by using it in a self-explanatory sentence mother tongue may be used.

☞ **Check your progress**

> Sit in two groups and conduct a debate on the influence of mother tongue in second language acquisition
> One group in favour of English and the other group for mother tongue.
> Collect as many points as you can to support your views.
> Before conducting the debate prepare the indicators to assess it.
> How will you assess the performance of your friends using the following indicators

Indicators	Remarks
1.Speakers' statements supports their position	
2. Arguments to support their points were presented with clarity	
3.The presenters' questioned effectively against arguments of the other team	
4. The language used was fluent and error free	
5.Prosodic features of presentation	

4. Language and Society

There is no language without speakers. Speech community is the vital part of language and its usage. Language is associated with the identity of an individual. A group of individuals constitute a society and in turn, language creates, maintains and transforms cultural, social, political and religious identities. Language is a medium that maintains and moderates class

hierarchy in a society. It is determined by a number of factors, such as a social background, attitudes and origin of people.

Language is a social constitution of both shaping and shaped by the society. Language can change, grow, expand and die like human being. Religious and cultural identity develops positive relationship which results in better interaction, cooperation and collaboration. Political environment of a country has a huge impact on how your message is seen and understood. Transmission communicates words and meanings but also includes cultural, social, political and religious norms.

Reflective questions

- What can be the mode of communication where there is no language?
- Can you substantiate how a language serves different functions?
- How will a language cater the acquisition of another language?
- What is the role of Global English in developmental context?
- Judicious use of mother tongue will promote Second Language Acquisition. What is your opinion?
- Show how social, cultural, religious and political factors influence language learning?
- Refer and prepare an Activity bank for promoting SLA .Conduct simulation to know the effectiveness of prepared activities.

Suggested reading and references

Nita Prakash & Kamala Sinha, (2014).Learning skills in English Language Teaching, Pusific books international,Newdelhi.

Mani P & Deepthi .S, (2010).English for teaching,Replika Press Pvt Ltd,New Delhi.

Adrian Doff (1995).Teach English, University Press, Cambridge.

Penny Ur & Andrew Wright(1992).Five minute activities, University Press, Cambridge.

****

<div align="center">

SEMESTER-1

ENGLISH

</div>

<div align="right">

Unit-2

</div>

<div align="center">

<u>DEVELOPING LANGUAGE COMPETENCE</u>

</div>

Introduction

Language Competence deals with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation Language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical applications. Language competence is a broad term which includes linguistic or grammatical competence, discourse competence, sociolinguistic or socio-cultural competence.

Learning Outcomes

A successful student teacher will be able to:

- ➢ Identify the issues related to English language teaching
- ➢ Identify, analyse and compare the language skills and sub skills needed by learners for developing competence in listening, speaking, reading and writing.
- ➢ Differentiate between various kinds of discourses and their mode of preparation
- ➢ Realise the language forms and elements used in discourses.

Contents with subtitles

1. Issues associated with English language teaching

1.1 Difficulties in English learning

2. Skills and sub skills needed for developing competence in English language.

3. Listening

3.1 Strategies for Developing Listening Skills

3.2. Phases of listening

4. Speaking

5. Reading

    5.1. Types of Reading

    5.2. Purpose of reading.

6. Writing

7. Various discourses in English classes

8. Forms and functions of discourses

Text structure

1. Issues related to language teaching in Kerala

Some teachers of English are creating a phobia among students rather than a liking for the language. Most children in rural areas have not much exposure to English. Teachers do not adapt the right approach and strategy. Most of the language training fails because it is taught as a subject. Learners fail to communicate in English despite using the language. Most of the teachers are focusing more on grammar and pronunciation. The classes are concentrating on teaching vocabulary where focus is given on individual words. Learners are not achieving the command of the language to express their emotions and experiences in English. The focus has to be shifted from formal to informal language learning.

Check your progress

☞ Prepare a questionnaire and interview a primary class English teacher to recognize the issues related to English Language Teaching. Present your interview reports in group and discuss the possible remedies.

1.1.Difficulties in English learning

In Kerala, English education started as early as first half of nineteenth century. The educational curriculum gives importance to English language considering the cultural advancement and other opportunities English can provide. Though English is not a difficult subject, it is often proves to be the first or second most difficult subject for students.

Some of the common reasons are:

- Teaching of foreign language is usually considered as a subject to be taught
- Much importance is given to theoretical aspect than practical aspect
- The learners get rare chance to listen to a native speaker.
- Opportunities for free expression and interaction in target language are minimum.
- Approach to mother tongue is more realistic and need based than learning target language
- Lack of enough input in target language and role models leads to low achievement

Some of the linguistic reasons are:

- The English alphabet consists of 26 Roman letters. Although the varieties of spoken English sound very different, all native-speakers use the same writing conventions.
- The pronunciation of English words such as *this, thin, clothes, thirteenth* causes problems for learners who do not need to use the tip of the tongue to produce words in their own language.
- In one respect English verb grammar is easy. For example, there are only 4 forms of the regular verb *to the word ask*: *ask, asks, asked, asking*. On the other hand, English does have a large number of possible tenses (verb forms); and their designations are not always helpful to the learner.

- Meaning in English is conveyed largely by word order. In the following sentences we know who is biting whom by the order of the words: *The dog bit the man. / The man bit the dog.*
- The article system is another feature of English grammar that causes difficulty for some students
- A final feature of English that is enormously problematic for some native-speakers and non-native learners alike is the unpredictable correspondence between word sound and word spelling.
- Modal verbs are heavily used in English to convey shades of meaning in the areas of compulsion, ability, permission, possibility, hypothesis, obligation etc.

☞ **Check your progress**

1. Conduct a tryout of story reading in primary class . Distribute a worksheet in the classroom containing the following indicators based on the story presented

- Encircle the words which they can read.
- Pick out the action words used in the story
- Activities for filling articles/determiners

2. Analyse the worksheets in group and prepare a report on commonly seen difficulties in English language learning.

3. Play an audio/ video of any discourse and write down the comprehended words, sentences or ideas in the discourse.

2. Skills and sub skills necessary for developing competence in language learning

To have full mastery of a language, individuals need to be competent in reading, speaking, listening and writing. These four skills, as they are referred to, are interrelated because

using a language generally requires using more than one skill at a time. However, learners can be more competent in one skill than another. Language must be taught to encourage mastery of all four skills.

The four skills of language learning are set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communications. When students are in a conversation, they are not just speaking, but also listening. When students listen to a lecture in class, they may also take notes. Some students can speak a lot, but cannot understand much of what they hear.

While the four skills are inseparable in terms of their use, research on the teaching of the four skills typically focuses on one component skill with the aim of better understanding the processes involved in the acquisition of that specific skill.

3. Listening

Listening is perhaps the most challenging of the skills to master in a second language. In language acquisition, listening, the most basic skill plays an important role. It is the first of two natural language skills, which are required by all natural spoken languages. In the classroom children have to listen carefully the lectures and discussions in order to understand and retain the information.

Of the four skills, listening would appear to be the most basic to language learning. Typically, learners hear spoken language before they speak it. Many learners exhibit a silent period in their language development when they can comprehend more language than they can produce (Brown, 2001). The importance of listening as a source of input is widely recognized, yet listening as a discrete skill with its own set of strategies has not always been emphasized in the classroom.

a. Active and Passive Listening

The difference between active and passive listening arises with the listener's behavior towards the speaker. In our day to day life, listening plays a key role. It is not confined to the act

of merely hearing something, but also making sense of what we hear. Listening can take two forms. They are active listening and passive listening.

Active Listening

Active listening is when the listener is fully engaged and reacts to the ideas presented by the speaker. This is usually through non-verbal cues such as nodding, smiling, facial expressions in response to the ideas of the speaker, making eye contact, etc. The listener can also ask questions, clarify ideas, and even comment on certain points that have been presented. In active listening, the listener engages in analytical listening and also deep listening. The listener does not merely listens, but also analyzes the ideas, evaluate and assess them while listening .In day to day life, we all become active listeners in instances like listening to a friend, where we not only listen but also react according to the situation. .
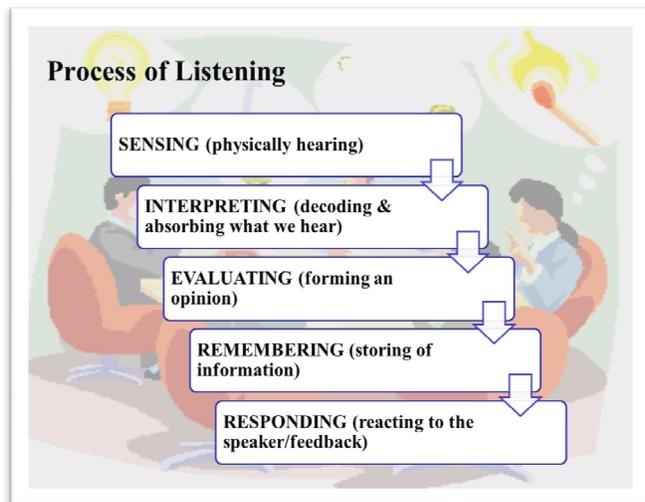
Passive Listening

In passive listening, the listener does not react to the ideas of the speaker but merely listens. In this case, the listener makes no attempt to interrupt the speaker, by asking questions and commenting on the ideas that have been presented. This, however, does not mean that the listener is not paying much attention to the speaker. On the contrary, even though he is listening he makes no attempt to react.

For example, imagine you are at a seminar with hundreds of people. You are engaged in passive listening because there is less opportunity to form a two-way communication. The listener does not make any eye contact and has less room for asking questions and clarifications. However, passive listening can also be helpful.

☞ **Check your progress:** Can you differentiate the features of passive listening and Active listening through referencing?

Process of Listening

SENSING (physically hearing)

INTERPRETING (decoding & absorbing what we hear)

EVALUATING (forming an opinion)

REMEMBERING (storing of information)

RESPONDING (reacting to the speaker/feedback)

2.2 Strategies for Developing Listening Skill

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact .

2.3. Phases of listening

It's important to plan and organize a listening lesson in order to support our students and help them succeed at listening in English. By assigning tasks and focusing attention on different aspects of a listening text, we can help students develop their listening skills and identify where they need to improve. . There are certain goals that should be achieved before students attempt to listen to any text. These are motivation, contextualization, and preparation.

Motivation

It is enormously important that before listening students are to be motivated to listen, so you should try to select a text that they will find interesting and then design tasks that will arouse your students' interest and curiosity.

Contextualization

When we listen in our everyday lives we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content. Listening to a tape recording in a classroom is a very unnatural process. The text has been taken from the original environment and we need to design tasks that will help students to contextualise the listening and access their existing knowledge and expectations to help them understand the text.

Preparation

To do the task we set students while they listen there could be specific vocabulary or expressions that students will need. It's vital that we cover this before they start to listen as we want the challenge within the lesson to be an act of listening not of understanding what they have to do. The basic framework on which you can construct a listening lesson can be divided into three main stages.

- Pre-listening, during which we help our students prepare to listen.

- While listening, during which we help to focus their attention on the listening text and guide the development of their understanding of it.

- Post-listening, during which we help our students integrate what they have learnt from the text into their existing knowledge.

➢ **Pre-Listening**

In the pre-listening stage, you are preparing the students to listen. Ideally teacher should already be familiar with the listening task. Information, such as the title, the topic, or a short sentence should be given and allow them to predict what they're going to hear. All this provides valuable information for the student

➢ **While-Listening**

The while-listening stage is where students listen a text for getting the gist or main ideas, making inferences, and summarizing. Assigning a task can help students focus and develop important strategies for English language learning

➢ **Post-Listening**

The post-listening task is the stage where you take them beyond the listening text, and use it as a springboard for further language practice. This help students to reflect on the listening experience. These activities are carried out after pre listening and while listening activities.

Ideally the listening tasks we design should guide them through the text and should be graded so that the first listening task they do is quite easy and helps them to get a general understanding of the text. The second time listening intents a greater and more detailed understanding of the text. The third listening task could lead for more interpretations of the text. Listening to a foreign language is a very intensive and demanding activity .Students should have 'breathing' or 'thinking' space between listening. Post-listening here are two common forms that post-listening tasks can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content

☞   **Check your progress:**

- Listen the given poem and make a drawing for the poem.

  https://www.youtube.com/watch?v=K3gaUa9yU28 Poem Somebody's mother.

  The pictures are displayed and each student teacher is expected to present an oral description of the picture prepared.

- Writing of the whole poem by listening the audio. Checking the lines by oral editing.

- Choreography presentation for the song.

  https://www.youtube.com/watch?v=cZ6XFjgVtmU Aesop's Fables.

- Collect any five listening activities and design pre, while and post listening activities for the selected audio /video clipping.

- Keep a collection of story and simulate it.

.

3.1. Speaking

Speaking is an act of making vocal sounds and it means to converse or express one's thought and feelings in spoken language. Speaking skill allows the speaker to convey his message in a passionate, thoughtful and convincing manner. Speaking skills are the skills that give us the ability to communicate effectively. It is the second basic skill which helps to make one's language efficiency. Since it is considered as one of the expressive skills, it enables a person to become competent in language acquisition very easily.

We must take into account that the level of language input (listening) must be higher than the level of language production. Primary schools education is the main sources to master the sounds, rhythms, and intonation of the English language through simple reproduction. The manifestations of the language in games and pair work activities are encouraging source to learn to speak the language.   The skill could be improved by understanding prosodic features like stress, pause, and intonation and Para-linguistic attributes such as body language, gestures, facial expressions etc. The prosodic features enables the listeners to comprehend the meaning and concept of language used. The fear free atmosphere will help the learners to come up with free responses.

☞   **Check your progress**

https://www.youtube.com/watch?v=gUgm8wZR_Ts speech by Malala.

- Listen the speech, Prepare and present a note on appreciation to the speech.
- Conducting extempore speeches in the classroom.
- Pick and talk activity
- Prepare an interaction for simulating any activity (game/ story/picture) and evaluate it.

4.1 Reading

Reading is a learning skill. It helps to improve parts of the English language vocabulary, spelling, grammar, and writing. It helps to develop language intuition in the corrected form. Reading helps the students to grasp the content and draw conclusions. Reading, also known as receptive skill, is a complex, 'cognitive process 'of decoding symbols in order to construct or derive meaning. Decoding creates the foundation on which all other reading skills are built.

Reading is a means of language acquisition, communication and of sharing information and ideas. Reading is important because it develops the mind. It is a valuable key that underpins many other skills. Reading stimulates a child's imagination and creativity. It helps to improve communication; written and spoken.

Reading is

- decoding the text
- giving meaning to symbols, pictures and letters
- process of getting the message of the written text
- comprehending the text involving the cognitive domain
- something that leads to insightful learning and thinking

4.2. Types of Reading

- *Silent Reading***:-**The purpose of silent reading is for comprehension. It is mainly suggested for higher classes. The learner reads a text in their own pace which enables better understanding, move quickly to the information needed, to involve all children, to allow rereading if needed
- *Reading Aloud***:-**Reading aloud by a teacher/learner can stimulate imagination and emotions, enriches their vocabularies and encourage lifelong enjoyment of reading. It also helps to realize the supra segmental features of language.
- *Skimming***:** By skimming in reading it is meant that going through the reading text quickly in order to get an overall idea of the text and the intention of the writer. When we skim through a text, we run our eyes over the text to get the gist of it. Usually, the people in service do skimming the headlines in the daily.
- *Scanning***:** We sometimes scan a text to find a particular kind of information. We let our eyes over wander through the materials and at last we find what we are looking for; a date, a name or a less specific piece of information.
- *Intensive***:** Intensive reading is reading shorter texts to extract specific information. This is an accuracy activity involving reading for detail. The prescribed texts for all classes are intended for intensive reading.
- *Extensive:* Extensive reading is reading longer texts for one's own pleasure. This is a fluency activity mainly involving global understanding. Reading of articles, novels, stories, poems etc are considered as part of extensive reading.

4.3. Purposes of Reading

- *Reading for comprehension:* Comprehension is the ability to understand what you read. It depends on your ability to concentrate while reading and to grasp and retain ideas.

Comprehension is the process by which one understands the meaning of a written text. There are two types of comprehension; literal comprehension and inferential comprehension

- **Critical Reading:** It is the ability to read critically which is found in all good readers. Critical reading is a more active way of reading. It is a more deeper and more complex engagement with a text. It is a process of analyzing, interpreting and sometimes evaluating. When we read critically, we use our critical thinking skills to question both the text and our own reading on it

- **Analytical Reading:** Thinking carefully, critically and deeply while reading. The act of making sense of an author's writing by comparing and contrasting it with one's experiences, feelings thoughts and previously gained knowledge. Analytical reading is an approach that probes more deeply to understand the message and goal of the piece you read

- **Inferential reading***:* Inferential reading is the ability to read and understand the underlying meaning of the text. This information is then used to infer or determine deeper meaning that is not explicitly stated. Inferential reading helps to interpret and evaluate information.

☞ **Check your Progress**

- Read the given passage and answer to the questions.

Born on Jan 12, 1863 in an affluent Bengali family, Narendra Natha Datta was a precocious child who was what we call nowadays, an all-rounder, excelling in music, studies and athletics. His father Vishwanatha Datta was a well-known attorney.
However, he took the spiritual route instead and introduced Hinduism to the world in 1893 when he spoke at the World's Parliament of Religion (probably one of the most epic things any Indian has done abroad!).
The historic speech was given on September 11, 1893 by Swami Vivekananda. Here's the full text of his opening and closing address:
Sisters and Brothers of America,
It fills my heart with joy unspeakable to rise in response to the warm and cordial welcome which you have given us. I thank you in the name of the most ancient order of monks in the world; I thank you in the name of the mother of religions, and I thank you in the name of millions and millions of Hindu people of all classes and sects.
My thanks, also, to some of the speakers on this platform who, referring to the delegates

from the Orient, have told you that these men from far-off nations may well claim the honor of bearing to different lands the idea of toleration. I am proud to belong to a religion which has taught the world both tolerance and universal acceptance.

We believe not only in universal toleration, but we accept all religions as true. I am proud to belong to a nation which has sheltered the persecuted and the refugees of all religions and all nations of the earth. I am proud to tell you that we have gathered in our bosom the purest remnant of the Israelites, who came to Southern India and took refuge with us in the very year in which their holy temple was shattered to pieces by Roman tyranny. I am proud to belong to the religion which has sheltered and is still fostering the remnant of the grand Zoroastrian nation. I will quote to you, brethren, a few lines from a hymn which I remember to have repeated from my earliest boyhood, which is every day repeated by millions of human beings: "As the different streams having their sources in different paths which men take through different tendencies, various though they appear, crooked or straight, all lead to Thee."

The present convention, which is one of the most august assemblies ever held, is in itself a vindication, a declaration to the world of the wonderful doctrine preached in the Gita: "Whosoever comes to me, through whatsoever form, I reach him; all men are struggling through paths which in the end lead to me." Sectarianism, bigotry, and its horrible descendant, fanaticism, have long possessed this beautiful earth.

Q1.What was Vishwanatha Datta's profession?

1.Attorney
2.Spiritual leader
3.Teacher
4.None of the above

Q2.Who spoke at the World's Parliament of Religion?
1.Narendra Nath Datta
2.Swami Vivekananda
3.Both
4.None

Q3.Give the opposite of the word "Occident" from the second passage of the speech
1.Delegate
2.Universal
3.Orient
4.Toleration

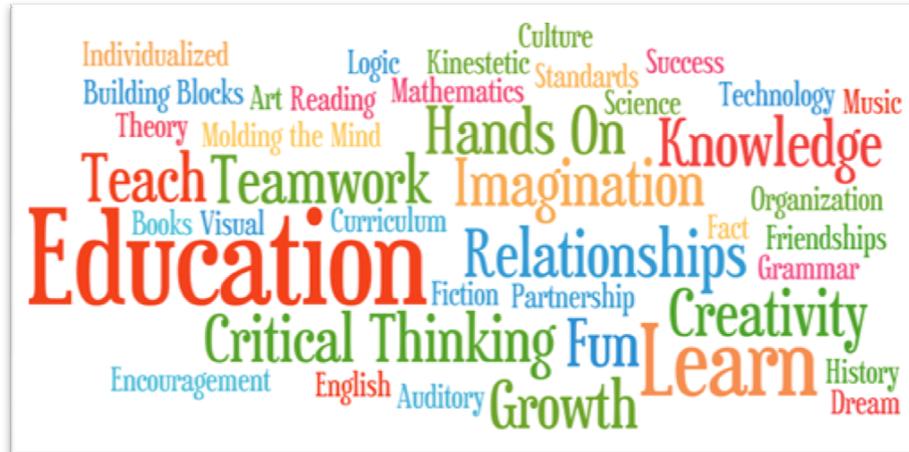**Q4.In the phrase: "all lead to Thee", to whom does the word 'Thee' refer?**
1.All religions
2.The delegates present
3.Universal brotherhood and peace

4.God

Q5.In the phrase: "I am proud to belong to a nation" – what nation is the speaker referring to?
1.India
2.Southern India
3.Rome
4.America

- Examine the wordle, recall the vocabulary and prepare an essay based on it.

5.1 Writing

Writing provides a learner with physical evidence of his achievements and he can measure his improvement. Writing is a form of communication that allows students to put their feelings and ideas on paper to organize their knowledge and beliefs in to convincing arguments and to convey meaning through well constructed text. In its most advanced form, written expression can be as vivid as a work of art. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face to face or telephone conversation. It is a medium of human communication that represents language and emotions with signs and symbols. Writing is not a language, but a tool used to make languages you read. Correct grammar, punctuation and spelling are keys in written communications.

Discourses in English language

A discourse is a mode of communicating certain ideas meaningfully in a particular situation.

At the primary level, development of basic skills in language learning i.e., listening, speaking, reading and writing should be continued. But the emphasis at this level is to be on the use of varied modes of discourses through the basic skills. Learning experience should be targeted to provide the learner sufficient scope for integration of the basic skills in the language acquisition process.

Discourse literally means written or spoken communication. Students express themselves through discourse. Discourse helps a student to make him or her understandable to others. It also enables him to develop his knowledge and understanding. It gives chances for student to write or to speak more than a single sentence. The teacher provides suitable discourses to the pupils in such a manner that pupils practice learning all the four language skills in an integrated manner.

Forms and functions of discourses

Discourse involves the study of both form and function. Form helps the written aspect and function helps the spoken aspect one language function can be served through different forms of language and one form of language can have different functions. These possibilities should be addressed in the language acquisition process. To ensure this, we have to make use of different modes of discourses. Written text contains a theme and sentences are interwoven, while the spoken language might focus on theme based opening, developing and closing sentences. Following different discourses may be familiarized to the student teachers.

- Descriptions (things/persons)
- Dialogues
- Poems/Songs/Rhymes
- Story
- Narrative, Fairy Tale
- Historical event
- Biography
- Anecdote
- Joke
- a grapevine (gossip)
- Riddles,
- Puzzles
- Jokes and Language Games
- Letters
- Cartoons
- Skits
- Dramas
- Compeering
- Screenplay
- Journals
- Diary

Functional discourses: Two types of functional discourses can be seen in English. They are Transactional function and Interactional function.

Transactional function: The functions of discourses reflect the idea that the most important function of language is the expression of content aim to communicate information.

Eg: The use of language a policeman gives directions to a traveler, a doctor tells a nurse how to administer medicine to a patient.

Interactional function:

It is the expression of personal attitudes, emotive and affective aspect using the language in daily discourse and is claimed to be in spoken form in general. For eg: Two strangers are standing at a bus-stop in an icy wind and one turns to the other and says "My goodness, it's cold", the primary intention of the speaker is to convey information or it may be indicating a friendly talk.
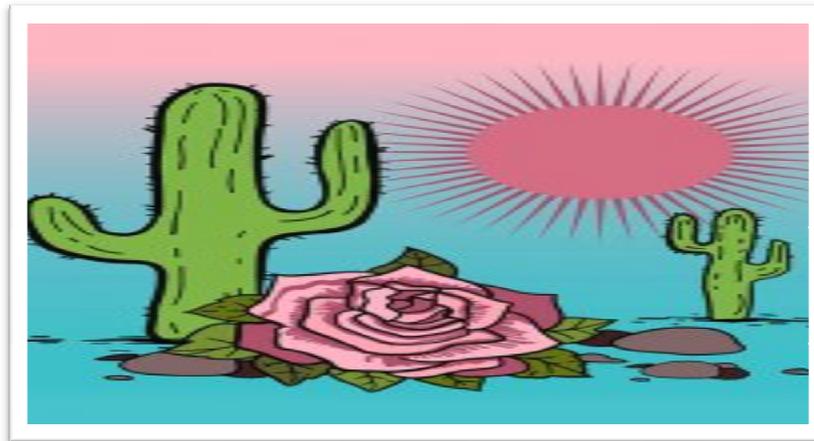
☞   **Check your progress**

- Observe the picture and write maximum words related to it.
- Write few sentences adding more ideas to the words.

- Read the following story

Once upon a time there was a rose who was very proud of her beautiful looks. Her only disappointment was that she grew next to an ugly cactus. Every day, the rose would insult the cactus on his looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose quite, but she was too swayed by her own good looks. One summer, the garden grew dry and there was no water for the plants. Every plant became weak and shabby.......

- Complete the story.

- Visualisation of the story (Fix ¾ events from the story and make stills for the events.

Reflective questions

- Write down your dream about an English classroom.

- List out some daily activities which can be done in the classroom for developing your language competence. Simulate one activity in your classroom.
- How will the collection of discourses help you as a teacher trainee?
- List out the discourses used in 3rd, 4th and 5th standard text. Analyse the function of the discourse on the textual context.
- Analyse one unit and Prepare pre, while and post activities.

Suggested reading and References

Penny Ur,(1984)Teaching Listening Comprehension ,Cambridge University press, UK.

Deepa Arora (2011) English Learning and Listening Skills, Aadi Publication, Jaipure.

Sara Cushing Weigle (2002) Assessing Writing, Cambridge University press, UK.

Elfrieda H Hiebert(2009)Reading more, Reading better, Guildford press, New York.

Glenda Ward Beamon (1997) Sparking the thinking of students, Corwin Press, USA.

Kate Cain (2010) Reading development and difficulties, Blackwell publishing, UK.

John Seely(1998) Oxford Guide to Effective Writing and Speaking Oxford University Press,UK.

****

SEMESTER 1

ENGLISH

ACQUIRING LINGUISTIC COMPETENCE

Introduction

Linguistic competence refers to the knowledge of grammar and vocabulary. Understanding of linguistic competence implies that grammar and vocabulary should not be taught in isolation; they should be introduced within the themes and topics.

Learning outcome

➢ Identify and analyse the lexical, grammatical, functional, phonological, discourse features of language use.
➢ Identify the significance of functions in English language.
➢ Analyse the correlation of structures and functions.

Content with subtitles

1. Lexical features

1.1 Words and Phrases

- Noun Phrase
- Verb Phrase

2. Syntactic features

3. Semantic features

4. The articles:

5. Prepositions

6. Types of sentences

7. Time and tense

8. Reported speech

9. Voices

10. Types of questions

11. Functional aspects

Text structure

Grammar is employed as a synonym of syntax, the study of the ways in which words combine into structures of phrases, clauses and sentences. These four grammatical units—words, phrases, clauses and sentences—constitute a hierarchy:

A sentence consists of one or more clauses

A clause consists of one or more phrases

A phrase consists of one or more words

Lexical features: The Greek word 'Lexiko' means speech and lexicon is the language user's knowledge of words. Lexicology is the science of study of words. The sum total of the words in a language forms the vocabulary / lexical system of a language. Every word, although having its own independent entity, is related to others. A word has a particular group of sounds and a particular grammatical function. Words are divided into different kinds, called parts of speech, according to the work they do in a sentence.

- Noun : A noun is a word used for the name of person, place or thing
- Pronoun: A Pronoun is a word used instead of a noun
- Adjective: An adjective is a word which qualifies a noun or a pronoun.
- Verbs: A verb shows action or it asserts something about some person or a thing. It expresses some existence or action.
- Adverbs: An adverb is a word which modifies a verb, an adjective or another adverb.
- Preposition : A preposition is a word placed before a noun , a pronoun or other words to show the relation between them
- Conjunction: It is a word which joins words, clauses and sentences
- Interjection: It is a word used to express emotions and sudden burst of feelings.

> Read the following paragraph and find out the way the word 'well' is used in it and identify the parts of speech in it.
>
> One day while Renu was drawing water from the well, a coconut fell on her shoulder. She screamed, "Well! What on earth is going on?" Her neighbour, Amina applied some pain balm and advised her to consult the well known doctor, Dr. Joseph who was staying nearby. But she turned down as she was feeling well.

1.1. Phrase: A phrase is a group of words that form a single unit. The meaning of a phrase is often different from the meaning of individual words in it. Phrases can be long or short. A phrase does not contain a subject completing an action.

Eight common types of phrases are,

a. **A noun phrase**: It is a group of words with a noun as the head. It may or may not have any words before or after the noun. It may have pre-modifiers and post-modifiers. The words which come before a noun in a noun phrase are called pre-modifiers and those which come after the noun are called post-modifiers.

Here are examples:

- student (noun phrase consisting only of a noun)
- a brilliant student (noun phrase consisting of a noun and pre-modifiers)
- student from Delhi (noun phrase consisting of a noun and a post modifier)
- a brilliant student from Delhi (pre-modifiers , noun and a post-modifier)

☞ **Check your progress**

Identify the different constituents of the noun phrases in the following phrases:

1. All those big fat dolphins are jumping out.
2. Her first two Ph.D students were excellent.
3. You look like an angel in this pretty dress

b. Verb phrase:

By a verb phrase we mean only verbal elements such as (a) lexical or main verbs and (b) auxiliary or helping verbs. Main verb acts as the head of the verb phrase and convey the main meaning. Auxiliary verbs perform helping function in relation to the main verb.

Check your progress

From each of the following sentences.

a) Pick out the verb phrases
b) Pick out the auxiliary verbs, if any, and the lexical verb
   1. I started wearing glasses at the age of ten.
   2. I am sure you will like English.
   3. Elizabeth was surprised but agreed to it immediately.
   4. She is enjoying the beauty of nature.

---

2. Syntactic features

The arrangement of words and phrases to create well formed sentences in a language is called syntax of the language. Syntax refers to the set of grammatical structures that helps to combine words into phrases and sentences. Words that occur in phrases or sentences can be shown not only to establish relationships to each other, but to indicate grammatical relationships.

3. Semantic features

Semantics is the study of meaning and its manifestation in language. Words may acquire new meanings because of the changes in the society. In the feudal system a knight was a military servant of his lord; the feudal relationship no longer exists, but the word remains with a new significance. In the same way, technological changes and scientific development may also affect the meanings.

Words can be grouped into sets that share some relationship of meaning. The relationships that are most widely recognised are synonyms and antonyms. Synonyms are expressions that are identical or similar in meaning and that can be used inter changeably, at least in some contexts. The verbs *buy* and *purchase* are synonyms. Antonyms share a negative relationship within the same field of meaning. *Cold* and *hot* are antonyms in the semantic field of temperature.

Homonyms are distinct words that happen to have the same form. For example, the noun *bank* represents two words: *bank* where money is deposited and *bank* of a river. In this instance the two words are pronounced the same, spelled the same and belong to the same word class. When two lexical items are pronounced the same but are spelled differently, they are called homophones

For example: One, won

Homographs are spelled the same but pronounced differently. As a verb, *row* can mean 'propel a boat with oars' or 'quarrel'.

☞ **Check your progress**

Analyze the English text book of elementary class and collect examples for each.

Word	synonym	Homonym	Homophone	Homograph
Right	Good	Right	Write	-----

4. **The articles**

The articles *a / an* and *the* belong to a group of words called 'determiners'. Articles normally come at the beginning of noun phrases, before adjectives. *A/ an* is called the 'indefinite article' and *the* is called 'definite article.

Eg : I bought a book yesterday.(the hearer has no idea of which book I bought)

Check your progress

Analyse two units of 3rd or 4th standard text book and find out different sentences with articles.

Categorise the sentences based on the articles included.

5. Prepositions

Preposition is a word or set of words that describes the relationship between the words in a sentence. Preposition can be simple (*on ,in ,at, etc*) or phrasal: *in spite of, on account of , for the sake of ,*etc.

☞ **Check your progress:**

- Imagine you have won a lottery and decided to buy your dream house. Write a detailed description of your ideal home, using prepositions to give it to an interior designer.

- Here is a list of prepositions : **in , under, on, into, above, below, behind, at, in front of, between**

    1. Discuss in groups on how many sentences you think you can produce with the given prepositions. Work in group and write the sentences. Points will be awarded if you accurately produce the number of sentences you said you could.

Types of sentences

There are four types of sentence. They are:

- Declarative sentence
- Interrogative sentence
- Imperative sentence
- Exclamatory sentence

Eg: Sun rises in the east (declarative)

   Meera sings very well (declarative)

Eg: Where are you going? (Interrogative)

   Have you met her? (Interrogative)

Eg: Please give me a pen. (Imperative)

   Shut the door. (Imperative)

Eg: Wow! What a wonderful dress it is. (Exclamatory)

   Hurray! We have won the match. (Exclamatory)

☞ **Check your Progress**

From the given examples find out the features of each type of sentence and make a table of different sentences.

Time and Tense

Time is a concept applicable to the real world. Events are happening now, at the time of speaking; events have happened before; and many events have yet to happen. To capture those ideas we have the notion of Time divided into present, past and future.

An aspect is the state of the action indicated by the verb: whether it is still going on (progressive) or completed (perfective).
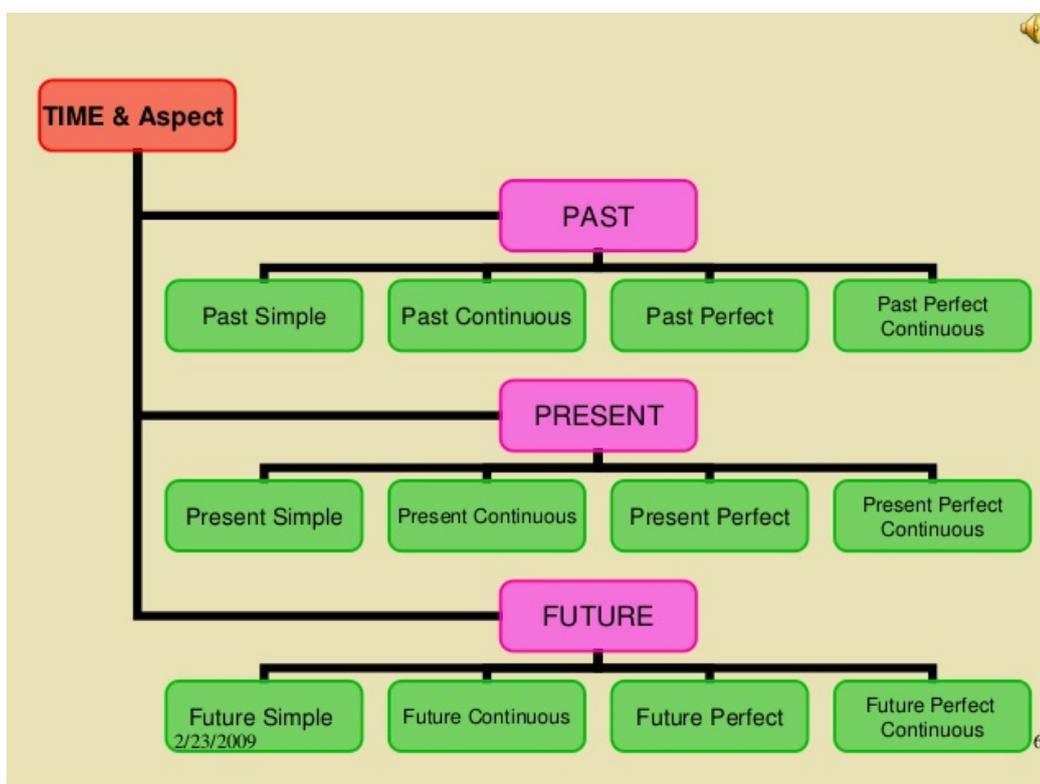
The 12 Tenses

	Simple	Progressive	Perfect	Perfect Progressive
Present	I eat	I am eating	I have eaten	I have been eating
Past	I ate	I was eating	I had eaten	I had been eating
Future	I will eat	I will be eating	I will have eaten	I will have been eating

☞ **Check your Progress**

Analyse the given chart and prepare the basic form of tenses. Prepare more examples for different sentences.

Eg: Simple present tense: Subject + Verb + Object (S +V+O)

Direct and indirect speech

When two persons face each other and speak using personal pronouns I, you and we , their dialogue is referred to as direct speech as they speak directly.

If a third person refers to that conversation, it is known as indirect speech and the third person uses the pronouns he, she, it or they.

In our day to day life in spoken as well as in written form, we use both.

Rules of converting direct to indirect speech

- Remove comma and inverted commas.
- Put "that" between the reporting and reported speeches.
- Change the 1st letter of reported speech into small letter except for "I"
- Change the pronoun of the direct speech
- Change the tense of the direct speech appropriately
- Change the words expressing nearness in time or places of the direct speech into its appropriate words expressing distance

☞ **Check your progress**

1. She said, "I am so happy!"
She said _____ .

2. Tom said, "I cooked dinner last night"
Tom said _____.

3. They said, "We are going to the football match"
They said _____.

4. He said, "Kevin is training for the marathon"
He said _____.

5. I said, "the shop closes at 7 P.M. tonight"
I said _____.

6. The teacher said, "You will have a test tomorrow"
The teacher said _____.

7. "She had forgotten her homework," she said.
She said _____.

8. "It has been raining all day, today," he said.
He said _____.

Active and Passive voice

A transitive verb (a verb which has an object) has two voices namely active and passive. The sentences structure in all tenses is called the active voice. We can express any idea in the active voice also in the passive voice without any change in the meaning. Some of the changes are:

- The subject and object are interchanged.
- The preposition 'by' is added before the object in passive voice
- The verb is changed to past participle form
- A new auxiliary is added to past participle form of verb

Eg: James writes a letter

A letter is written by James

☞ **Check your progress**

From active to passive

We use the passive voice only with verbs that have an object

Mary — studies — German
German — is studied — by Mary

1.- Change the sentences from active to passive:

My parents — buy — a car

Peter — is calling — Paul

Mark — fed — the dog

Function and structure

A function is a reason why we communicate. Every time we speak or write, we do so for a purpose or a function. The language we use to express a function is called an exponent. Here are some examples for functions:

Apologising , greeting , clarifying, inviting, advising and so on.

context	exponent	function
	"let's go to the cinema tonight."	
	"I am Raju from Mumbai"	
	"it's not easy for me."	
	"you had better join with them"	

An exponent can express several different functions.

For example, think of the exponent 'I'm so tired.' It can be used in different contexts with different functions.

☞ **Check your progress**

- List at least four different exponents for each of these functions: thanking ,refusing and inviting

- Go through the exponents given in the text book and find out different function for each of them.

Reflective questions

➢ List out different resources in your campus and write a short paragraph on the location of these resources.
➢ Select a conversation and convert it into indirect speech.
➢ Read a story, identify different types of sentences used in it and label them.

Suggested reading and references

Randolph Quirk (1973),A university Grammar of English,U.P,India.

Sidney Greenbaum(1996),Oxford English Grammar.Oxford UniversityPress,Newyork.

Michael Swan (1980) Practical English Usage,OUP,New York.

John Eastwood(1999)Oxford Practice Grammar,OUP , New York

Mario Rinvolucri ,(1984).Grammar Games,Cambridge University, UK.

Susan halliwell ,(1992). Teaching English in the primary classroom,Longman publishing,NewYork.

Howard Jackson,(2002). Grammar and vocabulary,Madison, NewYork.

Sampson,M.A(2007).Everyone's Guide to English Language,Himalaya publishing house,Mumbai.

Jayakaran.I, (2007).Everyone'sGuide to English Grammar-a new approach, Award books, international, Chennai.

==================================

SEMESTER-1
ENGLISH

Introduction

Phonological competence is simply one's underlying knowledge of the phonology of the linguistic system. In other words, it's the way of pronouncing words correctly .It includes, how to understand another speaker's phonetic realizations (i.e. how to interpret phonologically another speaker's production), how to correctly assign stress, how to correctly deploy intonation patterns and how to interpret them upon hearing them. Phonological competence plays a great role in the development of foreign communicative competence as it deals with the consecutive and purposeful formation of the pronunciation bases of each type of speech activity.

Learning outcome

➢ Analyse errors and treat them appropriately

Contents with subtitles

1. Phonological features

    1.1 Speech Mechanism

    1.2 Spelling and pronunciation

    .   1.3 Stress and Rhythm

2. Error analysis

Text structure

Language is mainly used for linguistic communication (communication with language) and the purpose of communication can be spoken or written. The same language can be communicated by using either the spoken or the written medium. The spoken medium is more important than the medium of writing. This happens because speech comes first in

the history of any language community and in the history of any individual. We started speaking long before we started writing, and speaking is used much more than writing as a medium of communication. Actually writing is only an attempt to represent the sounds which we used in the spoken language. There is a letter of alphabet to represent a particular sound in all languages

1.1 The speech mechanism

We**,** as human beings, possess the ability to produce sounds by using certain body mechanisms. The speech organs have other functions that are biologically primary. The lungs supply oxygen to the blood; the vocal cords serve to close off the trachea/windpipe, and prevent food from entering into it; the tongue and teeth are used for eating ; and so on. Nevertheless, the speech organs are evolutionary adapted to the production of speech.

The head to abdomen of our body   is needed for the production of spoken language. There are three groups of bodily organs which are used; one group lies in the trunk, one in the throat and one in the head. These are usually known respectively as;

1. The respiratory system: It comprises the lungs, the bronchial tube and the wind pipe or trachea. The most usual source of energy for our vocal activity is provided by an air-stream expelled from the lungs. There are languages which have sounds not requiring lung (pulmonic) air for their articulation, but all the essential sounds of English need pulmonic air for their production.
2. The phonatory system : The phonatory is formed by the larynx, the front part of which can be seen in adult males as the Adam's apple. The larynx contains the vocal cords. The opening between the vocal cords is known as the glottis.
3. The articulatory system: The articulatory system consists of the nose, the lips and the mouth including the teeth and the tongue. Although the ear is not a part of the speech organs, it must be included because speech is not just produced , it also has to be received- and the main organ of reception is the ear.

These three systems, work together as a unified whole to produce speech.

The speech organs
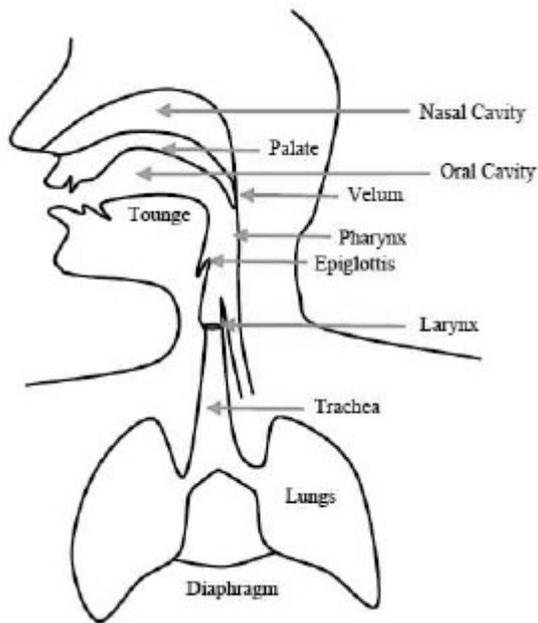
1.2 Spelling and pronunciation

When we deal with English language, we have to remember that there is no one-to-one relationship between the letters of the alphabet and the sounds they represent. There are 26 letters of the alphabet to represent 44 sounds in the Received Pronunciation of England (RP).

For example, ' *ough' is* pronounced in different ways as in *bough, bought, cough,dough, hiccough, rough, thorough, through etc*

The problem of non-existence of one-to-one relationship between spelling and pronunciation is not peculiar to English.
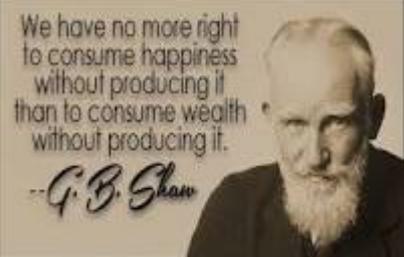
George Bernard Shaw (1856-1950) once announced that he had discovered a new way to spell the word *fish* His fabrication was *ghoti: gh* as in *enough, o* as in *women* and *ti* as in *nation* .

1.**3 Phonological features**

Phonetic transcription is a convenient device to indicate the way in which the words of a language are pronounced. There is an alphabet called the International Phonetic Alphabet (IPA) which has symbols to represent all the sounds that exist in the languages of the world. IPA is based on the Roman alphabet. Some additional symbols were borrowed to modify this alphabet to be sufficient to represent all the sounds in the languages of the world.

(Refer to the chart of the International Phonetic Alphabet corrected by the International Phonetic Association).

Note : The phonetic symbols, which they represent the qualities of sound, are always given within square brackets .

1.4 Phonology

Phonology is the study of the sound features used in a language to communicate meaning. In English, these features include phonemes, word stress, sentence stress and intonation.

A phoneme is a minimal, distinctive sound unit of a language. By *minimal* we mean that it cannot be subdivided and by *distinctive* we mean that it has the potentiality of changing the meaning of a word. We can identify the phonemes in a particular language by the existence of minimal pairs.

A minimal pair is a set of two words which differ from each other in one sound. *Pit* and *Sit* constitute a minimal pair and they differ from each other in a single sound. Each phonemic symbol represents only one phoneme unlike the letters of alphabet. Phonemic symbols help the reader to know exactly what the correct pronunciation is. Phonemic transcription is a representation of sounds which ignores the quality of the sound. The principle of phonemic transcription is ''one phoneme, one symbol''. It is also called broad transcription and enclosed in slant lines. The pronunciation of any word can be expressed using these symbols

The 44 phonemes of Standard British English with examples of common spellings.   adapted by **AlbaEnglish**.co.uk

When the air flows out of the mouth without any obstruction a vowel is formed. In other sense a vowel is a sound that is made by allowing breath to flow out of the mouth without closing any part of the mouth or throat.

But when the air flow is obstructed **anywhere by complete or partial closure of the vocal tract or mouth** a consonant is formed.

Diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound begins from one vowel and moves towards another .It is also called a vowel glid**e**

☞   **Check your progress**

➢ Differentiate between consonants and vowels.

➢ Write down the symbol for each of the vowel sounds underlined the following

There w<u>a</u>s an <u>o</u>ld m<u>a</u>n in a tr<u>u</u>nk

Who inq<u>ui</u>red of his w<u>i</u>fe, ''Am I drunk?''

She r<u>e</u>plied with regr<u>e</u>t,

'   'I'm <u>a</u>fr<u>ai</u>d so, my pet,''

52

And he a<u>n</u>swered, ''It's just as I think.''

➢ Transcribe phonetically

Teacher, education, judge, hotel, examination, table ,mother.

➢ Design an activity which focuses on hearing or producing different sounds in a minimal pair.

➢ Collect some words from the English text book of Primary class. Find out the number of phonemes in each of those words and identify them.

1.5 Stress and intonation

Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch. English is a stress-timed language. That means that stressed syllables appear at a roughly steady tempo, whereas non-stressed syllables are shortened.

Word stress

An important feature of spoken English is word stress. It is closely related to the rhythm of the language. Before we discuss word stress, we must know something about syllables in a word. While analysing the speech, the unit that is next in hierarchy to the speech sound is syllable. A syllable is a natural division of speech and there are no hard and fast rules regarding the way in which a word should be divided into syllables. Actually each puff of air pushed out of the lungs produces one syllable. Words like tree */tri:/*, *hit* and *bell* /bel/ have only one syllable each. They are called monosyllabic words. Words like teacher, letter and sister are disyllabic words. Words with more than two syllables are called polysyllabic words. Syllable division should be marked with a hyphen in the phonemic transcription of the words. The process of dividing a word in to syllables is called Syllabification.

All the syllables in a polysyllabic word are not articulated with the same force. Some are uttered with greater force than the others. Stress may be explained as the degree of

force with which a sound or syllable is pronounced. Every syllable is uttered with a certain degree of force and the one uttered with the greatest degree of force is called stressed syllable.

For example, in the word *miserable*, the stress is on the first syllable, i.e., *mis* , whether the word is said in isolation or in connected speech.

At the same time, stress in English words is free also. It is not tied to any particular syllable in the chain of syllables constituting the word.

Eg: : 'politics ; po'litical ; poli'tician

Sentence stress is the emphasis that certain words have in utterances. There is a general tendency to place stress in the stronger syllables of content words (*e.g.* main verbs, nouns, adjectives) rather than on function words (*e.g.* auxiliary verbs, preposition, pronouns etc.). In connected speech in English language all the words are not uttered with the same stress some words are stressed and some are not stressed.

For eg : in the sentence,

The 'leaves 'rustle in the 'gentle 'breeze

The words *leaves, rustle, gentle* and *breeze* are stressed and the rest unstressed. It is generally the relative importance of the words that decides the stress. The most important words are generally content words, viz., nouns, verbs, adjectives etc and they are usually stressed.

According to the change in stress, the meaning also changes.

Eg: **I'll** *go to the cinema next Friday. (me, not John)*

I'll go to the **CI***nema next Friday. (not to the temple or school)*

I'll go to the cinema **NEXT** *Friday. (not this Friday)*

I'll go to the cinema next **FRI***day. (not next Thursday).*

Which are the commonly mispronounced words among elementary students? Collect such words from the elementary English course book and find out the correct form by referring to the dictionary.

Collect some words from the English text book of Primary class. Find out the number of syllables in each of those words and classify them as monosyllabic, di syllabic and poly syllabic words.

2. Error analysis

Language learning, like any kind of human learning, involves committing errors. In the past, language teachers considered errors committed by their students as something undesirable which they prevent from occurring. But now errors are considered as evidence of a creative progress in language learning in which learners employ hypothesis, testing and various strategies in learning a second language.

The discourses constructed by the learners may have certain errors in them. These errors are to be eliminated through editing. Editing has to be done in the classroom .Instead of forceful intervention by the teacher, editing should be done by giving negative evidences. it has to be done at various levels and through various steps in a sequential manner.

Language learning errors involve all language components:
- Thematic error
- Syntactic error
- Morphological error
- Phonological error

a. Thematic error

Thematic error can be seen where there is no logical sequencing of ideas or events. **Thematic editing** helps learner to introspect by comparing their product with that of their peers and teachers. Teacher may elicit the missing points by prompting their introspection. This helps the learners to incorporate these ideas in their write-ups

b. Syntactic error

These errors are occurred mainly due to wrong word order, missing words and excess words.

- Wrong word order

  Eg: Can you me get a pen? (Can you get me a pen?)

- Missing words

  Eg: She dancing well. (She is dancing well)

- Excess words

  Eg: She is a beautiful. (She is beautiful)

In syntactic editing teacher considers the error related to the sentence structure. Teacher can edit it by asking questions like:

- Is there a problem in the word order?
- There is a word missing here. Can you supply the missing word?
- An excess word is used in the sentence .can you identify?

Most probably some learners identify the error and come out with suggestions. Suggesting corrections and giving explanations on language structure is not advisable because these won't facilitate language acquisition.

c. Morphological error

There is a wide range of errors under this category. They are:

- Wrong tense form

Students may confuse between tense forms. They may use present tense in the place of past tense and vice versa. For eg: The boy sleeps yesterday. Here teacher can underline the error and says, "the word is not in the proper form in the sentence". Teacher can suggest the correct version.

- Aspectual error

There are two aspects in English. Perfective and Progressive. If an aspectual error occurs teacher can underline the word and give suggestions during editing.

- Wrong passive construction

Learners may make errors with regard to passive construction. Eg: The chicken eaten by the boy. Teacher can invite suggestions from the class for refining or else the correct expression should be supplied by the teacher

- Violation of agreement

There are three kinds of agreement:

- Person

Eg : I has a book.(Person agreement violation)

- Number

Eg: The girls is dancing. (Number agreement violation)

- Gender

Eg: Geetha did the work himself. (Gender agreement violation)

In this case too teacher can raise some questions which help the students to identify the errors and correct it by themselves

- Wrong affixes

There are prefixes and suffixes together called affixes.

Eg: unability (inability)

lazyty (laziness)

In all these cases teacher has to supply the correct versions. Care must not be taken to avoid explicit teaching of grammatical points and should avoid grammatical terminology.

d. Phonological error

Spelling and punctuation errors may be addressed by negotiating with the learners. In the case of spelling error students can be given chance for referring dictionary. Editing one of the group products helps other students to edit their work themselves.. The frequent correction of oral errors disrupts the process of language learning and discourages shy students from communicating in the target language. The following are general guidelines in correcting second language learning errors:

1. Teachers should correct errors affecting intelligibility, i.e., errors that interfere with the general meaning and understandability of utterances. In this connection, teachers should concentrate on correcting global errors more than local errors.

2. High frequency and generality errors should be corrected more often than less frequent errors. For example, the omission of the third person Singular s is an error of high frequency and generality.

3. Teachers should put more emphasis on correcting errors affecting a large percentage of their students. This factor is clearly related to the second factor above.

4. Stigmatizing or irritating errors should be paid more attention to. This factor is related to the sociolinguistic aspect of language learning. Pupils who come from lower socioeconomic classes are conscious of and very sensitive to ridicule about their informal variety of language from students from higher socioeconomic classes who speak a more formal and prestigious variety of the language.

5. Finally, errors relevant to a pedagogical focus should receive more attention from the teacher than other errors. For example, if the focus of the lesson is the use of the present perfect tense, the correction of errors involving prepositions, articles, and demonstratives in this lesson should not be emphasized by the teacher because if he/she did, the attention of the students would be distracted from the focus of the lesson

---

☞ **Check your progress**

Examine the English note book of a primary student. List out the errors in a passage and edit it suitably.

Reflective questions

- ➢ Why English is called a non phonetic language?
- ➢ Classify the vowels into short vowels, long vowels and diphthongs.
- ➢ Express your views on RP (Received Pronunciation).
- ➢ When vowels and consonants are treated as segmental phones, stress, pitch and intonation are considered as supra segmental phonemes or prosodic features. Why?
- ➢ Editing is to be done in the class room properly. For that error analysis is inevitable. Why?

Suggested reading and references

Gefen, R. (1979) The analysis of pupils' errors. English Teachers' Journal, 22,16·24.

Jordens, P. (1977) Rules, grammatical intuitions, and strategies in foreign language learning. Interianguage Studies Bulletin, 2, 5-76

AnnBaker (1982)Introducing English pronunciation, Cambridge University, UK.

Ammon Shea (2014) bad engish   -A history of Linguistic Aggravation, Penguin Group, New York.

===========================