



CELT- 01
Certificate in
English Language Teaching



**English Language
Teaching**

Message for the Students

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On the occasion of the birth anniversary of Babasaheb Ambedkar, the Gujarat government secured a quiet place with the latest convenience for University, and erected a building with all the modern amenities named 'Jyotirmay' Parisar. The Board of Management of the University has greatly contributed to the making of the University and will continue to this by all the means.

Education is the perceived capital investment. Education can contribute more to improving the quality of the people. Here I remember the educational philosophy laid down by Shri. Swami Vivekananda:

"We want the education by which, the character is formed, strength of mind is increased, the intellect is expand and by which one can stand on one's own feet".

In order to provide students with qualitative, skill and life oriented education at their threshold, Dr. Babasaheb Ambedkar Open University is dedicated to this very manifestation of education. The university is incessantly working to provide higher education to the wider mass across the state of Gujarat and prepare them to face day to day challenges and lead their lives with all the capacity for the upliftment of the society in general and the nation in particular.

The university, following the core motto 'स्वध्यायः परमम् तपः' does believe in offering enriched curriculum to the student. The university has come up with lucid material for the better understanding of the students in their concerned subjects. With this, the university has widened scope for those students who are not able to continue with their education in regular/conventional mode. In every subject a dedicated team for Self Learning Material, comprising of Programme advisory committee members, content writers and content and language reviewers, has been formed to cater the needs of the students.

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With all these efforts, Dr. Babasaheb Ambedkar Open University is in the process of being core centre of Knowledge and Education and we invite you to join hands to this pious *Yajna* and bring the dreams of Dr. Babasaheb Ambedkar of Harmonious Society come true.

Prof. (Dr.) Ami Upadhyay
Vice Chancellor
Dr. Babasaheb Ambedkar Open University
Ahmedabad

Certificate in English Language Teaching
CELT-01

Editor

Prof. (Dr.) Ami Upadhyay
Vice-Chancellor, Dr. Babasaheb Ambedkar Open University, Ahmedabad

Programme Advisory Committee

Prof. (Dr.) Ami Upadhyay Vice-Chancellor, Dr. Babasaheb Ambedkar Open University, Ahmedabad Prof. (Dr.) Sulbha Natraj Waymade College of Education Vallab Vidyanagar	Prof. (Dr.) Rajendrasinh Jadeja H. M. Patel Institute of English Language Teaching, Vallabh Vidyanagar Prof. & Head (Dr.) Parul Popat Dept. of English S.P.University, Vallabhvidyanagar
---	---

Subject & Language Reviewers

Prof. (Dr.) Rajendrasinh Jadeja H. M. Patel Institute of English Language Teaching, Vallabh Vidyanagar	Dr. Dushyant Nimavat, Professor, Department of English Gujarat University, Ahmedabad.
--	---

Content Writers

Dr. Rajendrasinh Jadeja Dr Kishan Joshi Dr. Parul Popat Mr. Arghya Chakraborty Dr. Mrunal Chavda	Dr. Sulbha Natraj Dr. Shemal Mevada Dr. Amar Chakraborty Dr. Gaurav Thakrar Dr. Vijay Makwana
--	---

Programme Co-ordinators

Dr. Kishankumar Joshi, Dr Ushma Bhatt	Mr. Mayur Thakar
--	------------------

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1.0 OBJECTIVES

To familiarize the learners with the evolution of human languages.

To give an overview of the language families.

To explain the relation between modern Indian languages and English.

1.1 INTRODUCTION

According to a recent survey, there are more than 7,117 languages spoken today in the world. The languages available and used by the people are so diverse that we wonder how human beings could possibly learn and use them. It makes us think about two important questions. How did these languages come to be? Why isn't there just a single language?

As in the process of evolution, plants and animals developed over a period of time, naturally, language is also a product of a long natural history. It is believed that initially a single language developed for verbal as well as non-verbal communication. Over a period of time people migrated to other places on the earth, and as a result, different versions of the language came into existence. Eventually, thousands of different languages evolved in course of time. The language which keeps adopting changes becomes an altogether new language. On the other hand, the

language which is not adapting to and adopting the changes that take place, comes to the verge of extinction.

This kind of change is so relentless that it even creates ‘languages within a language’. In separated populations who speak the same language, different types of changes take place within different groups. The result is variations within the language; these are often called various dialects of a language. For example, Gujarati is spoken all over Gujarat; however, the way it is spoken in south Gujarat differs from the speech in north Gujarat, Saurashtra and in central Gujarat. So, we have different dialects of Gujarati language. However, after a language gets its written form, the changes occur more slowly.

All human languages keep changing all the time, whether it is Arabic or Latin, Sanskrit or English. Some of the words become old-fashioned and are replaced with new forms, as new words are also constantly added in all living languages. For instance, in English language, earlier people said ‘yonder’ rather than ‘there’, and ‘thee’ for ‘you’. How and why the changes take place in language cannot be predicted, but we can (often) trace how changes occurred in the past. For example, it is possible to follow the English of today back to Old English. However, Old English itself does not lead us back beyond the seventh century AD: further backward movement is only possible if we compare English with other languages.

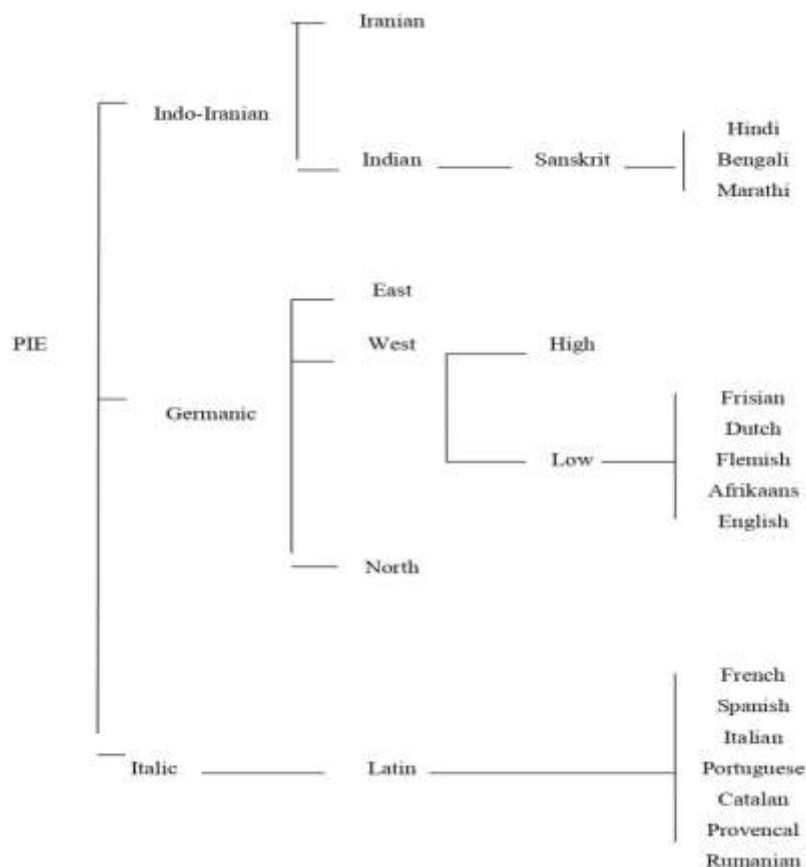
The English language is related to other European languages like German and Dutch. What about its relation with Latin? Is the word ‘pater’ (father) in Latin related to the English word ‘father’? Is it borrowed from Latin? If we consider that borrowing was not possible, in Ancient Greek the word was ‘patér’, the meaning and form are so similar that coincidence can be eliminated as an explanation. If borrowing can be ignored, the similarity can only be explained by positing the existence of a common ancestor.

The change in language takes place in such a way that the old sounds are replaced by new ones; and a similar process can be observed in grammar and vocabulary. The languages of the world, even the written languages, are inter-related at various levels. All the languages borrow from one another; there is no ‘pure’ vocabulary or grammar in any language of the world. But some languages may borrow more than others. For example, English language has a large number of words from various languages of the world. Thus, it is possible to argue that many languages are derived

from a single ancestor, a single language. All such languages derived from a single ancestral language are classified under a common language family.

1.2 LANGUAGE FAMILIES

A **language family** is a group of languages that have descended from a common ancestral language or parental language. The ancestral language is known as the Proto-language of that family. The term "family" is used here to facilitate the tree model of language origination. According to the Ethnologue, there are 7,117 living human languages that can be distributed in 142 different language families. A "living language" is simply one that is currently used as the primary form of communication by a group of people. There are also many dead languages or languages which have no native speakers living. Such extinct languages, have no native speakers and no descendant languages. Finally, we may note that there are some languages that are insufficiently studied to be classified, and probably some which are not even known to exist outside their respective speech communities.



At

times we hear the argument that English is a foreign language in India and therefore it is difficult for speakers of Gujarati. However, when we look at the language family tree, it becomes clear that the two languages are related to each other. They are part of the same language family. Although, today they look very different from each other, there are a large number of words that have common roots. For instance, the English word ‘New’ in English (and ‘nava’ in Gujarati) is known as ‘Navas’ in Sanskrit, ‘Newos’ in Greek, ‘Novus’ in Latin, ‘Nuwe’ in Tocharian, ‘Nue’ in Old Irish and ‘Naujas’ in Lithuanian. There are many other words that also can show similarities among the languages indicating that they belong to a common root.

1.3 INDO-EUROPEAN FAMILY OF LANGUAGES

The idea of an ‘Indo-European’ family of languages grew out of the discovery that the oldest language of the Indian subcontinent, Sanskrit, was related to the older European languages like Greek and Latin. The discovery of Sanskrit opened the scope or the possibility of comparing the Indo-European languages with each other. Sanskrit was helpful in a number of ways: it was older than all other known languages (the oldest Vedic text goes back to before 1000 B.C.), and it was relatively transparent because its forms could be easily analyzed: the original structure of its forms was well-preserved.

In 1498 Vasco de Gama discovered the sea route to India, and it was not long after that that other Europeans began to come to India. They came to know about Sanskrit, the holy language of India, which was comparable in many respects with regard to its social position to Latin in Europe in the Middle Ages. Almost immediately, in the period between 1500 and 1550, it was noticed that there were close similarities between certain Sanskrit words and the words of the languages of Europe. As knowledge of Sanskrit increased, such relationships were more frequently noticed. It was Sir William Jones who, in 1786, publicly acknowledged this relationship and correctly explained it. He was the Chief Magistrate of Calcutta, the capital of English India at that time, and founder of the Asiatic Society, which encouraged scholarly research into all aspects of Indian culture and history. In a speech given to the Society, he said:

The Sanskrit language, whatever be its antiquity, is of a wonderful structure; more perfect than the Greek, more copious than the Latin, and more exquisitely refined than either, yet bearing to both of them a stronger affinity, both in the roots of verbs and in the forms of grammar, than could possibly have been produced by accident so strong indeed, that no philologer could examine them all three, without believing them to have sprung from some common source, which, perhaps, no longer exists: there is a similar reason, though not quite so forcible, for supposing that both the Gothic and the Celtic, though blended with a different idiom, had the same origin with the Sanskrit; and the old Persian might be added to the same family if this were the place for discussing any question concerning the antiquities of Persia.

In his speech, Sir William Jones did not go into further detail. For this reason, we will look at a more extensive report on the subject that was prepared by the French priest Cœurdoux in 1767. Cœurdoux compared words of different languages with each other. Consider, for example:

Sanskrit	Latin	Greek	English	Gujarati	
<i>Devah</i>	<i>deus</i>	<i>theos</i>	<i>god</i>	<i>dev</i>	
<i>Paadam</i>	<i>Ped-is</i>	<i>Pod-os</i>	<i>foot</i>	<i>pag</i>	
<i>Maha</i>	<i>mega</i>	<i>megas</i>	<i>mega</i>	<i>maha</i>	
<i>Viduva</i>	<i>vidua</i>		<i>widow</i>	<i>vidhava</i>	
<i>Dvi</i>	<i>duo</i>		<i>dual</i>	<i>dvi</i>	
<i>Tri</i>			<i>tri</i>	<i>tri</i>	
<i>Matru</i>	<i>mater</i>	<i>matre</i>	<i>mother</i>	<i>matru</i>	

❖ Check Your Progress

1. Briefly outline the evolution of human languages. [60 words.]

2. What are language families? Explain with examples. [60 words.]

3. Comment on the relationship between modern Indian languages and English. [100 words.]

1.5 REFERENCE

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:: STRUCTURE ::**2.0 Objectives****2.1 Introduction****2.2 The Indian Tradition****2.3 Takshashila or Taxila****2.4 The Western Tradition****2.5 History of ELT In Europe****❖ Check Your Progress****2.6 References**

2.0 OBJECTIVES

- Provide an understanding of the Indian Tradition of Language Studies
- Become aware of major developments in the discipline of Language Studies
- Understand the role of ancient universities in development of this tradition
- Provide an understanding of development of ELT in Europe
- Become aware of how the discipline of English Language education evolved
- Understand the role of pedagogy in developments vis-à-vis ELT in Europe.

2.1 INTRODUCTION

In the previous unit we discussed the history of ‘Language’, and after discussing language families, we studied the relationship between English and Modern Indian Languages. We saw that Gujarati and English can indeed be described as ‘cousin sisters’ (or મસીયાઈ બહેનો), because their mothers i.e. Sanskrit and Latin were ‘real sisters’.

In this unit we will discuss the traditions of language studies especially during the

Ancient and Medieval Ages. We will first get an overview of the Indian tradition of language studies and then look at the western tradition.

2.2 THE INDIAN TRADITION

Panini – the Father of Language Studies

We should be proud of the fact that the earliest studies of human language were conducted in India in the form of grammatical analysis of Vedik Sanskrit.

Pāṇini, who probably lived in 400 BC, is known for his work on Sanskrit grammar, ‘*Ashtadhyayi*’ is a treatise of about 4,000 shlokas or sutras. It consists of "eight chapters" (*asht adhyayas*) which is the foundational text of the *Vyakarana* branch of the *Vedanga*, the scholarly disciplines of the Vedic literature. Panini’s work was studied in various learning centres, and as a result of that, numerous *bhashya* or commentaries were created. Patanjali’s *Mahabhashya* is the most famous commentary on Panini. No wonder, Panini’s ideas have influenced many other linguists across the world as his theory of linguistic analysis was more advanced than any Western linguistic theory till the 19th century.

The Sanskrit tradition of language studies beginning with Pāṇini’s analysis forms the basis of many modern linguistic theories. His comprehensive and scientific theory of grammar is appreciated by modern linguists all over the world. His work resulted in the standardization of Sanskrit and made it the prominent Indian language of learning and literature for two thousand years. To get a full view of this tradition, we should familiarize ourselves with some of the ancient Indian

universities like Takshashila, Nalanda, and Valabhi. These universities taught religious as well as secular subjects, and were considered major centres of language studies. In those days, Sanskrit and Pali were the dominant languages for the study of scriptures. Hindu scriptures like the *Vedas* and *Upanishads* were written in Sanskrit, whereas Buddhist scriptures like *Tripitaka* were written in Pali. These universities attracted a large number of students from India, Tibet, China and other Asian and far eastern countries. They were also learners and future teachers of Sanskrit and Pali – the languages needed for the study of Hindu and Buddhist scriptures.

2.3 TAKSHASHILA OR TAXILA

The University of Takshashila (Taxila) became a renowned learning centre in north western India in 10th century. It allowed for exchanges between people from various cultures and is widely acknowledged as the first example of an international centre of higher learning in the world history. It is believed that over many scholars from Babylon, Syria and Greece in addition to Indian and Asian students studied there.

In addition to Language Studies, the University was particularly renowned for the teaching of science, especially medicine, and the arts. Both religious and secular subjects were taught. Many *Jataka* of early Buddhist literature mention students attending the Takshashila University. The role of the University as a center of knowledge continued under the Maurya Empire in the 3rd and 2nd centuries BC.

Some renowned students of the university included Charaka, the "father of medicine" (Ayurveda), Pāṇini, the great grammarian, and Kautilya (also called Chanakya), as well as the great king Chandragupta Maurya himself.

Nalanda University, located near Patna in what is now known as the Bihar state of India, was one of the first centres of higher learning in the world. It was founded in the 5th Century BC. It is said that it was visited by Lord Buddha during his lifetime. At its peak, in the 7th century AD, **Nalanda** attracted about 10,000 students who were taught by 2000 teachers as is recorded by the Chinese scholar Xuan Zang.

Valabhi in Gujarat, The Valabhi University (4th to 12th Century AD) was a famous center of Buddhist learning in Gujarat. Valabhii town, the capital of the Maitraka empire (480-775 AD), was an important port for international

trade located in Saurashtra, in Bhavnagar district of Gujarat (western India). For some time, the university was considered to be a rival to Nalanda, in Bihar, in the field of education.

Though Valabhi is known for Buddhist studies, other religious and secular sciences were also taught here. The courses offered included Nīti (Political Science, Statesmanship), Vārtā (Business, Agriculture), Religious thought and Philosophy, Sanskrit and Pali languages, Law, Economics and Accountancy. The Kathasaritsagara narrates the story of a Brahmin, who would rather send his son to Valabhi, than to Nalanda or Banaras. The university was visited by Xuan Zang, a Chinese pilgrim, in the 7th century and by Yi Jing towards the end of the century. He described the university as at par with Nalanda.

When Xuan Zang visited the university in the middle of the 7th century, there were more than 6000 monks studying in the place. Some 100 monasteries were provided for their accommodation. The citizens of Valabhi, many of whom were rich and generous, made available the funds necessary for running the institution. The Maitraka kings, who ruled over the country, acted as patrons to the university. They provided enormous grants for the working of the institution and equipping its libraries.

In 775 CE, the kingdom was attacked by the Arab invaders. This gave the university a temporary set-back. However, its educational activities continued till the 12th century.

2.4 THE WESTERN TRADITION

One of the ancient empires, the Roman Empire was spread over a large geographical area covering Europe, northern Africa and western Asia. The official language of the Roman Empire (2nd Century BC to 4th Century AD) was Latin. The western tradition of language studies can be traced back to the study of Latin. Classical Latin was a highly developed language with a well-defined grammar and a tradition of language study including the art of *rhetoric*, i.e., the art of effective or impressive speech as used in oratory.

Latin grammarian Priscian (500 AD) synthesized the earlier traditions of language studies and his work is the culmination of the ancient western grammatical discipline. It appears that certain contacts existed among western grammarians before Priscian. Greek and Latin grammars, due to their common origin, share many fundamental similarities like the basic

concepts, of “parts of speech”. As a result, even the early English grammars were based on the Latin model.

❖ **Check Your Progress**

1. Discuss the contribution of Panini in the area of language studies.

2. Show how ancient Indian universities contributed to language studies.

2.5 HISTORY OF ELT IN EUROPE

Considering the fairly large volume of research carried out in various sub-disciplines of ELT in the US, the UK, and other major universities of the world, the literature available in the area of the history of language teaching in general and ELT in particular appears meager. Howatt and Smith (2014) have in a recent article attempted an overview of historical developments in European perspective that has a two-stage structure: the first stage of their discussion focuses on ‘Modern Language Teaching in Europe (1750–1920)’, and the second to ‘English Language Teaching beyond and within Europe (1920–2000)’.

In this comprehensive overview, they point out that languages were learnt and taught in Europe for centuries before they appeared in school curriculum. Throughout the ‘Classical Period’ (1750-1920), as Latin dominated the scene, English (and other modern European languages) played a relatively minor role. However, there was a growing interest in

Europe for English literature and philosophy. By 1800 the use of Latin as the medium of instruction in European universities slowly died out. As a result, it was said that Latin had died twice: once as the language of ancient Rome, and a second time as the *lingua franca* of Europe.

However, up to 18th century, as a result of the hegemony of Latin, modern language teachers also emulated the Latin model in the design of their teaching materials: grammar rules being followed by vocabulary lists with an emphasis on exceptions. There was, of course, one significant improvement, namely the provision of practice materials in the form of sentences to translate into and/or out of the new language. So far as English is concerned, the impact of traditional methods was relatively slight. English was not very widely studied in European schools in the first half of the nineteenth century, which was dominated mainly by French as the continental *lingua franca* after Latin and as the second language of choice in countries like Russia.

The dominant feature of the Reform period was the teaching of the spoken language since, it was argued; speech is the primary foundation of all language activity. The influence of the new science of phonetics was responsible for this, and with this begins a long lasting connection between language teaching and linguistics. There were several variations within the ‘Direct Method’ which emerged out of this period.

The importance given to phonetics within the Reform Movement would explain why language teaching theorists throughout the ‘Scientific Period’ (1920–70) wanted to justify their ideas according to insights from the new social sciences: particularly linguistics and learning psychology. The selection of vocabulary and grammatical ‘structures’ or ‘patterns’ received a lot of attention. By the end of the period, key features of all good teaching practice were considered to be the use of drills and exercises aimed at the formation of correct habits in the production of grammatical structures.

After the First World War, the centre of gravity for the development of progressive thinking on the teaching of English as a foreign language shifted from Europe and the USA to a remarkable triumvirate of expatriate language teaching theorists working in Asia: Michael West in India, Lawrence Faucett in China, and Harold Palmer in Japan. Palmer’s major achievement was to synthesize and systematize ideas

from the Reform Movement and Berlitz Method traditions, which were then carried forward by A. S. Hornby.

Meanwhile, ‘Situational language teaching’, appeared as the dominant approach in Britain in the 1960s. From around 1970 some of the ideas, which had dominated English language teaching for the preceding fifty years began to change once more, and ‘Communicative language Teaching’ (CLT) appeared on the ELT horizon. A lot of excitement was generated by what appeared to be revolutionary new ideas. The communicative ‘paradigm shift’ is often linked to major shifts in background theory (Chomsky, Hymes, Krashen, and others). However, it is true that we may find some continuity in the ‘P[resentation]-P[ractice]-P[roduction]’ or PPP lesson plan format, which continues to be the main pattern in contemporary course books.

Two more developments that appeared by the last quarter of the 20th century and gained ground in the first quarter of the 21st century need special mention. The distinction between ‘language learning’ and ‘language acquisition’ pioneered by the American linguist Stephan Krashen has made a significant impact on ELT in Europe. Similarly, the Common European Framework of Reference (CEFR) developed by the EU has also become the dominant framework for ELT in Britain and elsewhere.

As a result of these developments, the British (and European) scene is today dominated by various versions of CLT. It has been argued that teachers need to know whether they are engaging students in practice, (the ‘weaker version’ of CLT, which has remained the pedagogical norm), or whether they are committed to a view, like Prabhu’s, which gives communication a much ‘stronger’ role in language acquisition. Prabhu’s work in India highlighted the distinction between the weaker and the stronger versions and gave rise to what we now call ‘Task-based Language Teaching’ (TBLT), that is, designing a syllabus made up of ‘tasks’, not aspects of language such as ‘structures’, or ‘functions’.

❖ Check Your Progress:

Answer the following questions in 150-200 words.

1. Discuss the early stages of development of ELT in Europe.

2. How did the emergence of linguistics and phonetics influence ELT?

3. is Communicative Language Teaching ?

4. Discuss the recent trends of ELT in the UK and Europe.

5. is Communicative Language Teaching ?

6. Discuss the recent trends of ELT in the UK and Europe.

2.6 REFERENCES

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UNIT : 3

HISTORY OF ELT IN INDIA: PRE-INDEPENDENCE PERIOD

:: STRUCTURE ::

3.1 Objectives

3.1 Arrival of The British In India

3.2 Orientalist-Anglicist Controversy

3.3 Lord Macaulay's Minutes

3.4 Raja Rammohan Roy

3.5 Wood's Dispatch

3.6 Elt In India Vs Elt In Britain

3.7 English: A Means of Unification And Destruction

3.8 Indians as Proficient Users of English

3.9 English as One of The Languages of India

3.10 Conclusion

3.11 References

3.0 OBJECTIVES

- Provide an understanding of development of ELT in India
- Develop a sense of the struggle for retaining identity of being Indian
- Know the clashes between varied forces for and against introducing English in India
- Become aware of how the formal western system of education was introduced in India
- Understand the role of some social workers, political leaders, press and media in developments vis-à-vis ELT in India.

3.1 ARRIVAL OF THE BRITISH IN INDIA

The history of English in India is complex for it is entangled with the political and economic contexts of the Empire. 31st December 1600, Queen Elizabeth signed a Charter granting permission to some merchants from London to start trade with India. Thus, the British arrived in India in the early 17th c. in the form of the East India Company (EIC). They were more interested in trade than ruling over the country. The Company at that time needed employees to learn local languages, so that they could negotiate with the local traders. Simultaneously, in the beginning these traders were afraid of teaching their (English) language to Indians for fear of losing their control.

Charles Grant, a representative of the East India Company (EIC), in 1792 prepared the first blueprint of English education in India. However, the ruling authorities, that is, the East India Company (EIC), refused to accept the responsibility for education of Indians. So, missionaries, whose main aim was proselytization, became active to spread English. For instance, William Carey, a missionary from some small village in England, wrote a book on Sanskrit grammar. He also translated the Ramayana, and started a newspaper in Bengali in 1818. The hidden agenda behind these acts was to know and attract the indigenous population.

In 1813, EIC's charter was renewed, and a clause was inserted to devote not less than Rs.1,00,000/- annually to the education of Indians. This clause laid the foundation of English education in India. The money available was spent mainly on teaching of Sanskrit and Arabic and on the translation of English works into these languages. Production of books in English was also encouraged. Between 1815 and 1840, a number of Christian institutions were started across India which was seen as **Renaissance**. As a result, a large number of people joined these English tutorial classes with a bright career in view. Thus, began the story of English in India. By now, efficiency in English was considered to be a new currency for jobs and higher social status. By 1857, three Universities were started by the British in the present-day Mumbai, Kolkata and Chennai (known as Bombay, Calcutta and Madras in those days).

Until the end of the 19th c English education was given to children of employees of the EIC and Anglo-Indians. Charles Grant, considered the father of modern education in India, suggested that European literature and scientific knowledge should be made available to Indian students through the medium of English. More and more Indian students started attending English schools and later many of them became great supporters of English language and education. Thomas Babington Macaulay, a law officer drafted a document which came to be known as Macaulay's Minute on Education (1835). In this he deprecated the value of Indian languages, suggested to elevate the qualities of English and declare that English should henceforth become the medium of education in India. This was the beginning of acquisition of social and political power by the British over India.

3.2 ORIENTALIST-ANGLICIST CONTROVERSY

After the acquisition of political power in India, the British EIC officials wanted to maintain neutrality or non- intervention in the sphere of religion and culture of the Indian society. They did not want any opposition by the locals. Yet, continued persistence from the missionaries, the Liberals, the Orientalists, the Utilitarians compelled the Company to taken on the onus of educating the native population. At this juncture, there were different opinions regarding whether the indigenous people should be offered western or oriental education. This was the beginning of the Orientalist-Anglicist controversy.

Both the Anglicists and the Orientalists were concerned only with 'higher studies.' That is what Macaulay seems to mention:

"It is impossible for us, with our limited means, to attempt to educate the body of the people. We must at present do our best to form a class who may be interpreters between us and the millions whom we govern --- a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect."

It was this class of people educated through English that was expected to enrich the vernaculars with scientific terms borrowed from the western nomenclature for the benefit of the masses. Later, Governor –General Bentinck needed 'writers' for administrative purposes. Bringing clerks from Britain was a costly affair. So, the Christian priests in seminaries were asked to improve the employability skills of their graduates. This was a practical purpose. Therefore, when local recruitments were made,

there was motivation among Indians to learn English. Jobs were available to everyone across the country for those who could speak and write English.

Warren Hastings was another major advocate of the British Empire in India. He respected Indian traditions although his main aims had been consolidation of the Imperial rule and conciliation with the natives. He founded the Calcutta Madrasa in 1781 and the Benares Sanskrit College in 1791, for Oriental learning. The founding of these educational institutions marks in the beginning of the Oriental School of Education Policy in the Government of British India. The expenditure incurred by the running of the Calcutta Madrasa and the Benares Sanskrit College was to be borne by the Company.

Warren Hastings admired Indian culture. He was especially interested in Indian philosophy and literature. He was fond of the Bhagvad Gita and the Mahabharat. Therefore, he took the initiative for translation of these works and thereby tried to stimulate the interest of the Europeans in Indian culture. During this time, Sir William Jones postulated a thesis that became the basis for philology, or later, historical linguistics. Another Englishman, Wilkins translated the Gita and Major Rennel, the inventor of printing types for Persian and Bengali scripts, authored the Bengal Atlas. Hastings also founded the Asiatic Society of Bengal. This laid the foundation for British reign that lasted for almost 200 years.

However, there was a strong negative reaction from different quarters in Britain, viz., the Evangelicals, the Liberals and the Utilitarians. The Evangelicals had a firm conviction in the superiority of Christian ideas and western institutions. Charles Grant and William Wilberforce were exponents of the Evangelical view. There were also others who did not necessarily share Evangelical faith but were convinced of the superiority of western knowledge. Macaulay was the main promoter of this idea. He recommended that western learning should be promoted in India through English and this should be the objective of education policy in India. The Anglicist faction, who advocated the spread of European knowledge, literature and education, and the teaching of English, opposed the stipend paid to students of Sanskrit, Arabic and Persian and the expenditure on publishing books in these languages. In short, they were vehemently against patronising Oriental learning.

Sir William Jones and James Prinsep were Orientalists whereas Lord Macaulay and Lord William Bentinck were Anglicists. There were

violent controversies between the Orientalists and Anglicists regarding the objectives of the educational policy, medium of instruction, agencies for organizing educational institutions and the methods to be adopted to spread education among people. The controversies and schools of thought were found mostly among the European officials of the Company. Indian opinion was at this time, almost non-existent.

Arguments of the Orientalists: The most important argument of the Oriental party was regarding interpretation of section 43 of the Charter Act of 1813. Accordingly, a sum of not less than a lakh of rupees shall be expended every year for the revival and improvement of literature and the encouragement of the learned natives of India and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India. The Oriental group put forward the argument that the literature meant to be revived and encouraged was the literature of Hindus and Muslims.

Further, encouragement of learned men meant that support will be given to scholars who were studying in Oriental Colleges in the form of stipends and by publishing classical works for their use. For the purpose of introduction and promotion of knowledge of sciences, they argued that western knowledge and sciences should be taught to them through the medium of the classical languages or modern Indian languages. They also argued that Indians should also be taught the culture of their land for which they had great love and regard. Therefore, the Orientalists suggested that the action of the General Committee of Public Instructions in translating useful books from English into Arabic and Sanskrit was perfectly justified. The Oriental party wanted that the existing efficient instructions of oriental learning should not be abolished. Orientalists also agreed to the idea that the students should be given option to choose for themselves the classical or English education.

According to Anglicists, the oriental system of education was slow and detrimental to development of science. They did not wish to compromise the idea of grafting the new western learning upon the old Oriental learning. They argued for the idea of diffusing western sciences and literature amongst the Indians through the medium of English. As they were firm in their conviction, they desired to utilize the entire educational grant for the purpose of diffusing western education. Under the circumstances, the controversy between these two schools of thought was referred to the Government by the General Committee of Public Instruction.

3.3 LORD MACAULAY'S MINUTES

In Lord Macaulay's Minutes of 2nd February, 1835, it was clearly supported that the western education in India should be encouraged through the medium of English. Macaulay's *Minute* stated that education was to "*form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect*". Later on, many more minutes, dispatches and commissions came into vogue to make English education in India a permanent feature of the Indian culture. Lord Macaulay aspired that the local people should be Indian in blood and colour but English in taste and opinion. He expected that those trained in this manner would be instrumental in spreading their western knowledge through English. Macaulay's intentions were two-fold: i) to create the dominance of British culture over Indians, thereby, to control the minds of Indians through English; ii) to train Indians and make them fit for the employment. To consolidate this stand, the British Government gave preference in jobs to the Indians who had knowledge of English. Consequently, numerous new colleges were established. This system of English education, continued till the independence. Some of its features continue to remain the same even today!

Macaulay was essentially a believer of proselytization. The imperial regime was interested in power and money. So, the power-hungry rulers of Britain trusted Macaulay and supported his schemes fully. To serve his intentions, Macaulay used a strategy to dismiss Indian languages as '*poor and rude*' with neither '*literary nor scientific information*'. He worked towards the strategy by demolishing Oriental languages and their repertoire of knowledge. A by-product of this step was resolution of the Orientalist-Anglicist controversy.

A shrewd administrator that he was, Macaulay earned both blame and appreciation from different quarters. "*Some said neither India nor Arabia would ever forgive Macaulay for the monstrosities that he perpetuated through his ignorance of not only Indian but Asiatic culture also*". (Krishnaswamy, 2006). Others appreciated him for his famous Minute as a weapon towards their continued trade and power.

In addition to the effort at the political front, persistent efforts by the Christian missionaries resulted in inspiring the youth of India to educate themselves in the English language and become well-versed with the western culture. They considered this to be the Renaissance in India and were enthusiastic about the new ethos. *“They started writing poems, stories and essays in English and the newspapers started publishing them. During 1780-95, a number of English newspapers were started in Calcutta, Madras and Bombay. This also encouraged Indians to write in English. Some of them had acquired a command of the English language and a familiarity with English literature that was not found even in Europe”* Krishnaswamy, 2006).

3.4 RAJA RAMMOHAN ROY

Raja Rammohan Roy, considered to be the father of the Indian Renaissance, was a scholar of Sanskrit, Arabic, Persian, Hebrew, Greek, English and comparative religion. Many traditional Indian texts, such as the *Vedas*, were translated by him into English. He too thought that education through English and knowledge of western thought would infuse fresh blood among the Indians and modernize their intellectual make up and widen their vision. He felt that Vedic knowledge, with the other rituals, customs and empty formulations was stagnating and that Indians needed exposure to modern thought.

As an earnest learner, Raja Ram Mohan Roy, desired to have a more liberal and enlightened system of education in India so as to help India progress. Therefore, he wanted the youth of India to study mathematics, natural philosophy, chemistry, anatomy and other useful sciences as was done in Europe. He wanted translations and did not favour the introduction of English as the medium of instruction on a permanent basis. Nevertheless, his zeal to support the cause of utilitarian education, made Raja Ram Mohan Roy sound too harsh in criticising the Sanskrit system of education. That is the reason why his criticism of orthodox Hindu practices was perceived to be rejection of Hinduism.

3.5 ENGLISH IN MEDIA

India has always been a multilingual land. In those days, the Indian subcontinent employed Sanskrit and Arabic as languages of administration. Further, the education system followed the oral tradition, and learning was essentially based on *shruti* and *smriti*. Hence, printing was not in vogue. Later in the 16th c., when the Europeans brought the

printing press to India in the written mode offered a new pattern or mode of education in the subcontinent. Modern Indian languages were committed to writing, the written mode was used chiefly for higher literary functions, and their distinct scripts did not lead to mass literacy. In this environment when the printed books in English were introduced in India, Indian printers faced an additional problem of representing Indian languages and their scripts in the written form. Thus, there was no homogeneous field for the vernaculars of India. The English administrators took advantage of this situation. Newspapers in English became popular among the urban masses. The popularity of English newspapers grew to the extent that some of these newspapers were even owned by Indians.

The following were some of the important ones.

Name	Year of establishment
Times of India, Bombay	1838
Calcutta Review	1844
Examiner, Bombay	1850
Guardian, Madras	1851

Some Indians of the period, like Michael Madhusudan Datt (Calcutta), C V Boriah (Madras), Krishna Mohan Banerji (Calcutta) and Kashiprasad Ghose (Calcutta) are credited with literary writing in English. (Source: The Story of English in India Krishnaswamy, 2006)

The print media encouraged a large number of Indians, especially the youth, to learn English. The drive for spreading the English was so intense that even essays written by school boys, annual reports of colleges were published in newspapers. Moreover, reviews of English plays, proposals to publish translations of ancient Hindu texts also found place in newspapers. Since such literary activities were encouraged and appreciated, Indians started learning English. In fact, most of them persevered to enhance their competence in English and felt proud of their knowledge of literature in English and skill in the use of the English language. Thus, western culture and thoughts were injected into Indian minds.

The growth of the print media accelerated use of English as a second language: there were only thirty –two English dailies in 1937 and the

number increased to 51 in 1947; there were only 32 English Weeklies in 1937 and it increased to 258 in 1947. The print media too, which was urban based, was using English more as a second language.

Further, when railways, telegraph and postal services were introduced, communication in English was facilitated. As a result, spread of western technology and trade became faster. In turn, more and more Indians desired to learn English. Since the Matriculation examination was held in English. So, all the aspirants of higher education considered English the most important language.

3.5 WOOD’S DISPATCH

In 1853, Charles Wood, later known as Lord Halifax, was the President of Control of EIC. He prepared a dispatch known as the Wood’s Dispatch, (1854) sometimes called the Magna Carta of English Education in India. This was the first policy statement of the British Government and Company on education in India.

Wood’s Dispatch emphasised the following points.

1. English not to replace the native languages; English to be offered where there was demand;
2. Christianity as a religion to be taught outside school hours, only if asked for voluntarily;
3. Teachers to be trained;
4. Education of females to be considered important;
5. Grants-in-aid to be offered through the Department of Education;
6. Universities to be established;
7. Indian languages to be developed;
8. European knowledge to be extended throughout all classes of people in India.

On the surface level, it appeared that the English administrators were interested in the progress of the Indian continent. However, their primary focus was to attract the local population for employment and reap material gains and capital by exploiting resources of India in favour of manufacturers in England.

3.6 ELT IN INDIA VS ELT IN BRITAIN

The policies and recommendations of the Wood’s Dispatch were set aside, to exist only for name-sake. Time and again, the ancient education

of India imparted in the Indian languages was criticised in the pretext of it being elitist. The English language, it was claimed, encouraged mass education, thereby treated people equally in knowledge and employment. Gradually, English became the language of education, commerce and administration, sidelining Indian vernaculars. Since, the local languages did not carry much market value, they ceased to motivate people to learn them. By the end of the century, more and more English medium schools and colleges were established and English became the 'prestige' language of India, the language of power and money, completely replacing Persian and other Indian rivals. At a later stage, it even became the medium of interaction for the nationalist movement.

Oriental education, that is, teaching of Indian culture and languages, was pretended to be encouraged. In reality, it remained only a policy on paper. Owing to this, people in the rural areas and in the socio-economically lower strata suffered a great deal. Since the English-speaking urban minority had been employed in the British bureaucracy, they became the servants of the British government. These bureaucrats and administrators, usurped powers from the native rulers. By then, English had taken over most of the functions of the indigenous languages.

Paradoxically, when the English language had become a dominant medium of communication in education, administration, commerce etc., English was offered as only one of the subjects of study in 1828, that too at a newly founded college in London. It had not yet found a place in the curricula of prestigious universities such as Oxford and Cambridge! The course offered was on the English language for communication in that medium was considered necessary and important. The British rulers experimented with the Indian schools to devise teaching methods which were imported in Britain as well. *Colonialism used its colonial territories, particularly India, to devise teaching methods (Pennycook, 1998) and teaching techniques (Spolsky, 1995), as well as to establish its literary canons (Vishwanathan, 1989). All of these were not only exported to other colonial territories but were imported in Britain as well.*

3.7 ENGLISH: A MEANS OF UNIFICATION AND DESTRUCTION

With the spread of the English language among Indians, communication was facilitated in administration and other fields of social life. This gave an impetus to the Empire to expand itself. Since people across India were

learning English, it became a link language pan India, across varied territories, states and kingdoms. Thus, on one hand, the British Empire was becoming stronger day by day not only territorially but also in the psyche of the Indians, on the other, it was bringing together educated Indians across the country. Whereas the English language and policies had established linguistic and cultural empire, contact with the western world had also made the educated Indians conscious of exploitation of the benign people of India by the British. This unintended uniformity was due to English education. Prior to introduction of the English language, Indians in varied parts of the country spoke numerous vernaculars and dialects. So, communication even among scholars within India was difficult. But English education and the English language not only brought them closer for trade and commerce but also developed an emotional bond among them. For the widely - scattered intellectuals of India, English became a link language, a bridge to journey into one different cultural milieu. So, the educated Indians began appreciating the value of English towards such a unification of the country.

More importantly, the class of educated Indians came into contact with the main stream thoughts of the European civilization. Through the print media, Indians became aware of the happenings in the world. They started taking interest in the news regarding and events of the world. Quite many went to England for higher studies. Some even did so well that they were recruited in the civil services, then known as ICS (Indian Civil Services). Many others went abroad for the purpose of business. This made them more and more conscious of the hidden agenda of the British Empire to reign over and exploit India.

Whereas the English language had built bridges among Indian intellectuals, on the other hand, it had started destroying traditional Indian values, even occupations, thereby the socio-cultural fabric of traditional India. The Hindu intellect had been inclined to support the religious and cultural fabric created over the centuries; but English educated Indian youth openly questioned traditional faiths and values; European learning and English education brought about a critical temper. This conflict created social tensions and some felt that English education was the source of all our woes, while some others thought that it was the fountainhead of all our development, prosperity and happiness. That the educated youth favoured western thought and culture was obvious from the fact that they did not participate in the 'Sepoy Mutiny of 1857. They remained '*faithful and loyal*' to the British rule, instead. But these very English-educated Indians were gradually becoming aware of the harmful

rule by the British in terms of destruction of the resources of India such as its agriculture and other resources. The mask having removed due to awareness of the educated Indians, now the British rulers' face as plunderers was clearly visible. This awareness led to agitations in their mind and action. Revolts began to brew against the foreign rule.

The Indian National Congress was formed in 1885, and in 1892 Dadabhai Naoroji was elected to the British Parliament as India's representative. The Arya Samaj was founded in 1875 by Swami Dayanand Saraswati to represent the revolt of Indian thought against the invasion of western ideas. Many other organisations like the Brahmo Samaj (under the leadership of Keshab Chandra Gupta), Sadharana Brahma Samaj and the Prarthana Samaj were active in Bengal. The warrior prophet of India Swami Vivekananda, appeared in Chicago at the inaugural meeting of the Parliament of Religions in September 1893, addressed the sisters and brothers of America in English and declared that he was proud to belong to a nation which has sheltered the persecuted and the refugees of all religions and all nations of the earth.

A new vision of India seemed to be in sight, first reflected in the field of education through the '*Swadeshi Movement*'. The demand now was for '*swadeshi*', i.e., home-grown or Indian. A by-product of the '*Swadeshi Movement*' in the field of education was seen as a growing demand for education in the vernaculars.

But English remained a compulsory subject. Mahatma Gandhi declared, '*I therefore regard it as a sin against the mother-land to inflict upon her children a tongue other than their own mother's for their development*'. He was not against English; he favoured it for international communication. A resolution passed at the Nagpur Congress in 1920 advised '*gradual withdrawal of children from schools and colleges owned, aided or controlled by government, and in place of such schools and colleges, establishment of national schools and colleges in various provinces.*'

As a result, within less than four months, numerous institutions of higher education such as the National Muslim University of Aligarh, the Gujarat Vidyapith, Bihar Vidyapith, the Kashi Vidyapith, the Bengal National University, the Tilak Maharashtra Vidyapith, Quami Vidyapith in Lahore, etc as well as schools were established in various parts of the country to encourage Indian languages, literature and culture. Thousands of students enrolled at these institutions giving impetus to 'Swadeshi education'.

The National Education Movement emphasised the following.

1. Indian control of education
2. The teaching of the love of the motherland
3. No imitation of the west

A number of leaders like Dr. Annie Besant were involved in the movement; subjects like Indian literature, Indian history, Indian achievement in science, in art, in mathematics, in medicine, in commerce, in astronomy etcetera were taught. National education was controlled by Indians, to uphold Indian values and ideals. At the same time the National Education Movement also used English as a language of transaction because by then English had become an 'imposed national necessity'. English had assumed an inter-regional character and it was also used as the language of negotiation with the British rulers.

3.8 THE TWO WORLD WARS

The two big wars affected socio-cultural fabric of the world. Since the English language was employed by a large number of soldiers across the globe, it became the medium of communication across the world. Because languages are cultural products and a means for the users to talk about their daily life, food habits, customs, and life style in general, the English language too was influenced a great deal by its speakers around the globe giving birth to a large number of varieties of English. With its increasing popularity, the American variety was competing with the British variety. Owing to their close contact, the English language and Indian languages also borrowed words from each other. Numerous varieties such as Cantonment English, Butler English, Bearer English and Bazar English came into existence as a result of the interaction with the armed forces.

The Macaulayan plan of education was intended to train a class of interpreters to help the rulers build and consolidate their empire. At the same time, it can be argued that if India is a nation today, it happened partly through the efforts of the British to build the Empire, their able administrative machinery and as a result of the anti-colonial movement. *"Indian nationalism did not germinate of its own accord in the soil of the country; it was an exotic fruit of the interplay between the seeds sown by the kind of European knowledge that was imparted through English and*

English education and the nurture found in the Indian soil.”(Krishnaswamy, 2006)

Therefore, educated Indians who realized the advantages of remaining connected to the world outside India, did not reject the English language and English education either during the struggle for freedom or even decades after independence. Ironically, Indians used their newly-gained competence in English and European knowledge for their freedom.

3.8 INDIANS AS PROFICIENT USERS OF ENGLISH

Starting with Swami Vivekananda, who presented India and its spirituality to the world, most Indian leaders projected India, its culture and values, its sensibilities and its identity in English. Sri Aurobindo projected Indian spirituality in English; Radhakrishnan presented Indian philosophy in English; Mahatma Gandhi explained his philosophy of non-violence in English; Jawaharlal Nehru ‘discovered India’ in English so that the outside world could discover it too. Tilak, Gokhale, Subhash Chandra Bose, Sardar Patel, Rajendra Prasad, Ambedkar, Sarojini Naidu, Tagore, Jinnah and a host of others projected India’s aspirations and its quest for freedom in English. Rajgopalachari presented the Indian epics the Ramayana and the Mahabharata – in English. Writers like R. K. Narayanan, Raja Rao, Mulk Raj Anand, Ahmed Ali, and many others expressed their literary creativity in English.

3.9 ENGLISH AS ONE OF THE LANGUAGES OF INDIA

The Empire’s strategies of proselytization and permanent reign over India through English education worked against their hidden motives. When a significant number of Indians began to use English proficiently – not only read and understand when spoken to but also could speak fluently and express their own thoughts through writing in that language, the English language was stripped off its culture and class character. Indians used the language to serve their native functions and purposes thereby evolving new registers. It became one more tool for communication not only within India but across with the world outside. With its Indianisation, the language taught by the British Empire projected Indian identity and aspirations of the nation. Freedom fighters who were well-versed in the language employed it to go against the British Empire. *“In the tradition of India, English was absorbed as another tongue in the Great Indian Language Bazar”* (Krishnaswamy, 2006).

3.10 CONCLUSION

During the British rule, education of masses in India through the English language and English literature, doubtlessly, resulted in cultural acculturation. Nevertheless, it is interesting to note that English, which on one hand was a symbol of foreign rule, also helped India to fight against the British Empire and get freedom. Indians asked for freedom through the European knowledge gained by them by learning English which was truly a window to the world. Moreover, Indians even projected their identity in English. Most of the freedom fighters from Mahatma Gandhi to Shaheed Bhagat Singh had made use of English. Further, writers starting with Swami Vivekananda to pioneering litterateurs like Raja Ram Mohan Roy, R K Narayan, Mulk Raj Anand, Khushvant Singh, Kamala Das and others used English as their identity. Today, English is recognised as one of the *lingua franca*, an official language, of India.

❖ Answers

Q.1. What was the controversy between Anglicists and orientalists?

Answer: The group of people who favored the western scientific knowledge in India came to be known as the **Anglicists**, on the other hand, the group of people who favored the traditional oriental learning is known as **Orientalists**.

The reasons for violent **controversies** between the **Orientalists** and Anglicizes were

- (i) The educational policy, medium of instruction, agencies for organizing educational institutions and methods to be adopted to spread education among the people. **Anglicists** thought that people should be aware of the developments in western science and technology by reading European language.
- (ii) **Orientalists** thought that in order to understand India it **was** necessary to discover the sacred and legal texts that **were** produced in the ancient period.

Q.2. Make a list of scholars from ancient India and their contribution to different fields of knowledge. (**This Q is based on general awareness, NOT based on the text**).

Answer: Important scholars of ancient India: Bharata (Natyasastra), Kalidasa (Sakuntala), Valmiki (Ramayana), Vyasa (Mahabharata), Subandhu (Vasavadatta), Panini, Aryabhata, etcetera

❖ **KEY WORD**

Deprecate, Renaissance, Charter, acquisition (of property), indigenous

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:: STRUCTURE ::

- 4.0 Objectives**
- 4.1 Introduction**
- 4.2 Recommendations of Various Education Commissions**
- 4.3 English as an Indian Language**
- 4.4 English in Gujarat**
- 4.5 The Structural Approach**
- 4.6 Communicative Language Teaching**
- 4.7 MODCOM approach**
- 4.8 Let US Sum Up**
- 4.9 References**

4.0 OBJECTIVES

- To make students familiar with all the post-independence Education Commissions
- To provide conceptual background of status of English as an Indian language and in Gujarat
- To introduce the learners to ELT approaches and methods

4.1 INTRODUCTION

The association of English language with South Asian countries in general and India in particular is quite long. Though English had been considered as one of the tools of Colonization, the way Indians have

instrumented this very tool is remarkable. We may observe many educational policies and commissions put forth during the colonization era, but in this unit we shall learn and focus on some of the indigenous policies and commissions formulated in the interest of independent India.

In addition to this, this unit also provides an overview of various English Language Teaching approaches namely Structural Approach, CLT and Modcom approach.

4.2 RECOMMENDATIONS OF VARIOUS EDUCATION COMMISSIONS

With no exaggeration, we can say that Indian Educational institutions have existed since the emergence of civilization. (Keay, 1972). And further, in order to gain better understand about education policies, we can divide the history of the same into two time periods: Pre-Independence and Post-Independence. However, as per the requirement of this unit, we narrow down our focus Post-Independence period's education policies.

After independence, it was observed that there were no major commissions or any reports after the last Sargent Commission. And therefore, with a view to provide that is more suitable for independent India, the Central Advisory Board of Education (CABE) decided to come up with two commissions, one for University education and the other one for Secondary education. The fact while forming both the commissions was kept in mind that the scenario and needs of independent India is going to be very different from the British or colonial period. And therefore, it became important to reconstruct the whole education system in India. Provision of free and compulsory education till the age of 14 was put forth and was debated in the Constituent Assembly and ultimately this found expression in the Directive Principles of State Policy of the Constitution of India. It was decided to work on a system of universal elementary education by 1960 and thereafter, to keep on imbibing the necessary changes at secondary and higher education level as per the needs of the time and country situation. (Saikia, 1998).

It was the year 1950 when the nation adopted the Constitution and Education became the important agenda and responsibility for both the respected states and central governments. After independence, all the Indian education policies were greatly influenced by the Education

Commissions that were set up from time-to-time. Some of the important commissions are as follows.

1. University Education Commission (1948) – Under the Chairmanship of Dr. S. Radhakrishnan

The commission aimed at establishing universities that provide knowledge and wisdom for a holistic development of the personality. According to it, university education is a pivotal step for higher level of learning. The core rationale for establishing universities in different regions was to make higher education accessible to all irrespective of their geographical or social background or even their gender.

2. Secondary Education Commission (1952) – Under the chairmanship of Dr. A. Lakshmanaswami Mudaliar

The report was submitted to the Government in the year 1953. The report focused on providing a broader view about the education problems of Indians and suggested to increase efficiency of production. The commission also focused on the diversification of high school courses and the establishment of multipurpose high schools. One of the most important points was to introduce a uniform pattern pan India. Moreover, the commission also suggested establishing technical schools across India. Its report and recommendations were highly appreciated by many educationists, but at the same time many also pointed out its limitations. They criticized the report saying that it lacked freshness, and was just a replication of old policies. And the policy was practically unrealistic to implement. Further, the report did not suggest any framework for promotion of women education.

3. Indian Education Commission (1964-66) - Under the chairmanship of D. S. Kothari

Indian Education Commission, also popular as the Kothari Commission was given the responsibility of dealing with all aspects and sectors of education and recommended the Government on the reformation of a National System of Education. The National Educational Policy 1968 was formulated as per the recommendations of this commission.

In the very opening paragraphs of this commission's report, it has been said that "the destiny of India is now being shaped in her classrooms. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of people. On the quality and

number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people” (Report of the Education Commission 1964-66. Vol. 1).

According to the commission only Education can be instrumented as a force of social, economic and political change. Further, the commission also emphasized on the very fact that only education can help in achieving these changes without any kind of violent revolution.

Moreover, the commission suggested three main comprehensive reconstruction;

- a. Internal transformation
- b. Qualitative improvement
- c. Expansion of educational facilities

4. National Policy on Education (1968): In response to the recommendations of the Kothari Commission

The followings are the resolutions that were included in this policy keeping the recommendations given by the Kothari Commission.

- Free and Compulsory Education for all children up to the age of 14
- Teachers to be accorded an honoured place in the society
- Teachers’ emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities
- The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.
- Teacher education, particularly in-service education, should receive due emphases
- Development of languages: *Regional languages* are to be promoted and developed. “Unless this is done, the creative energies of the people will not be released, standards of education will not improve, knowledge will not spread to the people, and the gulf between the intelligentsia and the masses will remain static if not widen further. The use of regional languages should not be only at the primary and secondary stages, but urgent steps should be taken to adopt them as media of education at the university stage” *Three-Language Formula* to be adopted at secondary by the state Governments. This formula

includes a modern Indian language, preferably one of the southern languages, along with regional languages, Hindi and English. *Hindi* language should be promoted as the link language as a medium of expression for all the elements of composite culture of India. Moreover, Sanskrit language should be given special importance considering its unique contribution to the cultural unity of the country, facilities for its teaching at the school and university stages should be offered on a more liberal scale. Lastly, special importance to be given on the study of English and other international languages

- Science Education and Research: In order to accelerate nation's economy, science education and research should be given high priority. Science and mathematics should be an integral part of general education till the end of the school stage
- Importance of Education for Agriculture and technical education in close relation to Industry
- 'A major goal of examination reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process, it should aim at helping the student to improve his level of achievement rather than at 'certifying' the quality of his performance at a given moment of time.'
- The suggested Educational structure to be adopted was 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions.

Broadly, the Education Commission recommended the following points –

- A transformation of the system to relate it more closely to the life of the people.
- A continuous effort to expand educational opportunity.
- A sustained and intensive effort to raise the equality of education at all stages.
- An emphasis on the development of science and technology.
- Emphasis on the cultivation of moral and social values.

5. National Policy on Education (1986)

“Education in India stands at the cross roads today. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of situation”.

The National Policy on Education, 1986 was introduced by the then Prime Minister Rajiv Gandhi in 1986. It had the following recommendations:

1. The new thrust in elementary education emphasized on two aspects- (a) Universal enrolment and retention of children up to the age of 14 years and (b) A substantial improvement in the quality of education.
2. A child centred and activity based process of learning adopted at the primary stage.
3. Corporal punishment firmly excluded from the educational system and school timings as well as vacation adjusted to the convenience of children.
4. Provision made for essential facilities in primary schools, including at least two reasonable large rooms that are usable in all weather and the necessary toys, blackboards, maps, charts and other learning materials.
5. A large and systematic programme of non- formal education launched for school drop outs, for children from habitations without schools, working children and girls who cannot attend the whole day schools.
6. Modern technological aids used to improve the learning environment of non- formal educational centres

([https://www. mhrd. gov. in/ sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf) on dated 11/11/14 and [http:// www. The hindu. com/ news/ national/new-national-policy-oneducation-coming/article2366743](http://www.Thehindu.com/news/national/new-national-policy-oneducation-coming/article2366743).)

6. Revised National Policy of Education (1992) – Under the chairmanship of Acharaya Ramamurti in 1990 and later under the leadership of N. Janadhana Reddy

National Education Policy 1986 is considered as a land mark in educational development in India. Review process of this policy was conducted in the year 1990-92. The report of Central Advisory Board of Education (CABE) recommended some changes and modifications considering the developments during the first few years. The recommendations by CABE were presented in the parliament on 7th May, 1992.

In the year 1992, the revised Programme of Action (POA) of the National Policy of Education 1986 suggested to implement the clause of free and compulsory education to all children up to age of fourteen years by 21st century. The National Policy on Education (1992) emphasised the need for greater transformation of the Indian educational system, with a focus on quality enhancement. The policy also stressed on developing moral values among students and bringing education closer to life (Ranganathan 2007).

7. The National Education Policy 2020:

The Union Cabinet chaired by the Prime Minister Shri Narendra Modi approved the National Education Policy on July 30, 2020. The new policy aims to transformational reforms in school and higher education systems in India. This policy will replace the 34 year old National Policy on Education (NPE), 1986. The following are the highlights of this NEP 2020.

School Education:

- New Policy aims for **universalization of education** from pre-school to secondary level with 100 % Gross Enrolment Ratio (GER) in school education by 2030.
- NEP 2020 will bring 2 crore out of school children back into the main stream through open schooling system.
- The current 10+2 system to be replaced by a **new 5+3+3+4 curricular structure** corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child. The new system will have 12 years of schooling with three years of Anganwadi/ pre schooling.
- Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools ; Vocational Education to start from Class 6 with Internships
- Teaching up to at least Grade 5 to be in mother tongue/ regional language. No language will be imposed on any student.

- Assessment reforms with **360 degree Holistic Progress Card**, tracking Student Progress for achieving Learning Outcomes
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

Higher Education:

- Gross Enrolment Ratio in higher education to be raised to **50 % by 2035 ; 3.5 crore seats to be added in higher education.**
- The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period.
- Academic Bank of Credits to be established to facilitate Transfer of Credits
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The **National Research Foundation** will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- **Higher Education Commission of India(HECI)** will be set up as a single overarching umbrella body for the entire higher education, excluding medical and legal education. HECI to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council(NAC) for accreditation. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.
- Affiliation of colleges is to be **phased out in 15 years** and a stage-wise mechanism is to be established for granting graded autonomy to

colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university.

Other Points:

- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- NEP 2020 emphasizes setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups
- New Policy promotes Multilingualism in both schools and higher education. National Institute for Pali, Persian and Prakrit , Indian Institute of Translation and Interpretation to be set up
- The Centre and the States will work together to increase the public investment in Education sector to reach **6% of GDP** at the earliest.

(Adopted from:

<https://pib.gov.in/PressReleasePage.aspx?PRID=1642061>)

❖ Check your progress -1

1. Write a brief note on the University Education Commission 1948.

2. Discuss Secondary Education Commission 1952.

3. Discuss some of the recommendations made by Kothari Commission, 1968.

4. Write a brief note on the National Policy of Education 1986.

4.3 ENGLISH AS AN INDIAN LANGUAGE

At present Era, it would be very unfair to judge whether the policy and decision of retaining English language as part of India as a whole was meritorious one or not. There are many people who are responsible to bestow us on with the gift of English language without which we would not have been able to claim our strong position among the rest of the world.

The year 1947 was very much identical for the sub-content of India which divided into two different countries namely India and Pakistan. Even after independence the status of English in India was very dominating to Hindi as the formation of Indian constitution (1950) was in English and Hindi was given the status of official language of the Union and English (in which constitution was prepared) was assigned the status of an Associate official language for the tenure of 15 years i.e. till 1965. This resulted into language riots in South India in 1963 and Jawaharlal Nehru and Lal Bahadur Shastri assured the non-Hindi speakers that English would continue beyond 1965. In the language act 1967, English was given the status of “Associate Official Language” with no time limit (Gupta and Kapoor, 1991).

In 1963, Pandit Jawaharlal Nehru, the first prime minister of independent India observed, “in the old days, we produced a relatively small, though numerically fairly large, class of people who knew English and who formed a kind of English knowing caste in India. In this land of caste, everything turns into caste. And People who knew English, even though

they may not have known it very well, considered themselves superior to those who did not (as cited by Graddol, 2010)". Panditji was aware of this power accumulation with certain class of society that resulted in social divisions. In addition to this, Graddol also revealed the information that 88% of total population of India did not have access to English language which was really a large figure.

In September 1967, our then educational minister of India, Dr. Triguna Sen in his inaugural address in the fifth conference of Indian's Universities Vice-chancellors Meeting tried to articulate the acute need of the study of English:

"We have a preserve and strengthen the gift of English. But let us not forget that English has unfortunately assumed out of sheer historical accidents, two widely different roles in our midst. I welcome that English which serves me as a window on the world and helps me to enrich the languages of my country. But I have no use for that English which alienates me from my own people, makes 98 percent of my countrymen foreigners in their land of birth, and has become the status symbol of a privileged and exploiting class." (c.f.Triguna Sen– 1986:281)

This comment of Dr. Sen has aired many important points of discussion. The first thing that he focused in his comment was a tag given to English language that of a 'Gift' which is to be preserved and strengthened. Through this, he very clearly explains his and the government's impression of English language after independence which was very opposite to the other nationalists who were still looking English language as a language of colonizers. Secondly, he considers English language as a 'Window to see the world'. This tag is very appropriate and symbolic as English serves us as a medium to gain access to the knowledge across the world. Last but very important aspect of his comment was though we welcome English language and preserve it but not at the cost of our own people. He was very much aware about the status of English in society where because of English language, the indigenous population is divided in two poles of "Haves and Have nots." He emphasized on not allowing this situation to take place in Independent India which is very visible now a days.

After the permanent inclusion of English language, the obvious problem to be answered was the problem of Standardization. Many of the speakers were still in the favour of Received Pronunciation (RP) to be considered as standard variety. However there were many local varieties being

spoken in different states of India called Indian English (IE) with salient features different from RP. B Kachru (1983) defines “Standard IE” as the English used by educated Indians. These are the people who institutionalize Indian English through literature, newspapers, journals, radio and TV and government communications. B. Kachru also suggested a ‘Cline of bilingualism’ a scale of different degree of competence with three measuring points (1965:353):

1. **The Zero point**, i.e. at the bottom point of the cline (e.g. Babu English, Butler English);
2. **The Central point**, i.e. with adequate competence in one or more registers (e.g. English used by civil servants and teachers);
3. **The Ambilingual point**, i.e. with native-like competence in English.

Hence, it is visible to see the existence of number of varieties of Indian English in the harmony of multilingual mind.

After the matter of standardization, another important issue was of deciding methods and methodology of teaching of English in Indian context, whether to inherit the colonial rulers’ methodology or to develop our own one. This aspect can be interpreted by three different documents including;

1. The teaching of English in India (NCERT, 1963)

As part of this report the most significant shift mentioned was the change of focus from Grammar translation method to the “direct method” in India. It was marked that second language learners were taught poetry in a way native language learners were. NCERT emphasized on making English classes interesting, use of audio-visual aids and proper use of blackboard, wall pictures and flash cards. More state institutes to be established for teachers of English providing pre-service and in-service training to strengthen the status of English teaching in India. (NCERT 32)

2. “The Study of English in India” (Government of India, 1967)

This report very much “weighted on the literature side and according to this report, teachers would translate English into the regional languages and then drill rules of grammar” (1967:34, 45). Many teaching items were graded according to their difficulty levels. Still it has been noted as part of the report of ministry of Education that this approach failed as a result of teachers’ poor performance with reference to Spoken English

and a belief that language teaching happens only through the Grammar Translation Method. Consequently, learners could hardly learn any language function.

3. CBSE-ELT Project (1989–97)

The present project was carried out by association of different agencies including Central Board of Secondary Education (CBSE), New Delhi, St. Mark and St. John College, Plymouth, UK, and funding agency Department for International Development (DFID) through the BC Division, New Delhi. The core objective of this project was to uplift the level of teaching and learning in IX and X classes through learning communicative situations. As an essence of outcome of this project, four books were designed and prepared: Main course book, Grammar book, Literature reader and Teachers' book. The focus was on task based language teaching with an aim to develop learners' communicative competence. On the contrary, after a few years, it was observed that many learners were lacking mastery over writing skills.

4.4 ENGLISH IN GUJARAT

Linguistics was one of the grounds for the formation of all the regional states of India, including Gujarat. In the year 1962, through the emergence of the earlier Saurashtra region and earlier Bombay state, Gujarat was declared as an independent state of independent India.

The government of Gujarat appointed L R Desai committee for the formation of educational policy and study the various aspects of ELT. In the year 1961, the committee presented its report and recommended to discontinue English at primary schools and to compensate the loss at secondary level. Moreover, Desai committee also recommended the implication of Structural Approach and introduced the following guidelines for 'Oral work':

(1) It has been suggested the first 22 structures prescribed for standard VIII should be introduced through oral work only. The first 5 to 6 weeks may be devoted to this preliminary oral work only. Neither the pupil nor the teacher should use the textbook during this period. The work will be carried on in the class mainly through conversation as suggested in Chapter VII.

(2) Apart from the work done in the preliminary stage, oral work has an important role to play in the study of a language, especially as a foreign

language. All through out the High School stage, it is an essential preliminary step both to reading and written work. A teacher who plans and executes his oral work effectively will lay a very solid foundation for other aspects of language work.

(3) At the end of the first 5 to 6 weeks in Standard VIII, oral work will be usually based on the text. It may arise out of different situations and needs;

- a. To introduce new structures and words contained in a lesson;
- b. To discuss the contents of a lesson after the pupils have adequate practice in reading it.
- c. To work out some language exercises in the class before asking pupils to write them out;
- d. To discuss an event, scene or situation arising out of the text or contemplated to be utilized for written compositions;
- e. To narrate a story given in the text or narrated by the teacher with the help of questions;
- f. To discuss the contents of a supplementary reading lesson from section II.

(4) Oral work arising out of the text will provide drill in the use of structures and usages learnt by pupils and enable pupils to foster proper language habits. It will enable a careful pupil to express him/herself orally on a given topic with easy and correctness and pave the way for good composition.

(5) Oral composition usually precedes written composition in standards IX and X, it may take the form of the narration of a story, the description of a picture, scene or people, or the discussion of a situation or an event. In course of time this should lead to introduction and assimilation of new words and phrases, arrangement of points or ideas, etc. All this, if properly done is bound to help the pupil in continuous written narration.

After understanding all the recommendations laid down by the committee it becomes very clear that the importance was given to oral work and the process of drilling and habit-formation among the students.

A strong urge to teach English at the primary school level was the immediate debate and issue of discussion and finally the Government decided to declare English a 'Voluntary' subject for standards V, VI and

VII. The obvious and indirect message from the Government to the primary schools was to continue with teaching English but without its support.

In the year 1976, the state Government opted for 10+2+3 system and along with this system, the stay of English also decreased to TWO years only. During the emergency period (1975), English was made compulsory for class V and in 1977 the decision was nullified.

In the present era also, it is very visible to see a few contradictions among the decision makers and schools' authorities regarding, deciding the right level to start teaching English language.

4.5 THE STRUCTURAL APPROACH

The structural approach is also known as Aural-oral approach. The emergence of this approach lies in language teaching in the army campus during World War II. According to Brewington "Structural approach is a scientific study of the fundamental structures of the English language, their analysis and logical arrangement". Followings are the objectives and principles of the structural approach.

According to Menon and Patel certain objectives of the structural approach are:

1. To lay the foundation of English by establishing through drill and repetition about 275 graded structures.
2. To enable the children to attain mastery over an essential vocabulary of about 3000 root words for active use.
3. To correlate the teaching of grammar and composition with the reading lesson.
4. To teach the four fundamental skills, namely understanding, speaking, reading and writing in the order names.
5. To lay proper emphasis on the aural – oral approach, activity methods and the condemnation of formal grammar for its own sake.

Moreover, Prof. F G French has highlighted the following principles as part of the structural approach.

1. Importance of framing language Habits – The structural approach lays stress on the importance of forming language habit, particularly the habit of forming words in English.

2. Importance of speech – The structural approach is based on the principle of effective use of speech.
3. Importance pupil's activity – The structural approach is based on the principles of the pupils' activity. The importance of pupil's activity rather than the activity of the teacher is the sure way to learning English.
4. The principle of oral work – Oral work is the sheet anchor of the structural approach. Oral work is the basis and all the rest are built up from it.
5. Each language has its own grammar – Instead of teaching grammar of the target language and its structures are to be taught. Each language has its own grammar.

There are certain features underling the structural approach. They are:

1. Word order
2. The presence of function words, and
3. The use of a few inflections

This approach aims at teaching four fundamental language skills namely, Listening, Speaking, Reading and Writing. Further this approach also strengthens the range of vocabulary of the students. And it also inculcates the syntactical patterns in the form of habit formation and motivate them to use their learning with confidence.

However, if we highlight the demerits of this approach than we can say that this approach is mainly suitable at lower classes. Further, only a few tutor selected sentence patterns and words are taught to the learners. And hence the classroom becomes teacher centric.

4.6 COMMUNICATIVE LANGUAGE TEACHING

The communicative approach to English language teaching has its origin in the theory of language as communication. The core rationale of language teaching is to promote "communicative competence" amongst the learners. Hymes coined this term and countered Chomsky's theory of competence. According to Chomsky,

“Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogenous speech community who knows its language perfectly and it is

unaffected by such Grammatically irrelevant conditions as memory limitation, distraction, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the language in actual performance.”

Here, Chomsky tries to focus on an abstract linguistic theory that enables the speakers to produce grammatically accurate sentences. However, in Hymes’s view, linguistic theory must focus on communication and culture. In the opinion of Hymes, one must acquire communicative competence along with knowledge of language and ability to use it in the matter of,

“Whether (and to what degree) something is formally possible;

Whether (and to what degree) something is feasible using implementation available;

Whether (and to what degree) something is appropriate (adequate, happy, successful in relation) to a context in which it is used and evaluated;

Whether (and to what degree) something is done, actually performed, and what it is doing entails.”

In addition to this Hymes (1975: 11-17) has also described different seven functions of language to be utilized by while learning the first language. They are as following;

- 1. the instrumental function: using language to get things;*
- 2. the regulatory function: using language to control the behaviour of others;*
- 3. the interactional function: using language to create interaction with others;*
- 4. the personal function: using language to express personal feelings and meanings;*
- 5. the heuristic function: using language to learn and to discover;*
- 6. the imaginative function: using language to create a world of the imagination;*
- 7. the representational function: using language to communicate information.*

It seems very apparent that in this present approach, language functions weighs more importance to forms. Meaning is significant in Communicative Language Teaching approach.

As part of these functions and the role of language in communicative language teaching, Finocchiaro and Brumiit (1983) described certain features of this approach which are;

- 1. Meaning is paramount.*
- 2. Dialogues, if used, centre on communicative functions and are not normally memorized.*
- 3. Contextualization is a basic premise.*
- 4. Language learning is learning to communicate.*
- 5. Effective communication is sought.*
- 6. Drilling may occur, but peripherally.*
- 7. Comprehensible pronunciation is sought.*
- 8. Any device, which helps the learners, is accepted, varying according to their age, interest, etc.*
- 9. Attempts to communicate may be encouraged from the very beginning.*
- 10. Judicious use of native language is accepted wherever feasible.*
- 11. The translation may be used where students need or benefit from it.*
- 12. Reading and writing can start from the first day if desired.*
- 13. The target linguistic system will be learnt best through the process of struggling to communicate.*
- 14. Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).*
- 15. Linguistic variation is a central concept in materials and methodology.*
- 16. Sequencing is determined by any consideration of content, function or meaning, which maintain interest,*
- 17. Teachers help learners in any way that motivates them to work with the language.*
- 18. The individual often through trial and error creates language.*
- 19. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but context.*

20. *Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.*

21. *The teacher cannot know exactly what language the student will use.*

22. *Intrinsic motivation will spring from an interest in what is being communicated by the language.*

The late 1960s is the phase wherein the origin of Communicative Language Teaching (CLT) is to be found emerging. The reason for this transition was the innovations in British language teaching practices. So far, Situational Language Teaching was the representative of the British approach to teaching English as a foreign language. As part of this approach, practising some primary structures of language in some situation-based activities was the main concern. In the mid-1960s, in the United States, the theory of Audio bilingualism has been rejected. As a result, linguists were compelled to re-examine theoretical assumptions of Situational Language Teaching. The words of Howatt (1984, p. 280), were in response to the criticisms of Noam Chomsky's (Popular American linguist) classic book *Syntactic Structures* (1957)

“By the end of the sixties, it was clear that the situational approach... had run its course. There was no future in continuing to pursue the chimaera of predicting language by situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them.”

A British linguist Dr David Wilkins led the European group of experts to develop the communicative definition of language. In this venture, he came out with a book, *Notional Syllabuses*, wherein he offered two types of meaning for language learners;

1. Notional categories
2. Categories of communicative function

His contribution regarding ideas started showing the impact on the preparation of textbooks and the design of syllabus incorporating a communicative approach.

Dell Hymes and Sandra Savignon. Both the language teachers work on expanding the theory of Chomsky. It was Hymes who first introduced the

concept of *Communicative Competence*. His prime focus was on the use of language in a social context within the sociolinguistic norms. This resulted in the change of focus from teaching grammar and practice of drilling patterns at an excessive level.

Simultaneously, Savignon contributed in the field of developing the idea of teaching through the communicative approach focusing on the core purpose of communication. In the year 1972, Savignon took up a research project of teaching French students merely giving them exposure to communication and not on patterns practice. According to her,

"When the results were compared at the end of the 18-week, 5 hour-per-week program, learners who had practised communication instead of laboratory pattern drills for one hour a week performed with no less accuracy on discrete-point tests of the structure. On the other hand, their communicative competence as measured regarding fluency, comprehensibility, effort and the amount of communication in a series of four unrehearsed communicative tasks significantly surpassed that of learners who had had no such practice. (Savignon, 265)"

4.7 MODCOM APPROACH

The MODCOM approach is basically a paradigm shift from the Structural approach to a Modified Communicative (Modcom) Approach. As the term 'Modcom' is a blend of two parts namely Modified and Communicative where the former signifies the perspective and needs of Indian and Gujarati learners, and later one focuses on the Global perspective. Hence, this approach not only serves the purpose of International levels but also keeps the grass-root realities in mind and in the center of its pedagogy.

In addition to this we can consider the fact that this approach aims towards teaching of language for functional purposes. Moreover, Modcom approach doesn't focus on providing information about the language, rather it focuses on teaching how to use the language (language functions).

Hence, as part of Modcom approach, the features of many earlier methods are adapted and adopted and on the basis of the same ten 'ground rules' are provided as a working model of this new approach. These ground rules are as follows:

1. Initially, speak quite a lot
2. Do not speak All the time
3. Focus on Meaning
4. Do not correct the errors immediately
5. Do not correct All the errors
6. Allow the students to talk in class
7. Use Mother Tongue freely, but do not translate everything
8. Please encourage efforts to comprehend
9. Use Contemporary reference Books
10. Assign Self-learning tasks

Ultimately, we must understand that Modcom approach is all about teaching the language and go beyond the prescribed syllabus or textbooks.

❖ **Check your progress -II**

1. Write a brief note on the status of English as an Indian Language.

2. Discuss the status of English in Gujarat.

3. Discuss the structural approach in brief.

4. Write a brief note on Communicative Language Teaching.

5. Discuss Modcom approach in brief.

4.8 LET US SUM UP

In this unit we learnt about some of the major post – independence Education Policies and Commission’s reports and three land mark approaches of English Language Teaching namely, the structural approach, Communicative Language Teaching and Modcom approach.

4.9 REFERENCES

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:: STRUCTURE ::

- 5.1 Introduction**
- 5.2 Importance and Objectives of Language Teaching**
- 5.3 Importance of Literature in Life and Academics**
 - ❖ **Check Your Progress**
- 5.4 Advantages of Using Literature In A Language Classroom**
- 5.5 Key Considerations While Incorporating Literature In A Language Classroom**
- 5.6 Let Us Sum Up**
- 5.7 Key Word**
- 5.8 References**
 - ❖ **Answer**

5.0 OBJECTIVES

In this unit, we shall

- describe the connection between literature and language learning
- explain the objectives of using literature in a language classroom
- illustrate the advantages of using literature in a language classroom
- identify the challenges of using literature in the language classroom

On the completion of this unit, you will be able to

- describe the meaning of the term literature
- discuss the correlation between literature and language learning
- relate the purposes of using literature for language teaching
- utilise literature to develop linguistic competence
- choose an appropriate literary text to enhance linguistic skills

5.1 INTRODUCTION

In its broadest sense, anything that is written is literature. As per this definition, writings that express ideas of universal importance or interest as well as any printed matter like a leaflet, circular, a news article in a magazine or newspaper, a Facebook post or a WhatsApp message can be called literature. However, according to Britannica, traditionally the term applies to imaginative works of poetry and prose which have been written with specific intentions and have been considered valuable for their aesthetic sense. In this sense, literature can be classified into two: Prose and Poetry. Prose includes literary works like drama, one-act play, short story, novel, essay, biography, autobiographies etc. Poetry, on the other hand, includes lyric, sonnet, ode, epic, elegy, limerick, ballad etc. Whether it is imagination or experience, every piece of literature requires language to express. On the other hand, the existence of language also depends on literature be it oral or written. Initially, both existed in oral form and gradually they took written form.

5.2 IMPORTANCE AND OBJECTIVES OF LANGUAGE TEACHING

Very aptly it is said by Ludwig Wittgenstein that “The limits of my language mean the limits of my world.” The term *world* encompasses the personal, academic and professional world. Good command over language and the ability to use it well makes many things easier for a person be it expressing oneself, persuading or understanding others.

Language, as a tool for communication, plays a crucial role in the personal and professional life of a person. It helps in expressing one’s ideas, emotions, experiences and intentions and thus remaining connected to everyone. However, truly speaking, language is much more than this. It is, in fact, an individual’s identity and helps society and culture survive across the ages. Thus, language is taught everywhere to enable all to express and understand explicit and implicit messages.

Knowing a language, thus, is very crucial. Knowing more than one language broadens one’s prospects in this global world but knowing more than two and that too if the language is English it is almost believed to make one’s path easier. Hence, English is one of the most sought-after

languages across the globe and is also taught in schools and higher education institutes.

The English language is taught these days to advance one's prospects in the academic as well as professional world. It is the language of communication, business, research and technology at national and international levels. Knowing and using English comfortably and correctly earns one due importance among the group of people one is working with. Hence, everyone tries to master or at least be comfortable in using it. As a teacher of English, we need to ensure that learners develop adequate competence in the use of English to achieve their aspirations.

Over the years, principles, methods and approaches to language learning, teaching and testing have kept on evolving. One thing, however, that has been agreed upon by all the theorists is that literature can play a pivotal role in developing language skills.

5.3 IMPORTANCE OF LITERATURE IN LIFE AND ACADEMICS

Literature is not merely a world of fiction or non-fictional works. It paints life through language. It would also not be wrong to say that life lives through literature. Literature lets you peep into the past and know the life and time that has passed. Offering an opportunity to study culture and history in an interesting way, it allows readers to look at a situation and time from various perspectives and thus develops a better understanding. It is a kind of unofficial document containing the cultural, social, political, and religious history of a society and a kind of tarot card predicting the future of society. Last but not least, literature creates a scope to experience more than one life at a time and develops a greater understanding to appreciate a fellow human being.

The practice of using English literature to teach the English language is not a new trend. Way back in 1828 English was offered as a subject for the first time at King's College, London which focused on the study of the English language with the help of literature. English literature, then, was used *as a source of linguistic examples*. The language used in literature is a kind of authentic record of the language used by people across the globe.

As literature is an excellent source of authentic material and deliberating about fundamental human issues and emotions, it is easier for people to relate to it in one way or the other.

❖ CHECK YOUR PROGRESS

- **Choose the most appropriate option for each of the questions given below:**

1. Which of the following statement conveys the true meaning of the statement “The limits of my language mean the limits of my world” by Ludwig Wittgenstein?
 - a. One should use the language in a limited manner.
 - b. Language has limited opportunities in the professional world.
 - c. Limitations of language limit the opportunities.
 - d. One should speak more to have limitless advantages.
2. Which of the following is NOT suggested in the sub-topic ‘Importance and Objectives of Language Teaching’?
 - a. Knowledge of the English language offers better opportunities.
 - b. English is the ONLY way to succeed in professional life.
 - c. Command over English earns you importance among the group of people you are working with.
 - d. Functional knowledge of English can advance one's prospects in the academic as well as professional world.
3. Which of the following is suggested in the sub-topic ‘Importance of Literature in Life and Academics’?
 - a. Literature introduces life through language.
 - b. Literature limits a reader's perspective.
 - c. Literature obstructs understanding
 - d. Literature prevents more experiences in life
4. In which year was English introduced as a subject for the first time?
 - a. 1820
 - b. 1828
 - c. 1852
 - d. 1882

5.4 ADVANTAGES OF USING LITERATURE IN A LANGUAGE CLASSROOM

Using literature in a language classroom offers many advantages as it is all about the use of language in context. First and foremost, it makes the learning interesting and can contribute in developing all sorts of quotients viz emotional quotient, spiritual quotient, communication quotient, employability quotient etc. In other words, if carefully selected, it can ensure the satisfactory development of 21st-century skills.

Literature has water-like properties and qualities. In addition to being easily available, it can be accessed by all either at a very low cost or for free. Good literature can also be made easily accessible to all and specifically to the students. Technological advancement has made it easier to access varieties of literature in varied formats. E-version of various classics and best-sellers are available on web portals like <https://www.gutenberg.org/>, <https://www.bookbub.com/ebook-deals/free-ebooks>, <https://bookboon.com/>, <https://openlibrary.org/>, <https://z-lib.org/> etc. An audio version of the literature is also available on the web portals like librivox.org, <https://www.learnoutloud.com/Free-Audio-Video>, <https://www.audible.in/> etc.

Intake of water helps maximize physical performance, so is the case of literature. The use of literature in a language classroom accelerates the language-learning process and enhances a learner's confidence. It can be used to develop receptive as well as productive competencies of learners. The following skills can be developed using literature in a language classroom.

- a. Comprehension
- b. Understanding Language in Context (Grammar & Punctuation Marks etc.)
- c. Building Vocabulary (Word Formation)
- d. Sentence Structures and Sentence Constructions
- e. Paragraph Writing
- f. Summarizing
- g. Paraphrasing
- h. Understanding the Central Idea
- i. Note-taking
- j. Note-making
- k. Understanding the language functions
- l. Group Discussion / Debate

- m. Developing 21st-century skills (critical thinking, creative thinking, problem-solving, communication, collaboration, teamwork, etc.)

Good water is observed to have helped in preventing many diseases and getting rid of many ailments. Literature too cures people of certain adverse attitudes, and destructive and undesirable mentalities offering an opportunity to build a positive mindset and broader perspective towards life, people and situation. Many have gained strength by reading ‘The Plague’ by Albert Camus during corona pandemic 2020. Reading the autobiography of Hellen Keller makes one believe that if you desire, you can do it; having read the poem ‘The Pully’ by George Herbert you will not complain about the challenges of life; having read the novel ‘Seven Steps in the Sky’ by Kundnika Kapadia you would better understand women, their pains and develop a sense of gratitude and respect for every role that she is playing.

Literature has something for everyone as well as it can be tailored to suit the needs of all types of learners and learning objectives. Its use becomes easier as it is available in various forms and formats. A novel is available in an abridged version, graded series i.e. Novels for 4th, 5th, 6th etc. graders, in audio format, in graphic format etc. Based on the need of the course as well as the level and interest of the students, a choice can be made and the same format can be used to devise various teaching-learning activities. The variety caters to the need of slow and advanced learners both and helps a teacher sustain the interest of both types of learners too.

In view of the variety of literary forms, each form can help plan strategies to achieve the desired outcomes. There are letters, travel narratives, one-act plays, poems and their various types, short-story and their types, essays of different kinds, epics etc. Learners can be exposed to various types of texts while keeping in mind their levels, needs and outcomes expected.

5.5 KEY CONSIDERATIONS WHILE INCORPORATING LITERATURE IN A LANGUAGE CLASSROOM

Despite offering many advantages as a tool to teach language, using literature in a language classroom is not devoid of challenges. Lots of deliberation is required in making a choice as well as planning the strategy to use literature in a language classroom.

Among the challenges likely to be faced by a teacher, choosing an appropriate piece of a literary text or an excerpt of a literary text is the

first challenge that a teacher would face. To make a correct choice one needs to consider the following aspects:

1. Learn about the domain and/or stage of the target group. i.e. Primary, Secondary, Higher Secondary, Graduation etc.
2. Understand the objectives of language learning. e.g.

Possible Objectives:

- To develop reading comprehension
 - To explain the structure and techniques of paragraph writing
 - To give an insight into understanding the functions of language
 - To illustrate various forms of words and their usages in context
 - To understand the use of language and grammar in context
3. Know the needs, levels and cultural backgrounds of the learners.

An understanding of these three attributes is very important when choosing a piece of literary work. If the need is to learn Paragraph Writing, choosing a play would not help directly. Even while choosing an excerpt from a non-fictional work, one needs to ensure that the language and content of the selection meet the need of the learner. If the learners are the students of 5-7 standards studying English as a second language, choosing an excerpt from Ruskin's address 'Traffic' delivered to the traders and manufacturers in 1864 would not serve the purpose. Though highly appreciated for its message, the excerpt from the lecture is likely to fail in ensuring the desired learning outcomes for the above-referred group. Similarly, 'Travel by Train' by JB Priestley would not be that appropriate for this group of students as they would not be aware about the life and culture of English people. In short, it is advisable that while choosing a text for the learners of vernacular medium the language remains foreign and not the culture or context of the literary text. Thus, instead of choosing a story by Oscar Wilde or Henry or Arthur Conon Doyle, it would be better to select a story by RK Narayan, Khushwant Singh or Ruskin Bond. The same is applicable in choosing literary works of other genres.

4. Think about the objective/outcomes of the teaching-learning activities

Every teaching-learning activity would have objectives as well as outcomes. While choosing the literary piece/extract, the teacher should assess if the selected literary piece/extract would yield the expected outcomes and help achieve the objectives.

5. Know about the teaching time available.

The length of the curriculum and the credit of the course would depend on this, hence this information is one of the crucial factors to be taken into consideration while choosing literary text/s.

6. Learn the readability of the text

After having adequate information about the learners, the next big thing is to assess the readability of the text. Readability means the ease of the text. It is counted on the basis of the number of words used in a sentence i.e. the length of the sentence and the structures of the sentences ie. the complexity of the sentence or the syntax.

Studying literature is likely to be more effective and fruitful when selection is based on keeping in mind the stated considerations.

❖ **Check Your Progress**

On which of the following web portal, one can find an audio version of literary texts?

- a. <https://www.gutenberg.org/>
- b. <https://www.bookboon.com/>
- c. <https://librivox.org>
- d. <https://openlibrary.org/>

Which of the following is not one of the formats in which a literary text is available?

- a. Graphic
- b. Audio
- c. Abridged
- d. Expanded

Which of the following is NOT always required to make teaching language through literature effective?

- a. Use of technology in the class
- b. Understanding the needs and levels of the learners
- c. Awareness about the cultural background of the learners
- d. Knowledge about the availability of the time

Which of the following literary work helps you better understand women and their pains?

- a. 'The Financial Expert' by RK Narayan
- b. 'Seven Steps in the Sky' by Kundnika Kapadia
- c. 'The Pully' by George Herbert
- d. 'The Plague' by Albert Camus

5.6 LET US SUM UP

Formal language learning is very important in education. It is important not only for the development of professional skills but also for life values that make a person a better human being. In the 21st century when communication and business are happening across the world, learning the English language is crucial. That is the reason why many approaches and methods have evolved to make the teaching-learning process very effective. Of all the available tools, literature has always been the most used and effective of all. But due to its plentiful availability, a teacher has to be very careful while choosing a literary piece/extract or form. However, small considerations would definitely make the process of teaching-learning English through literature more effective.

5.7 KEY WORDS

Fiction	Literature in the form of prose is termed fiction. It includes especially novels, novellas, short-story that describes imaginary events and people.
Non-Fiction	It refers to literature that is based on facts and discusses beliefs, views, perspectives and opinions of people. This category includes biography, autobiography, essays, travel writing, self-help books etc.
21 st -Century Skills	They are a set of knowledge, skills, work habits, and character attributes that are believed to be critically important for a successful professional life in today's world.
Language Functions	It means the active use of language for various purposes in day-to-day life.
Abridged version	It is a shortened <i>version of a literary work</i> . A literary work like a play, novel etc is shortened by removing details and information that is not extremely essential to the core message of the work.
Graded Series	A graded reader book is an easier and shorter version of a book. They are used to teach English as a second or foreign language, and other languages.
Learning Outcomes	These are the statements that specify the information, knowledge and skills that a learner would have upon completion of the course.
Learning Objectives	These are the statements that specify what the learners are expected to learn.

Readability of the Text This is the quality of being easy to be read. It depends on the content, vocabulary and syntax of the text.

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Answers (Check Your Progress)

Check Your Progress 1

1. b. Limitations of language limit the opportunities.
2. a. Knowledge of the English language offers better opportunities.
3. a. Literature introduces life through language.
4. c. 1828

Check Your Progress 2

1. c. <https://librivox.org>
2. d. Expanded
3. a. Use of technology in the class
4. b. 'Seven Steps in the Sky' by Kundnika Kapadia

:: STRUCTURE ::**6.0 Objectives****6.1 Introduction****6.2 Advantages of Using Poetry in Teaching language****6.3 Challenges in Using Poetry in Teaching Language****❖ Check your Progress****6.4 Ways of Using Poetry in Teaching Language****6.5 Some activities for Teaching Language through poetry****❖ Check your progress****6.6 Let's sum up****6.7 Key words****6.8 References**

6.0 Objectives

The Unit will help the learner to

- Discuss the importance of poetry in the language classroom
- Develop sensitivity for words and their use in various contexts.
- enhance the analytical ability for multiple interpretations.
- demonstrate the understanding about the prosodic features like stress, pitch, juncture, intonation etc.

6.1 INTRODUCTION

By definition, poetry can be regarded as a type of literary genre in which the expression of feelings and ideas in a unique style with rhythm and melody. Since ancient times, the poetry has been written and read in various forms such as ode, sonnet, ballad, epic, elegy and so on. Usage of poetry in Language classroom can be very effective due to its usage of a variety of syntactical features, rich vocabulary and scope of multiple

interpretations. Many language teachers agree that poetry can be an effective tool in EFL classroom not only because of its language acquisition ability but also to impart cultural implications and various poetic concepts. Poetry does not only offer reading activities but also provides ample scopes for writing skills for freedom of personal expressions. Traditionally, poetry has been perceived as the most sophisticated form of linguistic expression, therefore, accessible to the advanced language learners only. Recently, the 21st-century teachers and researchers have perceived poetry as equally effective for language learning for native as well as non-native learners. Therefore, using poetry can be an effective strategy.

6.2 ADVANTAGES OF USING POETRY IN TEACHING LANGUAGE

Using poetry in the language classroom can prove to be advantageous in many ways.

Exploring prior knowledge: Generally, students feel more comfortable when the new learning is imparted with the help of tools/ knowledge they already possess or are acquainted with. Often, poetry can provide a platform to interpret the existing knowledge in multiple ways that leads to analogical thinking.

Language Learning: Poetry also offers ample opportunities for reading, writing, speaking, and listening practice for learners. Reading poems out loud will improve students' confidence and oral language skills, as well as their reading fluency. Poems may have unusual sentence structures that students will not encounter in prose text. Analyzing such sentences can help learners develop a better understanding of conventional English syntax. It also gives the learners a chance to expand vocabulary knowledge, to play with language, and to work with different rhythms and rhyme patterns.

Focus on facts: Poetry can be a free mode of expression for the students who are willing to share knowledge by creating poetry that makes their expression interesting and exciting.

Set a scene: By creating a situation and inspiring the students to express themselves as per their willingness, the teacher can ignite the discussion, the excitement of expression in oral and/or written form.

Extension of point of view: The teacher can guide or motivate students for developing various angles of perception or different ways of seeing the same thing.

Ignite curiosity: Due to the rich vocabulary and different modes of expression, the teacher can guide the student for inquiry education i.e. to inspire inquisitive mode of learning out of curiosity.

Giving Productive Skills (Speaking): With the help of the poetry, the teacher can make the students aware about speaking skills like stress, pause, intonation, reading aloud skills, free expression of thoughts with debate and Group Discussion.

Giving Productive Skills (Writing): The poetry can also help in training the students for writing with the help of vocabulary games, opinion-based writing activity, recreation of the same idea with different words and sentence structure etc.

Imparting Receptive Skills (Listening): The teacher can read the poem aloud to teach rhythm, tone, pronunciation, accent etc.; play the audio/video of the poem for the same purpose.

Imparting Receptive Skills (Reading): The students can be given the activity of reciting/ reading aloud, free interpretation, multiple comprehension of the same text etc to develop their linguistic as well as critical thinking skills.

6.3 CHALLENGES IN USING POETRY IN TEACHING LANGUAGE

In spite of having numerous advantages and opportunities of learning language through poetry, there are several challenges of the same.

6.3.1 Challenges

- Due to the conventional mindset of literature as a subject of arts, and hence, also as a boring subject, many students may not be eager or interested in reading literature in class.
- At times, the poem taught by the teacher may not be suitable for by the level and demographic background of the students.
- The topic chosen by the teacher for poetry may be difficult in terms of vocabulary or accessibility.

- The syntax of the poem may be too difficult compared to Standard English, so students may find it incomprehensible.
- The teacher may not be particularly enthusiastic or convinced about the idea of teaching language through poetry and any reluctance from the teacher will be reflected in students.
- Some difficult or unknown vocabulary/words may prevent students from understanding the text. If there is too much new vocabulary in it, they may not engage fully.

6.3.2 How to overcome these challenges?

- The teacher has to believe in the power of poetry to teach language and prepare him/herself accordingly. It becomes the teacher's responsibility to motivate the students to learn and engage the students by making them comfortable in language learning through poetry. If the teacher really wants the students to be interested, then s/he has to cultivate the interest in using poetry for language teaching.
- The teacher has to search and identify the poems as per the knowledge level of the respective students. For example, for the poor language level students, Indian English Poetry would be more suitable initially due to its simplistic language features. Here, classical poetry of Shakespeare and Donne will not work.
- The teacher has to ensure the availability of reference resources for content and vocabulary for the students to feel at home with English language. The teacher's wide range of reading of poems and using it in the teaching of other subject also can generate interest among the learners towards poetry. It will be helpful to use them as language learning tool in the class.

❖ Check your Progress

- Which poem you can remember when you are asked to teach language using poetry? Write a name of a poem in English, Hindi & Gujarati each.
- Have you ever used poetry in your language classroom? If yes, share your experience. If no, share the reasons.
- Identify any poem and design an activity for listening, speaking, reading, writing and vocabulary each.

6.4 WAYS OF USING POETRY IN TEACHING LANGUAGE

2.4.1 Exploring Various Types of Poetry for Language Teaching

(For knowing various types of poetry, you may refer 12 Types of Poems: How to Recognize Them and Write Your Own - TCK Publishing)

Teaching English Through Limerick Poetry

The teachers can create e-learning poetry lessons with the help of interactive posters. The videos can be embedded through the posters, which can also be uploaded on YouTube. The teachers can demonstrate and explain phrasal verbs with the help of Limerick poems. The teachers need to have only a video, a poem, phrasal verbs and images clarifying vocabulary and other concepts all over the posters.

Exploiting Classic Literature

The teachers can find 'archaic' expressions used by Shakespeare in his poetry and show how they are still part of our language and how they are used by native speakers, hence, the EFL students to learn routing linguistic expressions.

Special Poetry Website with Lessons

Word-powered is a poetry website for English Language Teachers. It incorporates everything that is required to teach English language through poetry. The resources on this website will make it easy for any teachers to get creative and have fun with students in the virtual classroom and/or breakout rooms. Also, BritLit is a very good platform for the same purpose. The teachers can blend film with poetry to increase student engagement. These ideas can lead to generate more and more ideas pertaining to language learning through literature. The teacher along with the students can become members of word-powered and submit their own poems and videos.

Picture Poems

One, ... two,
thump ... thump,
my heart beats for you
across the room and we
come closer together
in the space
between
us

This picture poem is taken from Andrew Finches document. There are numerous picture poems that could be created online by students and teachers by typing them in fancy formats using tools such as Prezi and word-cloud. The visual element in presentation is important because of its ability to enable writers thinking more holistically.

Acrostic Poetry [Please explain]

We the community
Inspire creativity
Zoom in on technology
Integrate new activities
Question strange normality.

Acrostic poetry has the added attraction of being both simple and complex at the same time. These poems do not require any special resources. Moreover, the structure of the poem also allows freedom of expression and thoughts. Here the content of the poem can also be the content for discussion, hence, it covers both purposes of language learning and content discussion. The teacher can also inspire, here, to create such poems with new words or synonyms of these words. Also, this type of poem can act as a mind-mapping tool wherein the students can be asked to develop a poem using the words from the subconscious mind.

6.4.2 Strategies to implement poetry for language Teaching [Please give one or two examples.]

Talk about the differences between stories and poems.

The students can be provided with a copy of a short story they have already read along with a short poem. They can work in groups and make

a list of the differences between the two pieces, noting characteristics such as length or style. The students can be asked share those differences with the class.

Give students a chance to illustrate poems.

The students can be assigned to work in pairs to discuss and illustrate a short poem, or one or two lines of a longer poem. This will encourage them to think about meaning, and then express their interpretation in their own way. The students can be asked to share their illustrations with the class so that everyone has a chance to think about the different meanings that their classmates discovered.

Read a variety of poems out loud.

By reading a poem out loud, the students will begin to understand and notice different rhythms, rhymes, and feelings represented, as well as understand how the language creates an image or mood. The poem may be read in a natural voice, and the teacher can highlight the fact that you do not always stop at the end of each line, but instead use the poem's punctuation as a cue to where the pauses should be.

Discuss the vocabulary used in different poems.

Poems offer a wonderful opportunity to teach new vocabulary as well as a chance to think about language. The students can be asked the probable reasons of the selection of word, the impact that the word creates and what it conveys. Students may want to pick a word or phrase that is meaningful from a poem and write it on a “*poetic word*” wall –a sort of a wall of sentiments. Students can continue add to the wall as they discover new items, or even as they write their own poems.

Give students a chance to recite the poem loud together as a class and to each other.

Reading poems out loud will improve students' confidence and oral language skills, as well as their reading fluency. In order to increase confidence and fluency, students can start by reading some poems together as a class. Then teachers can have students choose a poem that they enjoy and then practice reading their poems aloud in pairs, experimenting with expression, volume, and speed. Also, vocabulary, repetition and rhymes found in poems can help the students improve their English-speaking voices.

Discussion of grammatical/syntax patterns in poems.

Generally, the poems consist of unusual sentence structures that students may not have encountered ever in prose text. Analyzing such sentences can help learners develop a better understanding of conventional English syntax.

Recite the poetry loud to your students.

While introducing the poem in the class, you should first recite the poem for your students so that the pronunciation of each word is clear and they can hear the changes in intonation. Later, the students can be assigned individually to recite the whole poem, or just one or two lines in a verse.

Also, define any words that they don't know and answer any questions they may have. When introducing more complex poems with increasingly difficult English vocabulary, read the poem through and ask students for an initial impression regarding the meaning of the poem. It will ignite initial interpretation from the students and may lead to interesting discussion.

**6.5 SOME ACTIVITIES FOR TEACHING LANGUAGE
THROUGH POETRY**

Some innovative and interesting classroom activities for teaching language through poetry involve: fill in the missing words, learning through rhymes, recording the students' voice for poetry, role play activities and many other activities, which help the students to serve the purpose of language learning can be used and implemented by the teacher.

Let's Look at a poem for as an example:

Goodbye Party for Miss Pushpa T. S.

Friends,
our dear sister
is departing for foreign
in two three days,
and
we are meeting today
to wish her bon voyage.

You are all knowing, friends,

What sweetness is in Miss Pushpa.
I don't mean only external sweetness
but internal sweetness.
Miss Pushpa is smiling and smiling
even for no reason but simply because
she is feeling.

Miss Pushpa is coming
from very high family.
Her father was renowned advocate
in Bulsar or Surat,
I am not remembering now which place.
Surat? Ah, yes,
once only I stayed in Surat
with family members
of my uncle's very old friend-
his wife was cooking nicely...
that was long time ago.

Coming back to Miss Pushpa
she is most popular lady
with men also and ladies also.
Whenever I asked her to do anything,
she was saying, 'Just now only
I will do it.' That is showing
good spirit. I am always
appreciating the good spirit.

Pushpa Miss is never saying no.
Whatever I or anybody is asking
she is always saying yes,
and today she is going
to improve her prospect
and we are wishing her bon voyage.
Now I ask other speakers to speak
and afterwards Miss Pushpa
will do summing up.

6.5.1 General Exercises/ Activities (can be applied for to any poem)

Fill in the missing word. / Preparing a Cloze Test

Procedure:

- The teacher will prepare a worksheet for the students consisting of selected stanzas or may be entire poem. Keep the blanks in place of selected words from the poem. The activity can be carried out individually or in pairs or in group.
- The teacher will recite the poem aloud in the class. The students will listen and try to fill in the blanks. Later on, the teacher can match whether the students listened properly; if listened, wrote properly; if written, whether they are aware of the meaning of the word.

OR

The students will be asked to assume the words to fill in the blanks. The thought behind the selection of the word can be discussed in the class and later, the word can be matched with the original poem.

Example:

Miss Pushpa _____
from very _____ family.
Her father was _____ advocate
in Bulsar or Surat,
I _____ now which place.

Learning outcome(s) of the activity

The students will be able to

- write and understand the words they listen.
- understand usage of correct words in appropriate situation.
- expand the range of the vocabulary.
- understand the value of grammatical accuracies with word forms and noun forms.

Oral & Comprehension activity

Procedure:

The students can be divided in two groups. If the strength of the class is more than 20, then the teacher can form two teams of 8-10 students in each team.

- First, Team A will loudly recite first stanza of a poem. Any one student from Team B will try to explain the concept of the stanza read by Team A. If they narrate correct meaning, they earn a point.

- Then Team B will loudly recite the second stanza and expect the explanation from Team A. If a team cannot answer, the teacher can help or the audience of a large class can be involved.
- The student who recites the poem once, he/she will not be repeated further. The activity may continue for the entire poem.

Learning Outcome(s) of the activity

The students will be able to

- learn the rhythmic pattern of the poem with stress and tone.
- grasp meaning with the help of stops and pauses with punctuation marks.
- learn pronunciations of the words.
- understand intentional grammatical inaccuracies of poem which poet does to match the rhymes
- comprehend the poem while recitation to develop comprehension abilities.

Writing Narrative

Refer the lines from the poem given below:

Her father was renowned advocate

in Bulsar or Surat,

I am not remembering now which place

There is a great deal of humour associated with human habit of forgetting. Did it happen with you or any of your friends? Narrate the event in one paragraph in approx. 100 words.

Sample Answer:

The habit of forgetting sometimes creates a very humorous situation. Once I had to face such a situation. I was going to attend the marriage ceremony of my friend and decided to gift him a pair of shoes. I bought the shoes from the showroom and got it packed. But when I reached my friend's house and gave the packet to my friend, it was found that there was a pair of lady slippers in the packet. I had forgotten the shoes in the showroom and took another packet containing the slippers. It was a very humorous situation.

Learning Outcome(s) of the activity

The students will be able to

- develop content what they think/ feel/ experience on their own.
- learn the writing techniques for narration of an event.

Comprehension Activity

Procedure: The teacher will create a worksheet consisting of one stanza and a few questions, expecting one word/ one-line answers. Each worksheet will have one stanza of a poem, hence, as many worksheets as number of stanzas. The class can be divided into groups (here 6 groups) as per the number of stanzas. Each group will be asked to give a presentation consisting of recitation and answers to the given questions.

Worksheet Sample:

Poem Lines:

*Friends,
Our dear sister,
is departing for foreign
in two-three days,
and
we are meeting today
to wish her bon voyage.*

Questions:

- i. Whom does the first line refer to?
- ii. is departing for foreign.
- iii. Find a word which means same as 'happy journey'?
- iv. Why have they met?

Answers:

- i. The audience or the friends of the poet are referred to in the first line.
- ii. The poet's sister.
- iii. Bon voyage has a same meaning as 'happy journey'.
- iv. They are meeting there to wish for a happy journey to his sister Miss Pushpa.

Learning Outcome(s) of the activity

The students will be able to

- learn to develop multiple perception within group.
- understand the concept and sentence structures of the poem.
- perform recitation activity and learn the speaking skills.
- express orally own perception and understanding in front of the audience.

6.5.2 Some Poem Specific Exercises/ Activities (can be applied for only this poem)

The teacher can discuss the poetry in terms of intentional linguistic inaccuracies:

- In the poem, there are some distinctive features of Indian English that the poet parodies.
- The use of the progressive (-ing) form for verbs of perception which are not used in the progressive infinitive verb phrases in British standard English, e.g.
- ‘You are all knowing’. ‘She is feeling’, ‘I am always appreciating.’
- Omission of articles, e.g. (a) very high family, (b) renowned advocate, (the) summing up.
- Use and positioning of adverbs at inappropriate places, e.g. ‘only external sweetness’, ‘now which place’, ‘with men also and ladies also’

Learn the Vocabulary:

Choose the words from the text, which are opposite in meaning to the words given here and use them in the sentences of your own:

- (i) foe, (ii) native, (iii) arrive, (iv) bitterness, (v) forget, (vi) infamous, (vii) unpopular.

Answers:

- (i) Foe—friend—A wise foe is better than a foolish friend.
(ii) Native—foreign—Many students prefer to go to foreign countries for higher studies.
(iii) Arrive—depart—Tomorrow he will depart for U.K.
(iv) Bitterness—sweetness—There is always a smile of sweetness over her face.
(v) Forget—remember—I don’t wish to remember that unhappy incident.
(vi) Infamous—renowned—My uncle was a renowned cardiologist.
(vii) Unpopular—popular—It is a line from a very popular song of Mukesh.

❖ Check your progress

- Explain any two types of poetry other than mentioned here for implementing in a language classroom.
- What strategies according to you can be helpful in teaching language through poetry?

- Suggest an activity, apart from shown above, wherein we can use poetry for language learning purpose.

6.6 LET'S SUM UP

There are a few famous poems which can be used for the said purpose in the language classroom such as *Sonnet 130* by William Shakespeare, *If* by Rudyard Kipling, *Warning* by Jenny Joseph, *The Road Not Taken* by Robert Frost, *Stopping By Woods on a Snowy Evening* by Robert Frost, *Still I Rise* by Maya Angelou and so on.

You may explore the following link to refer more poems: [TOP 100 Poems : A POEM : Poem : English Poem \(english-for-students.com\)](http://english-for-students.com)

Thus, teaching language through poetry can be really interesting activity for both teacher and student, if delivered in a proper Manner.

6.7 KEY WORDS

EFL	English as a Foreign Language
Language Acquisition	the act of language learning
Poetry	literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm; poems collectively or as a genre of literature.
Limerick	a humorous five-line poem with a rhyme scheme aabba.
Classic	judged over a period of time to be of the highest quality and outstanding of its kind.
Acrostic	a poem, word puzzle, or other composition in which certain letters in each line form a word or words.
Comprehension	ability to understand something.

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:: STRUCTURE ::**7.0 Objectives****7.1 Introduction****7.2 Drama: Genesis and Growth****7.3 Elements of Drama****7.4 Various Types of Drama****7.5 Various forms of Stages from Elizabethan to Modern Age****7.6 Let's sum up****❖ Check Your Progress****7.7 References**

7.0 OBJECTIVES

The primary objective of this course is to comprehensively delve into a myriad of theatrical genres that are either performed or read. These genres encompass tragedy, comedy, historical plays, problem plays, poetic drama, epic play, the Theatre of the absurd, and other similar classifications. The objects of this unit would help the learners

- To elucidate the criteria utilized to differentiate between these diverse types of plays
- The underlying motivations behind such distinctions, and
- The historical (including political and social) context in which they evolved.

A specific segment of the curriculum is dedicated to Indian Classical Sanskrit Theatre, delving into the exploration of Indian aesthetic theory. Disregarding Sanskrit drama would be unwise, as it has played a pivotal role in the global expansion of theatrical arts especially in India and across the globe. Furthermore, the emergence of dramatic writing in new literary traditions, such as Spanish, German, French, and Indian, can be attributed to this significant development.

7.1 INTRODUCTION

Drama is a genre of literature specifically created for theatrical performance, where actors assume the roles of characters, enact the suggested actions, and deliver the written dialogues. In poetic drama, these dialogues are composed in verse, commonly known as blank verse in English. Abram defines drama as “the form of composition designed for performance in the theatre, in which actors take the roles of the characters, perform the indicated action and the written dialogue.” Two crucial elements of drama are the stage, where the performance takes place, and the spectators, who observe the unfolding events. Marjorie Boulton describes a true play as three-dimensional, a literary work that comes to life and engages our senses. Dramas unfold within the boundaries of space and time, distinguishing it from other literary genres. While narrative art focuses on narrating events from the past, present, or future, drama, as a performative art form, shares a historical connection with music and dance. It is, therefore, a temporal act that occurs in the present moment. The study of drama cannot be confined to a purely literary approach; it necessitates an understanding that incorporates the stage and the theater. When a play is performed on a stage, it becomes a reflection of historical and social events within the limitations set by theatrical traditions. This is particularly evident in significant dramatic periods like ancient Greek and Elizabethan times, where the theater was openly recognized as the focal point of the action, with no intention of hiding the audience or the theater itself. In these eras, the theater revealed itself as a fundamental aspect of human emotions. Unlike other forms of literature, drama relies on the stage for its true essence. Consequently, the art of a playwright has always been influenced by the theatrical circumstances of their era. Thus, the study of drama is inseparable from the study of theater. For instance, when discussing the history plays of renowned playwrights such as William Shakespeare, including works like *Henry IV Part I* (1597) and *Richard III* (, or Christopher Marlowe's *Edward II*, these plays primarily delve into the socio-historical context of England during the late 16th Century. It is worth noting that while the storylines of these plays were largely adapted from Holinshed's *Chronicles*.

7.2 DRAMA: GENESIS AND GROWTH

Western theatre originated in Athens, Greece, approximately 2500 years ago, marking the beginning of a rich tradition. During the period between 600 and 200 B.C., the ancient Athenians crafted exceptional plays that are now celebrated as some of the most remarkable works in the world of theatre. Their contributions to the art form extended beyond individual plays, as they also cultivated a theatrical culture characterized by enduring forms, techniques, and vocabulary that have persisted for over two millennia. Comparing the historical theatrical achievements of ancient Athens to only two other eras of similar grandeur, namely Elizabethan England and the twentieth century, highlights the extraordinary nature of their accomplishments.

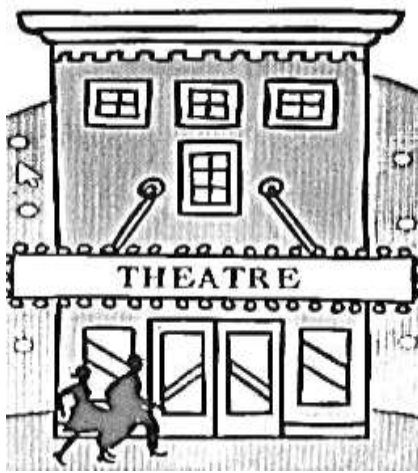
In the northern reaches of Greece, specifically in the region of Thrace, a religious movement centered on the veneration of Dionysus, the deity associated with fertility and procreation, emerged. The adherents of this mystical faction, known as the Dionysus Cult, engaged in elaborate ceremonial observances. Among these rites, one particularly contentious custom involved unbridled dancing and the release of intense emotions, which led the participants to enter altered states of consciousness. This altered state, known as "ecstasies," held profound religious significance for the Greeks, who eventually came to regard theatrical performances as a means of conveying and channeling heightened emotions. Despite facing opposition, the worship of Dionysus gradually gained traction and expanded its influence among various Greek tribes.

In this era, the practices related to Dionysus experienced a substantial expansion, displaying a higher level of organization and imbued with symbolism. A crucial constituent within these practices was the dithyramb, a collective hymn sung by a chorus. It is speculated that the early employment of imitative movements and music served as a means to introduce this particular style of song or hymn to the Greek populace. The dithyramb assumed a pivotal role in the progressive development of the Dionysian traditions. It is noteworthy that terms like "Dionysiac," "hysteria," and "catharsis" derive from Greek terms associated with the release or purification of emotions.

Aeschylus, a renowned writer who emerged on the Athenian theatrical scene in 484 BC, revolutionized the art form by reducing the chorus size from 50 to 12 and incorporating elaborate stage settings and props. Among his works, the oldest surviving drama is "Persians," crafted in 472 BC. However, his magnum opus, *The Oresteia*, delves into the tale of

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Agamemnon, a Greek warrior slain by his wife Clytemnestra, and the subsequent pursuit of justice by their children Orestes and Electra. The central theme of this literary masterpiece lies in the tragic consequences of excessive individual pride, hubris, and arrogance. Aeschylus is often referred to as the "Father of Tragedy." Unfortunately, out of his ninety-two plays, only seven have survived for us to peruse. Nonetheless, scattered fragments and comments provide glimpses into the wide range of topics he tackled. Aeschylus excelled in painting vivid pictures through his writing. His characters are vibrant and often possess an otherworldly and brutal nature, while his language is rich in metaphorical expression. Notably, *Prometheus Bound* stands as a masterpiece, given its



focus on the divine. In his final two tragedies, including *Agamemnon*, Aeschylus shifted his focus from divine drama to the realm of humanity. In the competition of tragic playwrights in 468 BC, Sophocles emerged triumphant over Aeschylus.

The relocation of the stage from Greece to Rome marked a significant shift. By the fourth century, Rome's decline saw a near-extinction of theater. Drama didn't emerge in England until the ninth century, and its evolution was influenced by religious practices. The inception of the Church can be rightfully considered as the foundation upon which the dramatic arts rested. The clergy had the responsibility of devising a method to convey religious teachings to the illiterate masses. Gospel narratives were enacted as a sequence of vivid portrayals, resembling straightforward

stage plays. The performers not only spoke but also enacted the subsequent scenes. These early productions were known as Mysteries and Miracles. Mysteries focused on recounting events from the lives of Saints and Martyrs, while Miracles were dramatizations of biblical tales. Drama became deeply intertwined with Christian rituals, and even the Mass itself contributed to its dramatic expansion.

The evolution of miracle plays originated from the liturgy, characterized by solemn rituals and alternating chants sung by priests and the congregation. Initially, these plays consisted of brief conversations

spoken within the confines of the church, later evolving into full-fledged productions performed on the porch. A noteworthy example from the 12th century is the drama *Adam*, composed by a Norman, which is divided into three parts depicting the fall of Adam and Eve, Abel's death, and the succession of prophets foretelling the advent of the Savior. Written in French, this play held great significance. Another significant work was *Noah*, narrating the tale of Noah's construction of the Ark and his plea to his wife to join him aboard. Several cities gained prominence for their performance of miracle plays, either due to the significance of their fairs or the well-organized trade guilds. The notable locations for these cycle plays included Chester, York, Coventry, Norwich, Newcastle, and Wakefield, with the guilds playing a pivotal role in their successful organization. Among these plays, *Abraham and Isaac* stood out as a particularly moving piece. Eventually, moralities and interludes took the place of mystery and miracle plays.

The fusion of solemn and jovial themes was exemplified in the combined presentation of Mystery and Miracle plays. The Morality component earnestly conveyed profound concepts, while the Interlude section humorously entertained the audience. These theatrical pieces embodied archetypal figures representing qualities such as remorse, benevolence, and transgression. Allegories formed the foundation of moral teachings, as personifications of abstract virtues and vices replaced biblical characters. Their primary mission was to propagate the Christian faith. To accommodate the moral narratives, a fixed stage was required, unlike the mobile pageants featured in the Miracle plays. The moralities addressed weightier concerns, illustrating the fluctuating nature of human existence between righteousness and wrongdoing, amidst the eternal struggle between God and the Devil. Noteworthy dramas like *Castle of Perseverance*, *Everyman*, and *Mankind* emerged from this tradition. The common people were the central characters, with the benevolent deity and Divine Graces positioned against the malevolent angel and his accomplices, the Seven Deadly Sins. Consequently, a conflict arose between vices like sin, jealousy, malice, and gluttony, and virtues like mercy, justice, peace, and truth. In the Mystery plays, the characters were given distinct names, and the performances were grounded in realism. These theatrical spectacles were presented by a society of amateur actors, comprising various regional professionals who united solely for the purpose of staging these plays, dating back to the fourteenth century. The aforementioned trio of plays provided a compass for the diverse avenues that drama explored. By the year 1600, the Miracle plays ceased to be performed, even as conventional theater had already taken root.

The Interludes served as entertaining exchanges, and Heywood's Interludes gained popularity due to their distinctiveness in avoiding moralizing and prioritizing amusement. *The Play of Four "Ps"*—*Palmer, Pardoner, Potheary, and Pedlar*—stand as the most renowned characters. Heywood's work, *A mery play betwene the pardoner and the frere, the curate and neybour Pratte* was also well-received. These diversions demonstrate an effort to combine practical advice with abundant comedic elements. *Gorboduc*, written by Sackville and Norton and performed in front of Queen Elizabeth at Whitehall in 1562, marks the inception of English theater. Initially titled *Ferrex and Porrex*, this tragic play comprises five acts, with Norton contributing to the fourth and fifth acts. Each act concludes with a chorus inspired by Seneca's tragedies, while the main plot unfolds offstage. It delves into a historical event and is written in unrhymed verse. *Ralph Roister Doister*, written and performed by Nicholas Udall in 1553, holds the distinction of being the first English comedy, earning Udall the title of *Father of English Comedy*. Another English comedy, *Gammer Gurton's Needle*, was authored by John Still and William Stevenson. The establishment of professional theater companies played a pivotal role in the development of a genuine national theater. The first theater in Shoreditch was built in 1576, and subsequently, the Fortune, the Swan, the Globe, and the Rose theaters were erected over time.

To begin our discussion on various genres of plays, it would be beneficial to grasp the technical elements of theater first. In theater, every captivating narrative originates from a conflict, which may arise from differing individuals, ideas, or interests. This conflict serves as the foundation upon which the story evolves. Gustav Freytag, a notable German author and playwright, illustrated the structure of a play as a pyramid consisting of five distinct components.

- **Exposition**, in the context of a performance, serves to furnish the audience or readers with crucial contextual information at the beginning. Such information encompasses introductions to the characters, establishment of the atmosphere, and a thorough account of the events that directly precede the commencement of the main

storyline or the entirety of the play.

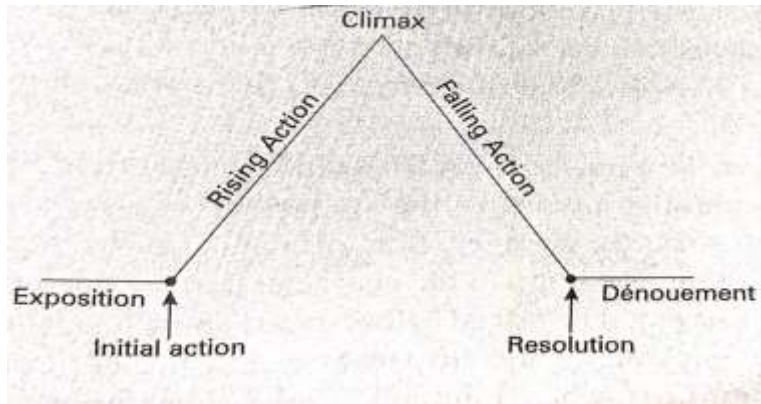


Figure 01: The pyramidal structure of a play

The initial **conflict** in a play is triggered by an initial incident, which can manifest either physically or mentally. It can sometimes be difficult to differentiate between the introduction of the story and the actual event that sets everything in motion when they are intertwined. To illustrate this, in the case of *Hamlet*, the appearance of the ghost on the castle's battlements serves as the catalyst for all subsequent events in the play.

The storyline becomes more complex during the **rising action** phase. Both tragedies and comedies involve conflict, and the audience eagerly anticipates the outcome.

The **climax** of the play captures the audience's utmost attention and often signifies a turning point in the protagonist's destiny. In a tragedy, the climax foreshadows the protagonist's tragic outcome, whereas in a comedy, it achieves the exact opposite effect. Sustaining the audience's engagement beyond the climax can pose a challenge for the playwright. This is where the falling action comes into play. In a tragedy, the playwright may introduce developments that offer the protagonists a glimmer of hope, while in a comedy, new obstacles may be placed in their path. These occurrences serve to revive doubt and suspense. For example, when the Friar presents Juliet with a fresh plan for her blissful union with Romeo in *Romeo and Juliet*, the audience's hopes soar. Similarly, the dispute over the rings in *The Merchant of Venice* sparks renewed interest.

The denouement, which serves as the final segment of a dramatic structure, encompasses the culmination of various narrative threads, skillfully interwoven. In the resolution, the primary conflict or point of contention faced by the protagonist is resolved. In tragedies, the denouement often culminates in a catastrophic event, exemplified by the

demise of all major characters in the concluding scene of Shakespeare's "Hamlet." In ancient Greek plays, a *deus ex machina* was a narrative device wherein a machine would lower a deity onto the stage to rescue the protagonist or provide resolution to the situation.

7.3 ELEMENTS OF DRAMA

There are six compulsory elements of a drama according to Aristotle. These six elements, according to Aristotle, are necessary for an excellent drama. These six elements are:

Plot: The play's plot is as follows. The plot is the action of a play, or the core story, is referred to as the plot.

Theme: While the plot describes the play's action, the theme describes the play's meaning. The play's theme is its central message or takeaway. The subject of a play might be overt or subtle, depending on the situation.

Characters: Characters are the humans (or occasionally animals or concepts) that the players in a play depict. The play's action, or storyline, is advanced by the characters.

Dialogue: The words that the author and the characters in the play use to communicate. The conversation aids in advancing the play's action.

Music/Rhythm: Although music frequently appears in plays, Aristotle here was referring to the rhythm of the performers' speaking voices.

Spectacle: This term describes a play's aesthetic components, such as its sets, costumes, special effects, etc. Everything that the audience witnesses while watching the performance is spectacle.

7.4 VARIOUS TYPES OF DRAMA

7.4.1 Tragedy:

In approximately 330 BC, Aristotle introduced the concept of tragedy in his work, *Poetics*, emphasizing the use of dramatic presentation and poetic language. He defined tragedy as the imitation of a serious action with magnitude and completeness. According to Aristotle, tragedy evokes pity and fear, leading to the catharsis of these emotions. He proposed that

a tragic hero, with both positive and negative qualities, would elicit sympathy and fear from the audience. The hero experiences a reversal of fortune due to a fatal error or moral flaw called **hamartia**. Through the depiction of events that instill pity and fear, the audience achieves a cathartic release. Shakespeare's play *King Lear* exemplifies this, as the audience feels catharsis witnessing Lear's descent into madness and demise. Shakespeare's tragedies, like ancient Greek tragedies, address universal themes and emotions that resonate with audiences worldwide.

Tragedy extends beyond personal failures; nations collapse, and vices like avarice, lust, and ingratitude ravage the world. Sensitive individuals question existential concepts, receiving unsatisfactory answers. They witness bloodshed, love turning to contempt, and decency becoming a mockery. Guilt and self-hatred plague them, along with contempt for humanity. In *Hamlet* and *Lear*, the characters bear partial responsibility for their own suffering. Hamlet's discovery of his father's death and his mother's adultery fuels his challenge against society, but his procrastination deviates from sensible actions. Tragedy presents a clash of human wills and explores free will. Not all plays considered tragedies adhere to Aristotle's definition, as not all tragic heroes suffer due to fatal errors. Modern critics describe tragedy as posing fundamental questions about life's purpose, meaning, and hope amidst suffering and evil. Tragedy acknowledges that suffering can lead to wisdom and self-awareness.

According to Francis Fergusson, tragic plays depict a sequence of intent,



passion, and vision. They explore how individuals are pushed to the brink of existence by catastrophic events and must decide whether to live or die for their beliefs. Confronted with death, they quickly realize what truly matters in life. Tragic narratives

involve characters who, dissatisfied with their circumstances, challenge the rules of fate. These stories do not portray humans as powerless puppets controlled by destiny. The tragic vision does not guarantee their ultimate demise; instead, it examines the workings of free will in the real world. Choosing to act rather than submit often has dire consequences, but it also tests the core essence of humanity. The hero, with an extraordinary willpower to achieve the impossible, stands apart from

ordinary people, offering hope for human potential. Therefore, tragedy is ultimately optimistic about human achievements and the unwavering resilience of the human spirit, far from being a pessimistic view of existence. As Eric Bentley said, "Tragedy cannot be excessively pessimistic, for that would mean losing faith in humanity." The tragic vision acknowledges the possibilities of both immense kindness and immense evil, embracing the paradox of human freedom.

7.4.2 Various types of tragedies:

- **Revenge Tragedy:** The tragedy of revenge, often known as the tragedy of blood, gets its elements of murder, retaliation, ghosts, mutilation, and devastation from Seneca. It was a popular theatrical style throughout the late Elizabethan and early Jacobean eras. This well-known genre was first introduced by Kyd's *The Spanish Tragedy* (1586), and was further developed by Marlowe's *The Jew of Malta* (1592), Webster's *The Duchess of Maw* (1612), and Shakespeare's *Hamlet* (1602). In Indian context we can refer to an example of revenge tragedy, *Haidar* film i.e. the adaptation of Shakespeare's *Hamlet*.

Domestic Tragedy: The protagonist, who belonged to a middle-class or lower socioeconomic class and experienced a routine or household catastrophe, was depicted in prose. Eighteenth-century authors helped to popularise this. Like *The London Merchant* by George Lillo.

Social Tragedy: A social or political issue was the focal point of a social tragedy. In these tragedies heroes and heroines are from the working class or middle class. The plays *A Doll's House*, *Ghosts*, and *Death of a Salesman* (1949) by Arthur Miller and Henrik Ibsen are notable examples of tragedies from the nineteenth and twentieth centuries.

Neoclassical Tragedy: Playwrights from Italy and France adapted the Senecan and Greek examples during the 16th century and created a type of neoclassical tragedy that had several key differences from classical tragedy. Neoclassicists studied the great stories of antiquity, just as Classicists. The main protagonists were well above average people and came from a high social background. For examples Pierre Corneille's *Medee* (1635), *Le Cid* (1636) and Jean Racine's *Andromaque* (circa 1667) and *Phedre* (circa 1677), are the best examples of neoclassical tragedies.

Romantic Tragedy: In England, an independent type of drama began to develop, which was free from the influence of Seneca and neoclassicism.

This is known as Romantic drama. Best examples are William Shakespeare's tragedies *Romeo and Juliet* (1597).

Domestic Tragedy: The drama Domestic Tragedy is about middle-class or working-class individuals and their issues. Best examples of Domestic Tragedy are George Lillo's *The London Merchant* (1731) and German poet Christian Friedrich Hebbel's *Maria Magdalena* (1844). The word is also used to characterise the plays of contemporary writers including Norwegian playwright Henrik Ibsen.

Tragi-comedy: As the word implies, tragicomedy is tragedy and comedy mingled harmoniously together. It is distinct from tragedy that has comic scenes, and from comedies that include tragic episodes. For example, the porter's scene in *Macbeth* and the gravedigger's scene in *Hamlet*. Similarly the tragic background in a comedy like *As You Like It*.

7.4.3 Comedy

The English term "comedy" originates from the Greek word "komos," which means "reveal" or "merrymaking." Like tragedy, comedy has a connection to Dionysus and religion. According to Aristotle, comedy focuses on the everyday lives



of ordinary people. The stories in comedy have a happy ending for the characters, and there are no significant or dangerous events. Comedy often deals with minor flaws or unattractive qualities that are not harmful or serious. Over time, the definition of comedy has also evolved. Classical Greek comedy can be categorized into three main periods: ancient, middle, and new. Aristophanes, who lived from 446-386 BCE, belonged to the older generation of playwrights. His plays are known for their clownishness, satire, and social commentary. Antiphanes (c. 408–334 BCE), the most notable author of the middle period, wrote numerous works characterized by burlesque elements. The most significant Greek comic writer of the new period was Menander, who lived from approximately 341-290 BCE.

The new comedy avoided addressing societal concerns in favour of focusing on the passionate intrigues of young lovers. Even though Menander wasn't a brilliant playwright, his effect on Plautus (195–159 BCE), a Roman comic writer who later impacted English playwrights in the Middle Ages, was considerable. The origins of comedy in England

may be traced to its classical Greek and Roman influences. The first English comedy is said to have been *Ralph Roister Doister* by Nicholas Udall, who wrote it in 1553.

Various types of Comedy:

Romantic Comedy: Romantic comedies are lighthearted plays that deal with the follies of young lovers or the misunderstandings between them. Shakespeare is closely associated with the romantic comedy, and his plays *A Midsummer Night's Dream* (circa 1596), *As You Like It* (circa 1600), and *Twelfth Night* (circa 1602) are examples of this form.

Comedy of Humours: The characters with the most pronounced personality features were the main focus of the comedy of humours. The mediaeval philosophy of humours served as the foundation for this kind of comedy, which peaked in popularity in the late sixteenth and early seventeenth centuries. This idea postulated that the body was composed of four main fluids or "humours": phlegm, black bile, yellow bile, and blood. These fluids were combined to form a man's physical characteristics and personality. It was believed that an imbalance of any one or all of the fluids would result in a certain type of disposition, as seen below.

Fluid	Personality type	Character traits
blood	sanguine	kindly, joyful, amorous
yellow bile	choleric	impatient, short-tempered
black bile	melancholic	brooding, affected, satiric
phlegm	phlegmatic	cowardly, obstinate, vengeful

Best examples of this type of comedies are Ben Jonson's *Every Man in His Humour* (1598), *Every Man Out of His Humour* (1599) and *Volpone* (1606).

Sentimental Comedy: This type of comedy was written as reactionary plays against the tradition of comedy of manners. The objectives behind writing sentimental comedy was to portray the lives of ordinary men and women who are overwhelmed by misfortune and caught up in distressful situations ultimately having victory over it. Best examples of sentimental

comedies are Colley Ciber's *Love's Last Shift* (1696), George Faruhar's *The Constant Couple* (1699), and Richard Steele's *The Conscious Lovers* (1722).

Other kinds of plays are

Melodrama: Initially, this genre of plays encompassed musical theatre, including opera, and featured stereotypical characters. These plays relied on thrilling action and implausible events to create dramatic effect. The narrative progressed through a series of adventurous episodes, maintaining a sense of excitement and tension. The portrayal of characters and situations was simplistic, with clear distinctions between good and evil, and the conflicts primarily external. Although melodrama presented itself as addressing significant themes, it often lacked depth and authenticity. Many serious plays would veer towards melodrama instead of achieving the heights of tragedy. Examples of this genre include adventure films and plays like *The Red Rover* by Edward Fitzball and *The Streets of London* by Dion Boucicault.

History Plays or Chronicle Plays: During the sixteenth century, writers like Raphael Holinshed drew inspiration from the English Chronicles to create dramatizations based on historical information. These Chronicles were narrative works that described various events, whether local, regional, or global, in prose or verse. These compositions gained popularity among the audience at the time. The early chronicle plays, although loosely connected, relied on conflicts presented on stage to make a strong impact. They managed to captivate the audience with their depiction of historical events. Examples of more recent historical plays that utilize dramatic exposition of historical events include Arthur Miller's *The Crucible* (1953) and Robert Bolt's *A Man for All Seasons* (1962). Some of the popular Elizabethan historical plays, such as *Julius Caesar*, *Richard II*, *Edward II*, and *Henry V*, showcased the playwright's interest in history and compelled them to explore a wide range of circumstances, complexities, and seemingly irrelevant details.

Absurd Plays: This genre of theater focuses on the human predicament, nihilism, and the disillusionment that followed World War II. The characters in these plays are portrayed as ordinary individuals, tramps, or vagabonds. Playwrights such as Samuel Beckett, Harold Pinter, and Tom Stoppard popularized this form of drama. Some notable examples include Beckett's *Waiting for Godot*, *Endgame*, and *Happy Days*, Pinter's *The Birthday Party* (1959) and *Homecoming* (1964), and Stoppard's *Rosencrantz and Guildenstern Are Dead* (1966).

Epic Theatre: Epic theatre is a style of theatrical performance that aims to engage the audience intellectually and promote critical thinking. It was developed by playwright Bertolt Brecht in the 20th century. Epic theatre often employs techniques such as alienation or "**Verfremdungseffekt**" to distance the audience from the emotions of the characters and encourage them to think critically about the social and political issues being portrayed on stage. The goal of epic theatre is to provoke reflection and promote social change by highlighting the constructed nature of reality and challenging established norms and ideologies. With plays like *The Threepenny Opera* and *Mother Courage and Her Children*, *The Resistible Rise of Arturo Ui*, Galileo Brecht sought to expose the social injustices of his time and provoke critical reflection in the audience. He employed alienation techniques, such as breaking the fourth wall and using placards, to distance spectators from the action and encourage them to question the underlying social and economic structures. Brecht's work left an indelible mark on European theater, inspiring future generations to use drama as a means of political commentary.

Classical Sanskrit Theatre:

Classical Sanskrit theatre, also known as *Natya Shastra*, emerged in ancient India and is one of the oldest forms of theatre in the world. It is believed to have originated around the 1st century BCE and reached its peak during the 5th-10th centuries CE. Here are some key points about classical Sanskrit theatre:

Natya Shastra: The foundation of classical Sanskrit theatre is the Natya Shastra, a comprehensive treatise on performing arts attributed to **Bharata Muni**. It encompasses various aspects of theatre, including dramatic structure, acting, music, dance, and stagecraft.

Performance Elements: Classical Sanskrit theatre incorporates a blend of several art forms, including drama, dance, music, and poetry. It features stylized acting, elaborate costumes, intricate makeup, and expressive hand gestures called mudras.

Sanskrit Language: The performances are primarily conducted in Sanskrit, the ancient classical language of India. Sanskrit was considered the language of the gods and was used to convey profound philosophical and spiritual ideas.

Rasa and Bhava: Central to classical Sanskrit theatre is the concept of rasa, which refers to the aesthetic experience or emotional flavor created

in the audience. Rasa is evoked through the portrayal of various bhavas, or emotional states, such as love, anger, joy, and sorrow.

Performance Structure: Classical Sanskrit plays typically follow a five-act structure known as "nataka." The acts are called "anga" and include prologue (Prastavana), entry of the hero (Pravesaka), development of the plot (Sambhava), culmination or climax (Vimarsa), and conclusion (Nirvahana).

Themes and Stories: Classical Sanskrit theatre draws inspiration from mythology, epics, and historical events. The plays often explore moral and ethical dilemmas, love and devotion, the struggle between good and evil, and the nature of human existence.

Performance Spaces: Classical Sanskrit theatre was performed in specially designed open-air theatres called "natyashalas" or "rangashalas." These venues featured a stage adorned with intricate carvings and sculptures, along with seating arrangements for the audience.

Decline and Revival: Over time, classical Sanskrit theatre declined in popularity, and many of its traditions were lost. However, in recent years, efforts have been made to revive and preserve this ancient art form through dedicated research, performances, and training programs.

Classical Sanskrit theatre stands as a testament to India's rich cultural heritage and its profound contribution to the world of performing arts.

Puppet Theater:

Puppet theatre is a form of theatrical performance where puppets are used as characters to tell a story. It is an ancient art form that dates back thousands of years and can be found in various cultures around the world. Puppeteers manipulate the puppets through strings, rods, or their hands to bring them to life on stage. The puppets can range from simple hand puppets to intricate marionettes and shadow puppets. Puppet theatre combines elements of storytelling, music, and visual effects to engage and entertain audiences of all ages. It offers a unique and enchanting experience, blending the artistry of puppetry with the creativity of theatrical performance. Examples of Puppet Theater:

Bunraku: Bunraku is a traditional Japanese puppet theatre that dates back to the 17th century. It features large puppets operated by puppeteers dressed in black and accompanied by live music.

Wayang Kulit: Wayang Kulit is a traditional shadow puppet theatre from Indonesia. It utilizes intricately designed leather puppets, which are projected onto a screen. The puppeteer manipulates the puppets while narrating the story.

Marionette Theatre: Marionette theatre is a form of puppetry that uses string-operated puppets. It originated in Europe and became popular in countries like Italy, France, and Czech Republic. Famous examples include the Czech marionettes and the Sicilian Opera dei Pupi.

Punch and Judy: Punch and Judy is a traditional puppet show popular in the United Kingdom. It features hand puppets, including the mischievous Punch, his wife Judy, and various other characters, engaging in comedic and often slapstick interactions.

Karagöz and Hacivat: Karagöz and Hacivat is a Turkish puppet tradition that dates back centuries. It involves shadow puppets made of camel or buffalo hide, which are manipulated by puppeteers to enact humorous and satirical plays.

Teatro dei Burattini: Teatro dei Burattini, or Italian puppet theatre, is known for its use of glove puppets called "burattini." These puppets are operated by puppeteers hidden behind a small stage and are often used to perform comedic plays.

Kathputli: Kathputli is a traditional form of string puppetry from Rajasthan, India. It uses colorful wooden puppets dressed in elaborate costumes. The puppeteers manipulate the puppets with strings and perform folk tales and stories.

Water Puppetry: Water puppetry is a unique form of puppet theatre from Vietnam. The puppets are operated in a waist-deep pool of water, with puppeteers hidden behind a screen. The puppets appear to be floating and perform various scenes accompanied by music.

These are just a few examples of the diverse puppet theatre traditions found around the world. Each tradition has its unique style, techniques, and storytelling methods.

Problem Plays:

Problem plays are a genre of drama that presents complex moral and social issues, often exploring controversial or thought-provoking subjects. These plays aim to challenge societal norms, raise questions, and provoke

discussions on difficult topics. One notable example of a problem play is *The Importance of Being Earnest* (1895) by Oscar Wilde. On the surface, it appears to be a light-hearted comedy, but it subtly challenges the Victorian social norms and exposes the hypocrisy of the upper class. The play satirizes marriage, social expectations, and the concept of identity, raising questions about the importance of honesty and the superficiality of societal conventions.

Kitchen sink drama:

Kitchen sink drama is a genre of realistic British theater that emerged in the 1950s and 1960s. It focuses on the lives of working-class characters and portrays their struggles, aspirations, and everyday experiences. The term "kitchen sink" refers to the domestic settings often used in these plays, highlighting the gritty realism and social issues faced by the working class. Kitchen sink dramas typically explore themes of class, family dynamics, social inequality, and personal relationships. They aim to provide an honest and unvarnished portrayal of the lives of ordinary people, challenging the prevailing theatrical conventions of the time. Here are some examples of kitchen sink dramas:

1. *Look Back in Anger* by John Osborne (1956) - This play centers around the disaffected and angry young man named Jimmy Porter and his tumultuous relationships with his wife Alison and friend Cliff.
2. *A Taste of Honey* by Shelagh Delaney (1958) - The play follows the story of a teenage girl named Jo and her experiences with relationships, single motherhood, and racial tensions in working-class Salford.
3. *Saturday Night and Sunday Morning* by Alan Sillitoe (1958) - While originally a novel, it was adapted into a film and captures the life of a young factory worker named Arthur Seaton, exploring themes of working-class rebellion, infidelity, and social constraints.
4. *The Loneliness of the Long Distance Runner* by Alan Sillitoe (1959) - Another novel-turned-play, it tells the story of Colin Smith, a young offender from a working-class background who discovers his talent for long-distance running while in a youth detention center.
5. *Billy Liar* by Keith Waterhouse and Willis Hall (1960) - This play revolves around Billy Fisher, a working-class young man who constantly escapes into a world of fantasy to avoid the harsh realities of his life and his family's expectations.

6. *This Sporting Life* by David Storey (1960) - The play focuses on Arthur Machin, a rugby player from a working-class background, and explores themes of class, masculinity, and personal ambition.

7.5 VARIOUS FORMS OF STAGES FROM ELIZABETHAN TO MODERN AGE

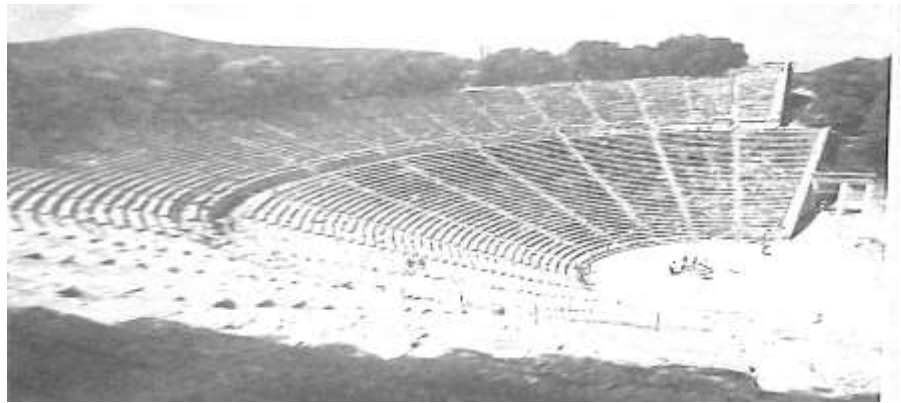


Figure 02: Amphitheatre located in Epidauros, Greece was built in the 4th Century BCE and can accommodate up to 14,000 people

Figure

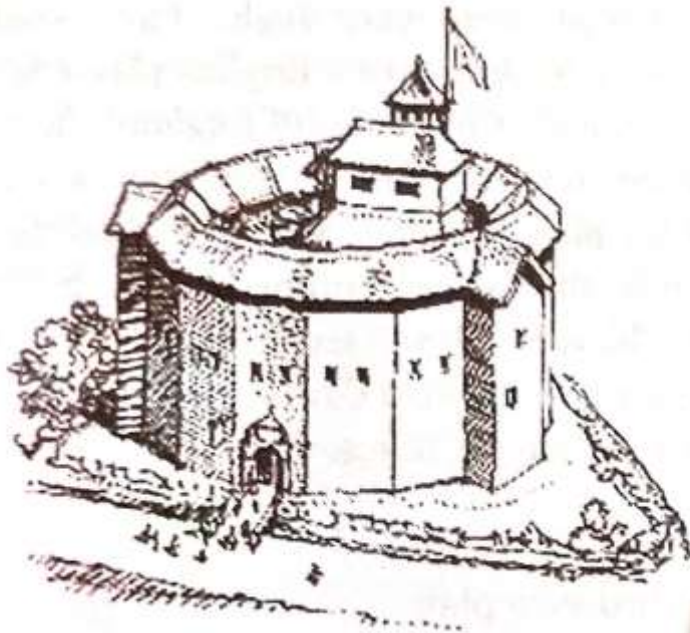


Figure 03: The Globe Theatre where most of the Shakespearean plays were staged

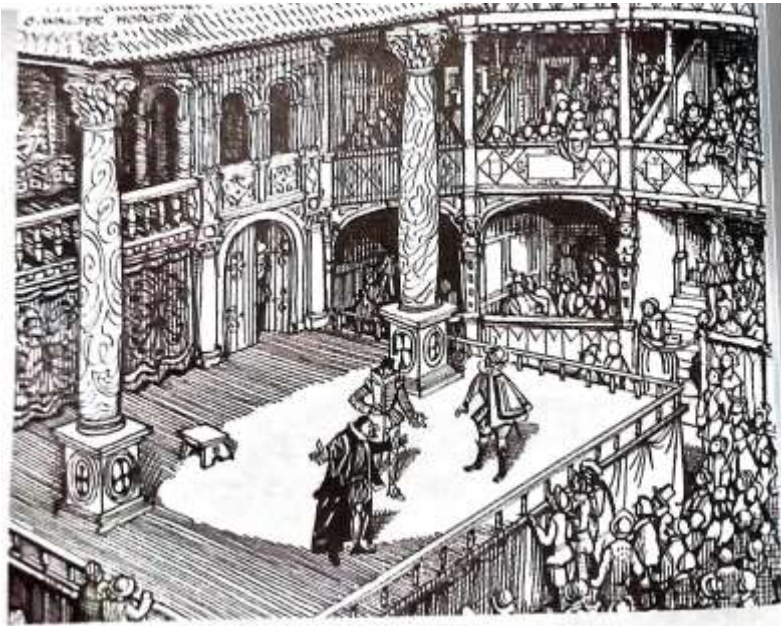


Figure 04: An imaginative theatre design and performance of Shakespeare's *The Merchant of Venice*



Figure05: An image of a Thrust Stage audience surrounding on three sides



Figure 06: A theatre of round stage configuration with audience surrounding on the four sides

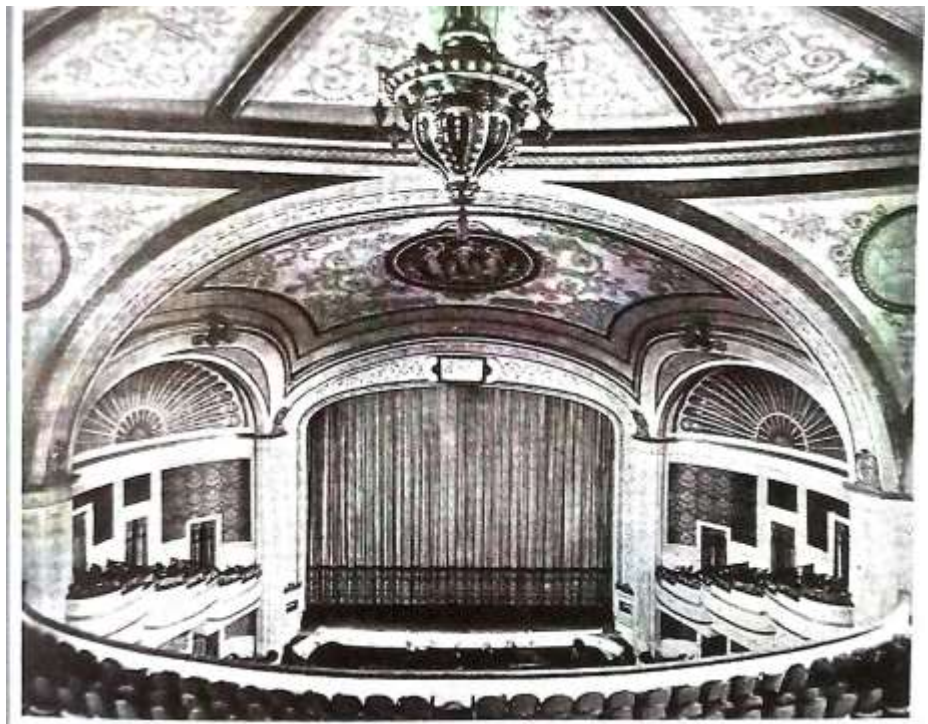


Figure 07: An image of a Proscenium Theatre

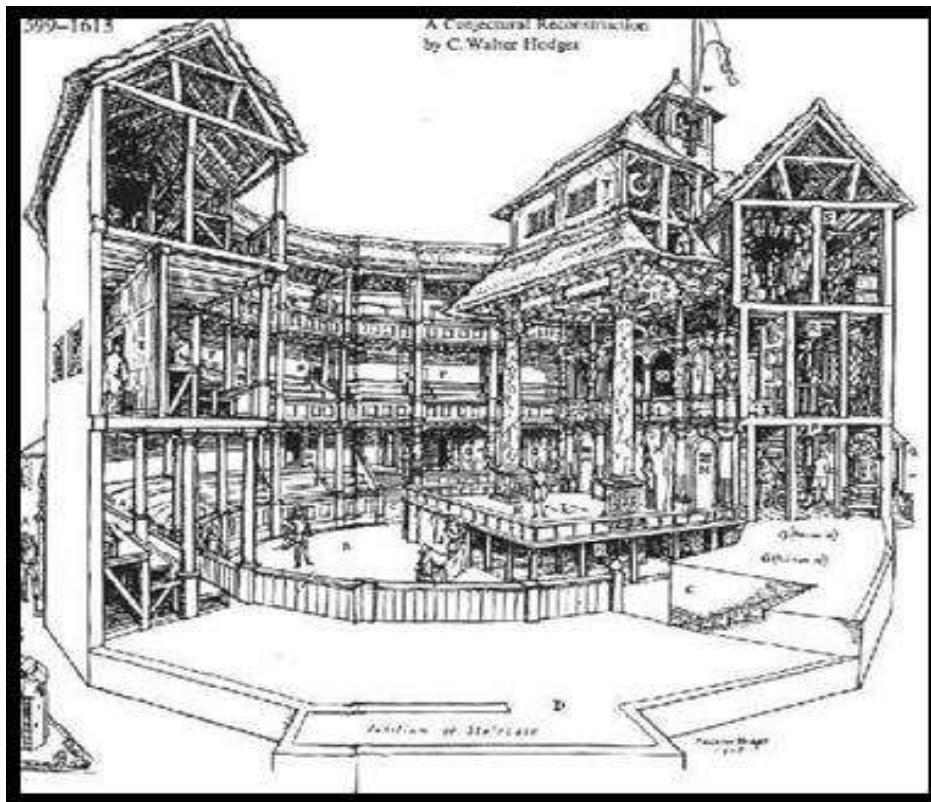


Figure 08: Sitting position inside the Globe Theatre

7.6 LET'S SUM UP

In this unit, students explore the world of theater and engage with dramatic texts. The expected outcomes behind teaching this unit are:

- They learn about different genres, playwrights, and theatrical techniques. Through reading and analyzing plays, students develop critical thinking, communication, and performance skills.
- They study key elements such as plot, characterization, dialogue, and themes.
- They also learn about stage directions, dramatic conventions, and the importance of interpretation. Through group discussions, improvisation exercises, and performances, students gain a deeper understanding and appreciation of the power of drama as a form of storytelling and self-expression.

❖ Check Your Progress

Q. Answer the following questions choosing one option from the following:

1. Who is the playwright of the famous tragedy Hamlet?
 - a) William Shakespeare
 - b) Arthur Miller
 - c) Tennessee Williams
 - d) Samuel Beckett
2. Which of the following plays is written by Anton Chekhov?
 - a) Romeo and Juliet
 - b) The Importance of Being Earnest
 - c) The Cherry Orchard
 - d) Death of a Salesman
3. Ralph Roister Doister is a well-known play written by:
 - a) Arthur Miller
 - b) Tennessee Williams
 - c) Nicholas Udall
 - d) August Wilson
4. In the play Macbeth, Lady Macbeth encourages her husband to commit regicide to become the king of:
 - a) England
 - b) Scotland
 - c) France
 - d) Ireland
5. Which of the following plays is a tragedy by Sophocles?
 - a) The Crucible
 - b) Oedipus Rex
 - c) Waiting for Godot
 - d) A Raisin in the Sun
6. *The Birthday Party* is a famous play by:
 - a) Arthur Miller
 - b) Harold Pinter
 - c) Edward Albee
 - d) Eugene O'Neill

7. The four cycles of drama are named as:
- a) York, Wakefield, Coventry, and Chester
 - b) Summer, Monsoon, Winter, and Spring
 - c) Elizabethan, Jacobean, Caroline, and Commonwealth,
 - d) French, German, Russian and British
8. Who won the Nobel Prize in Literature in 2005?
- a) Oscar Wilde
 - b) Tennessee Williams
 - c) Harold Pinter
 - d) Henrik Ibsen
9. The play *Waiting for Godot* is an example of:
- a) Epic theater
 - b) Absurd Play
 - c) Theatre of Cruelty
 - d) Revenge tragedy
10. Which playwright is known for his absurdist play *Waiting for Godot*?
- a) Harold Pinter
 - b) Samuel Beckett
 - c) David Mamet
 - d) Tom Stoppard

Answers:

- 1. a) William Shakespeare
- 2. c) The Cherry Orchard
- 3. c) Nicholas Udal
- 4. b) Scotland
- 5. b) Oedipus Rex
- 6. b) Harold Pinter
- 7. a) York, Wakefield, Coventry, and Chester
- 8. c) Harold Pinter
- 9. b) Absurd Play
- 10. b) Samuel Beckett

7.7 REFERENCES

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2. Holden, Susan. *Drama in Language Teaching*. Longman, 1982.
3. Hubbard, Peter, et al. *A Training Course for TEFL*. Oxford University Press, 1986.
4. Livingston, C. *Role Play in Language Learning*. Longman, 1983.
5. Ashok, Padmaja. *A Companion to Literary Forms*. Orient Black Swan, 2017

You can refer to the following additional sources to enhance the unit.

1. Use of Drama in ELT, <https://files.eric.ed.gov/fulltext/EJ420165.pdf>
2. Drama in Education and Life Skills,
https://www.researchgate.net/publication/333090836_The_Impact_of_Using_Drama_in_Education_on_Life_Skills_and_Reflective_Thinking
3. Drama in Education, <https://www.artsonthemove.co.uk/education/drama...>
4. Theatre in education (TIE) , <https://core.ac.uk/download/pdf>

:: STRUCTURE ::**8.0 Objectives****8.1 Introduction about the Prose****8.2 What is Prose- Definition & General Understanding****8.3 Importance of Prose****8.4 Teaching Language through Prose-Techniques, Methods and Approaches****8.5 Toni Morrison's 'Playing in the Dark: Whiteness and the Literary Imagination'****❖ Check Your Progress****❖ Activities****8.6 Let's sum up****8.7 References**

8.0 OBJECTIVES

The followings are a few objectives of this unit.

- To make students familiar with the concept of 'Prose' as a literary term.
- To provide conceptual background of the language used in Prose.
- To introduce the learners with the approaches and methods of Literary based Language Teaching.

8.1 INTRODUCTION ABOUT THE PROSE

The word "prose" is derived from the Latin expression "prosae oratio" which means "literally straight forward or direct speech." Prose is written in words, phrases, sentences, paragraphs and chapters. It utilizes punctuation, grammar and vocabulary to develop its message. Prose is made up of fiction and nonfiction. Fiction includes novels, Mystery

stories, detective stories, romance, short stories, historical fiction etc. whereas Nonfiction writing includes essays, autobiographies, speeches, journals and articles.

The main aim of teaching prose is to develop the language ability of the learners. It is the intensive study of a language. The study of prose helps the learners to use the English language without any problem.

8.2 WHAT IS PROSE- DEFINITION & GENERAL UNDERSTANDING

Prose is organized in paragraphs and they have important elements of fiction. They are plot, character, theme, setting, the point of view, style, and figures of speech. These components together create a complete literary work, whether a novel or a short story. It is not necessary to have all elements in a piece of prose. The elements of fiction assist the teacher to explain the content in an effective manner with literary insight.

- Plot: It is the sequence of incidents or events through which an author constructs a story
- Character: It is a person or other being in narrative work of art which may be real or fictional.
- Theme: It is a central idea or central insight of the story.
- Setting: It is the setting of a story is its overall context.
- Point of View: It is a way of considering or particular attitude.
- Style: It is the manner in which an author uses words, constructs sentences, incorporates non-literal expressions.
- Figures of speech: A word or phrase that has a meaning other than the literal meaning.

The aim of teaching English prose is for language development and literary development both. But at the Junior Level, the chief aim is language development. This means that emphasis should be given on the development of four basic skills of listening, speaking, reading and writing. Thompson & Wyatt said, "To aim at literature is to miss the way to language. Aim at language is to pave the way to literature.

8.3 IMPORTANCE OF PROSE

1. The prose is a writing style that follows the natural flow of words. It is also believed that this kind of writing is the most popular in both fiction as well as non-fiction. The word comes from the Latin “prosaoratio”, meaning “straightforward.”
2. Before going into further details, it would be interesting to share the outlines. We will study in this brief, the types of prose, classical versus modern prose, the difference between prose and poetry, prominent prose writers and their works, different styles of prose, its evolution, and importance.
3. The prose is an ordinary language that follows regular grammatical conventions and does not contain a formal metrical structure. This definition of prose is an example of prose writing, as is the most human conversation, textbooks, lectures, novels, short stories, fairy tales, newspaper articles, and essays.
4. Most literary critics and readers agree that prose is the simplest and easiest way to deliver something. It vividly elaborates the themes and makes the text easier for readers by putting a story with characters, setting, conflict, a plot, and a final payoff.
5. Prose can be divided into four types i.e; Non-Fictional Prose, Fictional Prose, Heroic Prose and Prose Poetry. It can differ depending on the style and purpose.
6. Prose that is based on the facts and figures having a true story is nonfiction. In this regard, newspapers, books, diaries, and articles can be included in this type of prose.
7. The type of prose which is based on fiction is called fictional prose. It is the most prominent kind used in novels and short stories. It has a proper setting, plot, and character. Charles Dickens, *Oliver Twist*; Benjamin Disraeli, *Sybil*, and Charles Kingsley, *Alton Locke* are famous fictional working.
8. The prose that is in dramatic style written for oral or recitation is called heroic prose. Examples of heroic prose are the 13th-century Icelandic sagas. The “heroic sagas,” such as the *Völsunga saga* (c. 1270) and the *Thidriks saga* (c. 1250), are based on the ancient

Germanic oral tradition of the 4th to 6th century and contain many lines from lost heroic lays.

9. The last kind is prose poetry written in poetry form. It has rhythm and rhyme. French poet Charles Baudelaire wrote prose poems, including "Be Drunk" which starts: "And if sometimes, on the steps of a palace or the green grass of a ditch, in the mournful solitude of your room."
10. It is noticeable that the modern prose style is slightly different from the classical style. Individualism, experimentation, absurdity, formalism, and symbolism are the chief characteristics of modern prose while in classic prose, the writer assumes equal footing with the reader. She acts as though she and the reader share the same viewpoint, and she directs both of their attention toward the subject.
11. The prose is a different kind of writing style from poetry as well. As we aforementioned that prose is a natural flow of language while poetry has a proper style. It specifically contains a metrical scheme and element of rhyme which generates elements of rhythm.

An example of a piece of poetry is as under.

"The woods are lovely, dark, and deep.

But I have promises to keep,

And miles to go before I sleep,
And miles to go before I sleep."

12. And the prose is like, "Love is the most powerful thing. It can convert hate into love, but it can't be applied universally." If you write, "I walked about all alone over the hillsides," that's prose. If you say, "I wandered lonely as a cloud/That floats on high o'er vales and hills" that's poetry.
13. Prose work started with Sir Philip Sydney (1554-1586), and he is generally considered as the father of prose. He has written many proses especially Arcadia, a heroic romance. His critical work 'The Defense of Poesy' is also written in a prosaic style. Let's take an example from Arcadia.
"Ow sir (said they) thus for ourselves it is. We are in the profession but shepherds,
land in this country of Laconia little better than strangers, and therefore neither in skill nor abilities of power greatly to stead you.

But what we can present to you is this: Arcadia, of which countries we are, is but a little way hence, and even upon the next confines."

14. Jonathan Swift, Charles Lamb, William Hazlitt, and Thomas De Quincey are contemporaries of Sydney and contributed a lot to the evolution of prose. William Shakespeare, the father of English also well-known for his poetical works but he was an intellectual playwright. He has written King Lear, Hamlet, Macbeth, and Romeo and Juliet in the prosaic style of writing. Ruth Scur's name comes to mind when we talk about prose. He contributed significantly to the development of prose.
15. In a strict sense, it can never be said that Prose's work was started by Sir Philip Sydney, but it is believed that he started modern prose writing.
16. The earliest prose work was written in the 7th century, the law code of King Aethelberht I of Kent, and many translations of the Gospel of St. John, though these do not survive. King Alfred has translated many pieces into English in this style in the 9th century also considered as prose works. The evolution goes on to the renaissance period where we mentioned earlier that many writers enthusiastically wrote prose.
17. Apart from the chronological study of prose and its evolution, George Orwell, Francis Bacon, Charles Lamb, George Bernard Shaw, and Bertrand Russell; who is by all respects, a productive prose writer, who wrote abundantly. He is the prominent writer of the present century who wrote on a variety of subjects of human interest, with great zeal and zest. He expressed his acumen and writing power in a forceful and logical style.

The prose is one of the most popular forms of writing, if not the most popular! Since prose in English literature simply refers to a style of writing that mimics the natural flow of speech, you probably use it all the time without even realizing it. It follows grammar and syntactic rules without straying in the way that poetry often does. The majority of books are written in prose, as is the majority of the writing you perform on a daily basis. Poetry, which frequently defies accepted grammar standards and ordinary usage, is the polar opposite of prose. In poetry, sentences are typically arranged differently. In writing, sentences are formed from words to create paragraphs. Verse is used in poetry, where the words are grouped into lines that make up stanzas. Prose lacks the regular rhyme

or rhythm that poetry does. Consider your speech: Do you frequently rhyme? You might be Dr. Seuss if the answer is "yes," but otherwise, you'll use prose.

As you may anticipate, there are many different prose genres that appear frequently. Any lengthy essay you write for class, whether it be creative, argumentative, non-fiction, or anything else, is probably going to be written in prose. However, there are a few fundamental categories into which we can classify the majority of prose forms.

Non-fiction prose - this category covers recollections like journal entries, informational texts, argumentative essays, and much more.

Fiction Prose - Perhaps the first thing that comes to mind when we think of prose is fiction prose, or fictitious works. The great majority of creative and narrative writing uses language to tell its story, including novels, short stories, and flash fiction.

Prose Poetry: One particular genre of poetry that makes use of the prose format is called prose poetry. Although it contains more rhythm and internal fluidity than pure prose, it nevertheless depends on the rules of speech and tends to use more linguistic conventions than straight poetry would. It's a hybrid form that can be challenging to identify.

Heroic prose: A very old kind of prose that comes from the oral heritage is heroic prose. Despite its oral origins, heroic literature is now frequently written down in order to preserve it. But it's intended to be recited. Since it is far simpler to recall and recite verse than heroic prose, most of the pieces from the oral tradition that we now have, such as the works of Homer, are poetry.

8.4 TEACHING LANGUAGE THROUGH PROSE-TECHNIQUES, METHODS AND APPROACHES

Prose is written in paragraphs and has significant fictional elements. They include the story's plot, characters, theme, setting, point of view, style, and literary devices. Whether it's a novel or a short story, these elements taken together make up a full literary piece. Not every aspect needs to be present in a written composition. The teacher can effectively and with literary understanding present the material thanks to the fiction's aspects.

- Plot: The series of episodes or events that an author uses to build a story is known as the plot.
- Character: A fictional or real person or other being who appears in a narrative work of art.
- Theme: It is the story's main idea or key realisation, or its theme.
- Setting: The overall context of a tale is determined by its location.
- Point of view: This is a perspective or stance that one takes.
- Style: Style refers to an author's choice of words, how they build their sentences, how they employ non-literal terms, etc.
- Figures of Speech: A term or phrase that has a meaning other than its literal meaning is called a figure of speech.

Here are some examples of figures of speech:

- Irony: Irony is a figure of speech in which words are employed in a way that alters their intended meaning from what the words actually signify.
- Symbol: A person, place, or thing that symbolises an intangible notion or concept is referred to as a symbol.
- Similes: Similes are literary devices that make a description more vivid or dramatic by comparing one object to another of a different kind.
- Metaphor: Metaphor is a figure of speech in which a word or phrase is used to describe something other than what it actually means.
- Image: Figurative or visually descriptive language, particularly in literature.

Essentially, a tool around which language learning revolves is the teaching of prose in a language. Consequently, there are several duties associated with teaching prose. It is the most crucial tool a teacher has at their disposal to get the best results. In reality, teaching prose is teaching reading comprehension. The teaching of prose is intended to foster the development of all four language learning skills. The main aims of teaching prose are:

- Literary Aim
- Subjective Matter Aim

Teaching prose must accomplish both of these goals. Depending on the situation, the class, and the age of the pupils, teaching prose should be both rigorous and extensive. It involves the instruction of language structures, vocabulary, grammar, and language usage in general, as well as the capacity to master all four language learning skills.

If we try to sum up the general aims of teaching prose, they are:

1. To enable students to read and understand with comprehension is the first of the general goals of teaching prose.
2. To establish the practise of reading aloud and quietly.
3. To broaden one's vocabulary.
4. To encourage kids to write creatively and to think creatively.
5. To comprehend applied grammar and know how to use it well.
6. Possess the confidence and fluency to listen, comprehend, and respond accurately.
7. The capacity to adapt to situations encountered in daily life.

Lesson Planning of Prose

The lesson to be delivered in prose involves various steps. These various steps are called as the components of a lesson plan. The steps are as under:

1. Motivation: For kids to pay attention, any subject or language needs motivation. Therefore, teachers should encourage students to learn the lesson. All of the strategies a teacher does to get the pupils to the point where they are prepared to study the lesson are included in motivation while introducing an English lesson. Use of the students' prior knowledge and the use of teaching aids like flashcards, models, charts, posters, and other materials are possible. The lesson is then briefly introduced.

The presumptive knowledge can be tested by the teacher before the lesson is introduced. He can start by asking a few questions. These are referred to as the introduction questions and are posed to pique students' interest in the upcoming session. The teacher should be able to announce the day's topic and proceed to the presenting portion after the motivation or introductory session, which should naturally and inevitably lead to that point.

2. Presentation: The primary and longest section of the lesson plan is this. The teacher must deliver the lesson while considering the students' attention, retention, and understanding. It shouldn't be overly long or too short. The presentation element is divided into the following sections.
- (a) Model Reading of the Teacher: When teaching prose, the instructor should read the material aloud while making sure his voice is audible. In terms of pronunciation, intonation, stress, rhythm, style, etc., he needs to be very precise. He must, in essence, give a sample reading.
 - (b) Loud Reading of the Students: A few students can be asked to read the chapter aloud one at a time after the teacher has finished the model reading. Reading aloud can instantly assure the right tone, pronunciation, fluency, etc. Any mistake made by a student can be corrected by the teacher, preventing students from carrying it forward indefinitely.
 - (c) Difficult words/structures to be dealt with: The teacher must make new words, challenging words, structures, idioms, phrases, and other grammatical elements obvious and understandable. The basic goal of prose education is the explication of all these concepts and their elucidation.
 - (d) Silent Reading by the Students: The kids might then be instructed to continue with silent reading. This boosts the pupils' understanding by specifically clarifying each point.
1. Toni Morrison's 'Playing in the Dark: Whiteness and the Literary Imagination'

Toni Morrison was a trailblazing individual in several spheres, including publishing (of course as a novelist), editing (rising to the top of New York publishing), and literary criticism.

Toni Morrison's literary critical essays have also had a significant impact in addition to all of her other works, and they are still frequently acknowledged by academics who study American literature for their arguments and observations. For academics interested in thinking about race in American literature, particularly American literature by non-black authors, *Playing in the Dark: Whiteness and the Literary Imagination* (1992) has been of great assistance. It has contributed to the development of what we now refer to as "whiteness studies," a completely new sub-field that didn't exist when she wrote it. According to Google Scholar, this book has received at least 9400 citations, placing it alongside seminal, paradigm-shifting works like Judith Butler's *Gender Trouble* (1990) and Edward Said's *Orientalism* (1979) in the top rank of literary critical studies.

The reasoning is actually quite straightforward. Here's how I would put it: According to Morrison, the representation of Blackness in "mainstream" American literature is crucial in determining how American culture is portrayed and chronicled in literary storytelling. Morrison wants us to keep in mind that this new man is specifically a white man who defines himself in opposition to non-white others. If what we understand as uniquely American culture is partly about the invention of a new, individualised man -- the autonomous figure in Emerson and Thoreau's writings -- Morrison wants us to keep this in mind. Morrison finds that Blackness is first expressed in the presence of specific Black characters, some of whom could initially appear unimportant that points to the legacy of the transatlantic slave trade and the institutionalized racism that accompanied it and followed it.

When Morrison made this remark in 1992, it caused controversy among many American literary experts. There has been a strong opposition to highlighting how important race or racism is in American literary criticism. The major authors in canonical American literature, such as Hawthorne, Poe, Melville, Whitman, Emerson, Thoreau, Edith Wharton, Wharton, Henry James, T.S. Eliot, and Willa Cather, appeared to have relatively little interest in race and rarely mentioned it, according to earlier generations of literary critics. Additionally, despite the existence of Black people, Native Americans, and immigrants being acknowledged, mainstream literary critics have viewed the stories written by authors like Poe and Melville as basically "raceless" and "universal." Morrison seeks to refute both of these assertions, first by providing examples of places

where race plays a significant role in the works of classic white authors. Additionally, the notion that these depictions transcend race is a ploy by the literary elite to further its own interests and is in no way something we must accept as simply and unquestionably "true."

Let's explore the book itself in more detail.

First off, Morrison makes a reference to jazz right at the start of the book by quoting a section from Marie Cardinal's book *The Words to Say It*. The narrator experiences a mental breakdown as a result of Louis Armstrong's music there: "Gripped by panic at the idea of dying there in the middle of spasms, stomping feet, and the crowd howling, I ran into the street like someone possessed." The author continues by offering a number of quite convincing interpretations of, in her words, "the way black people ignite critical moments of discovery or change or emphasis in literature not written by them."

What Africanism became for, and how it functioned in, the literary imagination is of paramount interest because it may be possible to discover, through a close look at literary 'blackness,' the nature--even the cause--of literary 'whiteness.' (Morrison, 9)

Morrison uses a reading strategy in her work that some critics would refer to as dialectical reading (Edward Said would refer to it as "contrapuntal" in the context of music). She believes that in American society, Whiteness and Blackness are interwoven and mutually produce one another. Whiteness is dominating, but it depends on its subordinate to give it shape. It also seeks to marginalise and partially erase its other. When marginalisation occurs, it can be overt and blatant (as she demonstrates in Hemingway's *To Have and Have Not*, where the Black character on the boat is denied agency). The connection can also be more associative, requiring the critic to fill in the gaps left by writers who fail to give their Black characters the full subjectivity they deserve (Morrison's account of Willa Cather's *Sapphira and the Slave Girl* is a great example of this associative reading technique).

Later in the Preface, she writes:

The principal reason these matters loom large for me is that I do not have quite the same access to these traditionally useful constructs of blackness. Neither blackness nor 'people of color' stimulates in me notions of excessive, limitless love, anarchy, or routine dread. I cannot rely on these metaphorical shortcuts because I am a black writer struggling with and through a language that can powerfully evoke and enforce hidden signs

of racial superiority, cultural hegemony, and dismissive 'othering' of people and language which are by no means marginal or already and completely known and knowable in my work. My vulnerability would lie in romanticizing blackness rather than demonizing it; vilifying whiteness rather than reifying it. The kind of work I have always wanted to do requires me to learn how to maneuver ways to free up the language from its sometimes sinister, frequently lazy, almost always predictable employment of racially informed and determined chains. (Preface, x-xi)

In this passage, Morrison inserts herself into the narrative. She believes that the ways white writers use blackness tend to be "metaphorical shortcuts" rather than genuine explorations, serving as a handy collection of tropes for those writers instead. She mentions that "romanticising Blackness" could be dangerous for a Black writer; I believe she is referring to what was known as Afrocentric or Black nationalist thinking in the 1970s and 1980s, and she is obviously distancing herself from that perspective. The fact that she always returns to language and exhibits what appears to be a great deal of humility in her interactions on that subject is telling.

A final passage from the Preface we might want to consider:

*For reasons that should not need explanation here, until very recently, and regardless of the race of the author, the readers of virtually all of American fiction have been positioned as white. I am interested to know what that assumption has meant to the literary imagination. When does racial 'unconsciousness' or awareness of race enrich interpretive language, and when does it impoverish it? What does positing one's writerly self, in the wholly racialized society that is the United States, as unraced and all others as raced entail? What happens to the writerly imagination of a black author who is at some level always conscious of representing one's own race to, or in spite of, a race of readers that understands itself to be 'universal' or race-free? **In other words, how is 'literary whiteness' and 'literary blackness' made, and what is the consequence of that construction?** [...] Living in a nation of people who decided that their world view would combine agendas for individual freedom and mechanisms for devastating racial oppression presents a singular landscape for a writer. (Preface, xii-xiii)*

Here, Morrison wants to emphasise how important race is as a subject and how we are all involved in it, arguing that it is intentional to create a "unraced" readership. She claims that the unraced person was in fact "presumed to be white." Morrison is posing the hypothetical question of what might happen if race were to be erased, but she is also obliquely hinting at a possible solution. Saying that Melville and Emerson were white American writers concerned in whiteness (and occasionally Blackness) could initially feel awkward, but doing so is more truthful and may also be more inclusive.

Another key foundational passage from section 1, "Black matters":

*For some time now I have been thinking about the validity or vulnerability of a certain set of assumption conventionally accepted among literary historians and critics and circulated as 'knowledge.' This knowledge holds that traditional, canonical American literature is free of, uninformed, and unshaped by the four hundred-year-old presence of, first Africans and then African-Americans in the United States. It assumes that this presence--which shaped the body politic, the Constitution, and the entire history of the culture--has had no significant place or consequence in the origin and development of that culture's literature. Moreover, such knowledge assumes that the characteristics of our national literature emanate from a particular 'Americanness' that is separate from and unaccountable to this presence. [...] **The contemplation of this black presence is central to any understanding of our national literature and should not be permitted to hover at the margins of the literary imagination.** (4-5)*Two elements in this passage feel crucial to be highlighted. The first is that Morrison is directly criticising an approach to thinking about American literature that has previously been taken for granted -- a style of "factual" knowledge as opposed to an argumentative framework. Some individuals might need to realise that a lot of what they had previously believed and stated about American authors and national culture was much more open to dispute than they had probably anticipated in order to fully understand what she is saying in this book. In addition, she is establishing the concept of the "Africanist presence" that will be discussed in the book. She's clearly interested in the Africanist presence as being both **African** (especially in the early literature, when many enslaved Black people were either recently brought over from Africa or recently descended from Africans) and eventually in its emergence as **African American**.

2. Moby Dick by Herman Melville

"Moby Dick is biographical of Melville in that it reveals every corner and crevice of his imagination," (Humford, 41). This novel examines Moby Dick's psychology. Melville based Moby Dick on his own experiences and Ishmael's explorations. Ishmael is a shy, alone, and alienated person. His goal is to travel to the "watery part of the world." Ishmael, the primary character in Moby Dick, introduces himself at the beginning with the phrase "Call Me Ishmael" (Melville, 1). Ishmael gives the audience a gloomy account of his upbringing. "Some years ago—I don't know exactly how long ago—I thought I would sail around a little and see the watery part of the world since I had little to no money in my purse and nothing particularly interesting to do on land" (Melville, 1).

His experiences in several towns, including New Bedford and Nantucket, are the basis for his stories. Ishmael ultimately decided to board the Pequod for a whaling expedition while in Nantucket. Characters including Queequeg, Starbuck, and the ship's captain, Ahab, all travelled on this ship. The ship's captain, Ahab, explains his strategy for capturing a white whale by the name of "Moby Dick."

Ahab was a seasoned sailor with a hard heart who harboured a bitter hatred towards Moby Dick. Ahab's leg was amputated during his previous voyage by Moby Dick. The whaling company did not anticipate the illegal takeover that Ahab's intended. The crew of the Pequod's fate is sealed by Ahab's illogic and absurd attitude. Only Ishmael survives at the terrible conclusion of Moby Dick, largely thanks to the assistance of a casket that his close friend constructed. Ishmael was a unique figure because of how much he resembles the author's own life.

"If man will strike, strike through the mask! How can the prisoner reach outside except by thrusting through the wall? To me, the white whale is that wall, shoved near to me; he heaps me; I see in him outrageous strength, with an inscrutable malice sinewing it. That inscrutable thing is chiefly what I hate; and be the white whale agent, or be the white whale principal, I will wreak that hate upon him. Talk not to me of blasphemy, man; I'd strike the sun if it insulted me. For could the sun do that, then could I do the other, since there is ever a sort of fair play herein, jealousy presiding over all creations. But not my master, man, is even that fair play. Who is over me? Truth hath no confines"(page-262)

The aforementioned phrases unequivocally capture Ahab's thoughts, who is indeed a Byronic Hero. He seemed to be speaking for all males. Because this work is united in nature and structure, some critics have said that its structure is difficult to define. There are a lot of incidents in this book, according to some experts, and the arrangement is a bit sloppy. Therefore, it is also possible to describe it as episodic. As a result, readers are first drawn to it, but as they immerse themselves in the book, they realise they are immersing themselves aimlessly. As a result, many academics concur that it is illogically organised. Although it is a tale about whale hunting, the expedition doesn't begin until chapter 21. The first chapter up to chapter twenty-one describes a spouter-inn, sailors, the church of the whale man, and many other little things. Therefore, it may also be claimed that a lot of the chapters cover "extraneous" material. Even once the journey has begun, it is obvious that the basic narrative is absent. The author has made an effort to provide a thorough overview of whales and their types in the chapter on "Cetology." Thus, it is clear that no plot development has been provided, simply zoological details. Despite these shortcomings, this book contains some lovely symbols. The employment of symbols suggests to us that any image may have multiple meanings. As a result, Herman Melville used a number of lovely symbols in practically all of his books. This book displays a constant struggle between good and evil. White whales are employed as symbols of evil, and Captain Ahab's pursuit for one represents a crusade. It is a battle between right and wrong. One of Captain Ahab's legs has been taken by this terrible white whale. In his perspective, the white whale has evolved into a destructive force hostile to all people. This is one of the causes behind Captain Ahab's desire to kill this white whale at all costs. However, many critics and academics have claimed that this kind of interpretation is unconvincing and that it is all about retaliation. Because Captain Ahab hunts whales, the strong white whale Moby Dick has attacked him. He lost one of his legs in this encounter. Actually, this journey was started as retaliation. This white whale is the target of Captain Ahab's vengeance. Nature has retaliated in kind. Attacking the ship, Moby-Dick realises that his life is in danger. This was an attack to survive, not out of any sense of retaliation. The lone survivor of the journey is Ishmael. It's intriguing to notice that he is still alive due to a coffin, a sign of death. A gold coin that Captain Ahab has nailed to the main mast is described in the chapter "The Doubloon" of the book. The first person to spot the white whale would win this coin. The extreme brightness of this coin serves as a metaphor for passion.

The Gansevoort family was of higher social standing than Allan Melville's family. "Allan Melville seems to have been socially endearing and sensitive, but fundamentally weak, with a steadfast dependence on his father, and more particularly, on his wife's brother Peter Gansevoort" (Humford, 33). "Peter Gansevoort, the sons' maternal uncle, may have provided a more fulfilling father experience for Allan Melville's sons." (8) Edinger Herman's father was too preoccupied with business, so his kids looked to their uncle to act as their father figure. The financial disaster that followed began with this. Allan Melville had a lot of naive optimism and was unrealistic. He appears to have been a man who consistently lived over his means while holding out hope for a large fortune. (35 Humford) Allan Melville tried to support his wife's social aspirations by relocating into larger mansions while he was taking out loans for his company. When that bubble eventually burst, Allan Melville had a complete financial and mental breakdown. Allan Melville's family suffered as a result of his poor financial management, despite the fact that he had the best of intentions.

Hagar, Ishamel's mother, and the two were abandoned in the woods to perish. God preserved Ishmael, the Muslim leader. The brother of Ishmael who followed Christianity was Issac. Ishmael was viewed by Christians as the enemy and as someone who ought to be suppressed and rejected. Ishmael, in his own eyes, is the abandoned orphan who was unjustly banished and forced to venture beyond of society's accepted bounds (McSwenny, 25). The feeling of rejection can be linked to Melville's life through Herman's father's sudden death and his mother's preference for her other son. Herman's maritime voyages might also be seen as symbols of rejection and estrangement.

Herman Melville had through a lot of hardships throughout his life, starting with his chaotic upbringing and his mother's seeming mild rejection of him in favour of another sibling. The maternal uncle served as the family's primary male role model instead of the father. His father was a lackadaisical who depended on his brother-in-law for financial support and lived over his means. Melville's father likewise experienced a mental breakdown, got bankrupt, and passed away. He was psychologically affected by these events for the rest of his life. His books make clear these struggles, and Ishmael, a character in *Moby Dick*, serves as a representation of them. The Biblical character Ishmael, who was an outcast child, is the origin of the name Ishmael. Ishmael's tale is closely related to Herman Melville's life. There is a tonne of evidence that shows Melville was aware of the Biblical account of Ishmael and called *Moby Dick*'s Ishmael on purpose.

❖ Check Your Progress

1. What is Prose? How Prose is different from Poetry?

2. How Prose work started and how it developed and got its shape as a literary form?

3. What are the various steps to be taken care of while developing a lesson planning on Prose?

4. How Language can be taught through Prose and what are the various tools involved in it?

5. What literary style did Toni Morrison use in her seminal work 'Playing in the Dark: Whiteness and Literary Imagination'?

6. What literary influences did Toni Morrison have and how she has given shape to those in her 'Playing in the Dark'?

7. Comment on the Morrison's use of language in her prose work 'Playing in the Dark'.

8. What narrative features can be found in Herman Melville's 'Moby Dick'?

9. Identify literary elements from the chapters of 'Moby Dick' and explain how the author's use of the literary elements reflect either his personal style or the time in which the author lived.

10. Comment on the Melville's use of language in his prose work 'Moby Dick'.

❖ Activities

1. Take Chapter 4 from Herman Melville's 'Moby Dick' and paraphrase the entire chapter in your own words. While paraphrasing, identify the key points or the main arguments of the chapter and paraphrase each of them.
2. As a class project, divide into small groups with each presenting a scene from the novel 'Moby Dick' by Melville as a short play.
3. Design your own Web site about *Moby-Dick* and describe what prose contents you would feature.
4. Take Chapter 1 from Toni Morrison's 'Playing in the Dark' and paraphrase the entire chapter in your own words. While paraphrasing, identify the key points or the main arguments of the chapter and paraphrase each of them.
5. Prepare a brief script on Morrison's 'Playing in the Dark' and read it out in front of everyone. Your reading should reveal the emotions and the embodiments of fears and desires and should bring the themes of the work

8.6 LET'S SUM UP

In this unit we learnt about the prose form, the history and the development of the prose, the characteristics of it and also the significance of prose as a literary form. Two prose works- Toni Morrison's 'Playing in the Dark' and Herman Melville's 'Moby Dick' have been discussed which have been followed by questions and activities.

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:: STRUCTURE ::**9.0 Objective****9.1 Introduction****9.2 Elements of Prose Fiction****9.3 Activities for Teaching prose Fiction****9.4 Sample activities for teaching prose fiction****9.5 Approaches to Analyzing and Interpreting Prose Fiction****9.6 Lesson plan and its elements****9.7 Examples of lesson plans****9.8 Let us Sum Up****❖ Check Your Progress****9.9 References**

9.0 OBJECTIVE

- To understand prose fiction and its elements.
- To learn pre, during, and post-reading activities to teach prose fiction.
- To understand the various approaches used in analyzing prose fiction.
- To learn how to develop lesson plans with examples.

9.1 INTRODUCTION

Prose fiction is a literary genre that encompasses works exclusively written in prose form. Prose fiction generally includes short stories, novellas, and novels. Teaching prose fiction is a prevalent and engaging technique to understand complicated, abstract subjects and concepts. It is an excellent method of teaching various literary skills, including critical thinking, analysis, and interpretation. In this module, we will discuss elements of prose fiction, discuss activities that can be utilized in teaching prose fiction, understand various approaches for teaching prose fiction, and learn about lesson plans and how to create them with the help of examples.

9.2 ELEMENTS OF PROSE FICTION

Prose fiction is characterized by several key elements: plot, character, setting, Point of view, and theme. In this section, we will explore these elements in brief.

A. Plot

The plot is a sequence of events that consist of prose fiction. It has a beginning, middle, and end and involves a conflict or tension that drives the narrative forward. In most stories, the plot revolves around a central character or characters who face a problem or challenge they must overcome to achieve their goals.

B. Character

Characters are living beings or other entities who populate a story. They are either fictional or based on real people. They can range from fully developed, complex individuals to more archetypal, symbolic figures. Characters are usually defined by their personality traits, actions, and relationships with other characters in the plot.

C. Setting

The setting is the time and place in which a story takes place. It includes geographical elements such as the weather and location and other physical elements such as architecture. It also includes certain intangible factors, such as the social and cultural context of the period.

D. Point of view

The Point of view refers to the perspective from which the story is told. It can either be the first person (in which the narrator is a

character within the story), second person (in which the narrator refers to the reader as “you”), third person limited (in which the narrator is an external observer and is privy in a limited capacity to the thoughts and feelings of one character), or third person omniscient (in which the narrator knows about all happenings in the plot and thoughts of all characters).

E. Theme

Themes are specific core ideas or messages of a story. Themes usually consist of universal human experiences such as love, loss, power, and identity and are either implicitly or explicitly stated in the work.

F. Style

Style refers to an author's use of language, tone, and other literary devices to create a specific mood or ambiance. It includes literary elements such as syntax, diction, imagery, and figurative language and varies widely between authors and texts.

9.3 ACTIVITIES FOR TEACHING PROSE FICTION

Pre-reading activities

Pre-reading activities are designed to prepare students for reading a particular piece of prose fiction. They include but are not limited to activities such as brainstorming sessions, vocabulary-building exercises, or discussions of relevant historical or cultural contexts, depending on the objectives set by the instructor for the lesson. Pre-reading activities can help students understand the text and engage with it at a deeper level. Examples of pre-reading activities include but are not limited to anticipatory questions, brainstorming, vocabulary preview, and predicting the content.

Reading activities

Once students begin reading the work of prose fiction, several activities can help them understand and analyze the text. These include but are not limited to making predictions, asking questions, identifying key themes and symbols, or tracking plot progression and character development. Reading strategies can help students develop critical thinking skills. Examples of reading activities include but are not limited to reading comprehension questions, text annotation, summarizing, roleplay, reading aloud, and comparing and contrasting.

Post-reading activities

After students have finished reading the work of prose fiction, they need to reflect on what they have read. Post-reading activities help students to synthesize their learnings and utilize them for the creation of new content. These include activities but are not limited to writing their own perspectives, peer discussions and/or debates, or creating something (write-up, visual representation, and so on) inspired by the text they have read. Examples of such activities include but are not limited to discussions, vocabulary expansions activities, character analysis, and group activities.

Assessment and evaluation

Assessing and evaluating students' learning and understanding of prose fiction is essential. Assessment and evaluation can help teachers identify areas of Improvement in students' learning. This evaluation has traditionally included forms of assessments like quizzes or exams, but in recent times, it has expanded to include more creative forms of evaluation like group projects or a creative output inspired by the text. Examples of assessment and evaluation include but are not limited to reading comprehensions quizzes, conducting analysis of the text through essay writing, group discussions, and performance tasks such as conducting reenactments, dramatizations, and roleplays.

9.4 SAMPLE ACTIVITIES FOR TEACHING PROSE FICTION

Some of the sample activities for helping students understand prose fiction are -

Analyzing the plot

This activity focuses on the plot element of prose fiction. Students examine different components of the plot (exposition, rising action, climax, falling action, and resolution) and use them to analyze a work of prose fiction. Examples of activities that can be used are creating illustrations to demonstrate their understanding or creating unique plots based on their learnings.

Analyzing the character/s

This activity focuses on the character element of prose fiction. Students examine different components of a character (personality traits, actions, motivations, relationships, among others) and use them to analyze a character in a piece of prose fiction. Examples of

activities that can be used are creating character maps and sketches or building their own characters based on their learnings.

Analyzing the setting

This activity focuses on the setting element of prose fiction. Students examine different components of the setting (period, geography, climate, architecture, social and cultural context, among others) and use them to analyze the setting in a piece of prose fiction. Examples of activities that can be used are creating illustrations based on the setting described or describing them more elaborately through writing assignments.

Analyzing the Point of View

This activity focuses on the Point of view element of prose fiction. Students examine different types of points of view (first person, second person, third person limited, or third person omniscient) used in prose fiction. Examples of such activities can include writing assignments that compare and contrast multiple character perspectives in the work.

Analyzing the theme/s

This activity focuses on the theme element of prose fiction. Students examine central ideas conveyed through the work and utilize them to analyze the theme of the work. Examples of such activities include creating idea maps highlighting the relations between multiple themes and even writing assignments reflecting on the themes from their own perspective.

Conducting writing activities

Writing activities can help students develop both their critical and creative skills. Writing activities can help students develop their creative writing skills and apply their learnings to create new writings. These include writing short stories or novellas, creating character sketches, setting descriptions, and experimenting with different types of points of view or writing styles.

❖ Check Your Progress – 1

Q1. Describe the elements of prose fiction in brief.

Q2. Discuss how the type of prose fiction activities help students generate more interest in prose fiction.

9.5 APPROACHES TO ANALYZING AND INTERPRETING PROSE FICTION

A. Formalist approach

The formalist approach aims to understand the underlying structure, subtexts, and themes and how various literary techniques convey meaning. The formalist approach focuses on prose fiction elements, including the plot, character/s, setting, and Point of view. The formalist approach requires close reading of the text and considers only the merits of the work. It does not take into account any external factors like the historical context or the author's personal life.

B. Reader-response approach

The reader-response approach focuses on any given work's cultural and historical contexts. Any socio-economic-political factors that have influenced the author are examined, as how the work presented an image of the prevailing conditions when it was written. The reader-response approach aims to gain a deeper understanding of work by placing it in historical and cultural contexts. For example, a reader-response analysis may explore how different readers interpret and respond to a character's actions or a specific event in a novel based on their personal experiences and perspectives.

C. Biographical approach

The biographical approach is focused on understanding how an author's life experiences have influenced their work. The biographical approach believes that understanding an author's life is insightful in understanding all elements of prose fiction. The biographical approach requires students to know the author's life experiences and

understand how they have influenced the work by considering how it corresponds to the author's life. For example, a biographical analysis of a novel may explore how the author's life experiences or political views are reflected in the themes and characters of the work.

D. Psychological approach

The psychological approach focuses on the text's psychological aspects, including a character's motivations, desires, and emotions. The psychological approach considers how psychological theories and concepts are reflected in work and how the author uses literary techniques to convey character complexity and psychological depth. The psychological approach aims to reveal underlying psychological themes and tensions in work. For example, a psychological analysis of a play may delve into the subconscious desires or conflicts of the main character, using concepts from psychoanalytic theory to interpret their actions.

E. Postcolonial approach

The postcolonial approach focuses on how a text perceives colonialism and imperialism and seeks to challenge it. The postcolonial approach considers how a work deals with the concepts of power dynamics, the struggle for gaining independence, the impact of colonization on the cultural identities of the natives, and the experiences and perspectives of marginalized groups. The postcolonial approach aims at revealing how the relationships between colonizers and colonized peoples share a very complicated history and how they influence the work. For example, a postcolonial analysis of a novel may examine how it portrays the struggles and resistance of colonized people, challenges Eurocentric narratives, or explores cultural hybridity.

9.6 LESSON PLAN AND ITS ELEMENTS

Developing a lesson plan for teaching prose fiction involves several vital steps to ensure effective instruction and engagement with the material. The following section gives a complete breakdown of the components required to make a lesson plan-

1. Determining the Learning Objectives:

Identifying the specific skills that will be utilized and the type of knowledge gained by students from the lesson while considering desired outcomes such as analyzing literary elements, interpreting themes, or enhancing critical thinking skills.

2. Choosing the Text:

Selecting a suitable work of prose fiction that is aligned with the learning objectives and is tailored according to the reading level and age of the students. To cover the work within the specified lesson period, the length and complexity of the work also have to be considered.

3. Pre-Reading Activities:

Designing activities that serve as an introduction to the work of prose fiction in a manner that piques the students' interest is an important part. Activities such as brainstorming, group discussions, or visual prompts can be utilized to generate interest and create meaningful connections between the work of prose fiction and the students.

4. Reading and Comprehension:

Determining how the text will be read—individually, in pairs, or as a class. Incorporation of strategies to support comprehension, such as annotating or highlighting key passages, will generate more interest in the students towards the text.

5. Analysis and Interpretation:

Identify specific prose fiction elements you want students to analyze, such as character, plot, setting, or theme. Planning activities that engage students in analyzing these elements will encourage critical thinking. Using guided questions or small-group discussions will facilitate analysis and interpretation.

6. Discussion and Reflection:

Allocating time for whole-class or small-group discussions to encourage students to share their insights, interpretations, and questions. Encouraging active participation and respectful dialogue among students will foster a supportive learning environment.

7. Extension Activities:

Providing opportunities for students to apply their understanding of prose fiction through creative projects, writing assignments, or role-playing activities. These activities can help deepen their comprehension, creativity, and critical thinking skills.

8. Assessment:

Determining how student learning will be assessed, whether through formative assessments during the lesson or a summative assessment at the end. One should also consider incorporating informal assessments (class discussions, observations) and formal assessments (quizzes, written assignments) to gauge student progress and understanding.

9. Differentiation:

Considering your students' diverse needs and abilities, plan for differentiated instruction and provide additional support or enrichment activities as needed to accommodate different learning styles, language proficiency levels, or individual needs.

10. Concluding the class:

Allowing time for a summary or reflection at the end of the lesson. Reinforcing the key concepts, addressing any remaining questions, and connecting the lesson to future learning opportunities.

11. Resources and Materials:

Identifying the resources, materials, and technology needed for the lesson, such as the chosen text, handouts, graphic organizers, or multimedia resources. It is essential to be flexible and adapt the lesson plan based on the classroom dynamics and your student's needs. Regularly assess student progress and adjust the pacing of activities as necessary. Creating a well-structured and engaging lesson plan will help you effectively teach prose fiction and facilitate meaningful learning experiences for your students.

9.7 EXAMPLES OF LESSON PLANS

Lesson Plan 1: Introduction to Prose Fiction

Objective: To introduce students to prose fiction's essential elements and characteristics.

Duration: 60 minutes

Materials:

- Short story handouts
- Whiteboard or blackboard
- Markers or chalk
- Writing materials for students

Procedure:

- Engage students by asking them about their favorite books or stories they have read. Discuss what they enjoy about reading fiction and what they find interesting about the genre.
- Introduce the concept of prose fiction, explaining that it is a narrative form of writing that tells a story through characters, plot, setting, and theme.
- Display the elements of prose fiction (character, plot, setting, and theme) on the board. Discuss each element with the class, providing examples and definitions.
- Ensure that each student has a copy of the text. Ask them to read the story individually.
- After reading, facilitate a class discussion to identify and analyze the story's prose fiction elements. Please encourage students to share their observations and insights.
- Divide students into small groups and ask them to create a visual representation (such as a poster or a mind map) of the elements of prose fiction in the story they read. Each group should present their visual representation and explain their analysis to the class.
- As a wrap-up activity, ask students to individually write a brief reflection on what they have learned about prose fiction and how it contributes to their understanding and enjoyment of literature.

Lesson Plan 2: Analyzing Character Development in Prose Fiction

Objective: To teach students how to analyze and interpret character development in prose fiction.

Duration: 90 minutes (can be divided into two sessions)

Materials:

- Copies of a short story with well-developed characters.
- Graphic organizers or character analysis worksheets.
- Writing materials for students.

Procedure:**Session 1:**

- Initiate the lesson by introducing the concept of character development and its importance in storytelling. Explain that well-

developed characters can engage readers and contribute to the story's overall meaning.

- Distribute copies of a short story with richly developed characters to each student. Explain that they will read the story and focus on analyzing the characters.
- Ask students to read the story individually, paying close attention to the character's actions, dialogue, thoughts, and relationships.
- Introduce a graphic organizer or character analysis worksheet to the students. Guide how to fill it out, including prompts for analyzing the characters' traits, motivations, conflicts, and changes throughout the story.
- In small groups, students discuss their character analyses and compare their findings. Please encourage them to explore different perspectives and interpretations of the characters.
- Conduct a class discussion, allowing students to share their observations and interpretations of the characters. Discuss how the characters contribute to the themes and overall impact of the story.

Session 2:

- Review the previous session's discussion on character development and its relationship to the story.
- Provide additional examples of character development from other works of fiction. Discuss how different authors approach character creation and its effects on the reader's engagement.
- Distribute excerpts from different stories and novels, each highlighting a different type of character development (e.g., dynamic, static, round, flat).
- In pairs or small groups, students analyze the character development in the given excerpts using the graphic organizer or character analysis worksheet.
- Ask each group to present their analysis to the class, highlighting the unique aspects of character development in the assigned excerpt.
- As a concluding activity, assign a writing task where students select a character from a story they have read and write a character analysis essay. Please encourage them to use evidence from the text to support their analysis and discuss how the character contributes to the story's overall meaning.
- Please review and provide feedback on the student's character analysis essays, focusing on their ability to analyze and interpret character development effectively.

It is important to note that lesson plans should be prepared according to the student's reading levels and age groups. The duration of the

lesson plans, the material/s chosen, and the activities conducted should also be tailored according to the classroom requirements. A healthy balance of individual and group activities should ensure that the classroom is an all-inclusive learning environment.

❖ **Check Your Progress – 2**

Q1. Differentiate between the psychological approach and teaching prose fiction.

Q2. Discuss the basic tenets of creating a lesson plan.

9.8 LET US SUM UP

Prose fiction is an essential genre of literature, especially in the contemporary era, and can be used to teach various literacy skills that will help increase language proficiency and critical analysis skills. Understanding key elements of prose fiction, developing practical teaching activities, exploring different approaches to analyzing and interpreting, and strategizing lesson plans can help teachers create more meaningful and engaging learning experiences for their students. Through lesson plans and activities, teachers can help their students learn how to critically analyze and interpret prose fiction and develop their creative writing skills.

❖ **Check Your Progress**

Q1. What is the primary focus when teaching prose fiction?

- a) To develop critical thinking skills
- b) To enhance language proficiency
- c) To encourage creativity and imagination
- d) All of the above

Q2. Prose fiction refers to written works of fiction that are not in verse or poetic form.

- a) True
- b) False

Q3. Which of the following is a common element of prose fiction?

- a) Rhyme and meter
- b) Plot and character development
- c) Stage directions and dialogue
- d) Sonnets and haikus

Q4. Which instructional approach can be effective when teaching prose fiction?

- a) Close reading and analysis
- b) Memorization of literary terms
- c) Spelling and grammar exercises
- d) Listening to audiobooks

Q5. Which activity can engage learners in the interpretation of prose fiction?

- a) Writing a research paper
- b) Performing a play adaptation
- c) Creating a character profile
- d) Memorizing vocabulary lists

Q6. Which of the following is a strategy for promoting reading comprehension in prose fiction?

- a) Predicting outcomes and making inferences
- b) Focusing solely on plot summary
- c) Memorizing literary terms and definitions
- d) Skipping descriptive passages for faster reading

Q7. What is the purpose of teaching prose fiction?

- a) To develop language skills and vocabulary
- b) To foster imagination and creativity
- c) To encourage critical thinking and empathy
- d) All of the above

Q8. Teaching prose fiction can help develop critical thinking and analytical skills.

a) True

b) False

Q9. Prose fiction can offer insights into different cultures, perspectives, and historical periods.

a) True

b) False

Q10. Prose fiction can be effectively taught through a variety of activities, such as discussions, journaling, and creative writing.

a) True

b) False

Answers – 1-d, 2-True, 3-b, 4-a, 5-c, 6-a, 7-d, 8-True, 9-True, 10-a

Q11. Create a lesson plan for teaching a literary work of your choice to students of class 7. Include the strategies and activities you will employ and your approach. The text's appropriateness according to the student's reading level must be considered. Usage of the sources listed in recommended reading is highly encouraged.

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:: STRUCTURE ::**10.0 Objectives****10.1 Introduction****10.2 Of Using Nonfiction in Teaching Language****10.3 Challenges in Using Nonfiction in Teaching Language
and Ways to Overcome Them****❖ Check Your Progress 1****10.4 Ways of Using Nonfiction in Teaching Language****❖ Check Your Progress 2****10.5 Let Us Sum up****10.6 Key Words****10.7 References****❖ Answers (Check Your Progress)**

10.0 OBJECTIVES

The unit will help the learner to

- describe the meaning and importance of nonfiction in the language classroom
- cultivate interest for various usages of language in prose form.
- enhance the comprehension ability and sense of interpretations.
- develop understanding of cohesion, coherence and flow of writing.
- understand the language, lexical interpretations, grammar rules and syntax.

10.1 INTRODUCTION

Nonfiction is a genre of literature that includes works of narrative and descriptive prose as found in essays, biographies and contemplative

writing dealing with facts, reality, and/or opinions. It can be called the broadest category of literature, as it includes a variety of sub-categories such as appreciation of art, biography, business, cooking, crafts, crime, economics, films, health and fitness, history, home decorating, home improvement, journalism, humor, languages, memoirs, music, pets, religion, science, self-help, technology, travel books. Besides, written texts, nonfiction is also said to comprise blueprints, diagram, documentaries, and pictures.

Traditionally, nonfiction has been used in schools and also in colleges as Reading Comprehension, wherein the students are given a passage from an essay or any other factual/informative piece of writing and then are asked to answer the questions based on it. Such tasks are also found in IELTS and TOEFL exams. Thus, nonfiction has a lot to offer in terms of language learning.

This unit will identify the advantages, disadvantages, challenges of using nonfiction for teaching English language, solutions to these challenges, and will also suggest some exercises, which can be implemented in a language classroom for slow as well as advanced learners.

10.2 OF USING NONFICTION IN TEACHING LANGUAGE

'Here's God's plenty' – What John Dryden said about Chaucer is equally applicable to non-fictional prose. Being available in abundance, in terms of subjects, themes, language levels, the use of nonfiction in language classroom can prove to be advantageous in many ways.

a. Vocabulary and Grammar: The students can learn new concepts and vocabulary, different sentence structures and nitty-gritty of grammar through the exposure to the relevant texts. As they learn the content and language simultaneously, they can get dual learning benefits, i.e., they may learn both – the concepts and knowledge, which they may not have learned in their regular program.

b. Higher Order Thinking Skills: The learners can cultivate their language skills through activities such as text review, text comprehension, text creation and text analysis. Thoughtfully designed exercises will result into meaningful reading rather than mechanical reading. In other words, there is a better scope of the development of higher order thinking skills (HOTS). This can, thus, help them become better learners in the long run.

c. Linguistic Clarity: The students can develop the understanding of the aspects like coherence, cohesion, cohesiveness, linearity, flow of the text, which can help them in writing their own content.

d. Connection between the Parts of a Text: The students get an in-depth understanding of how different parts of a text such as index, glossary, notes, etc. are used for informational reading, how a text is organized, where the different parts can be found in a book, and how they are inter-connected.

e. Writing Techniques: The students can learn not only the various writing techniques such as using linkers like ‘however’, ‘moreover’, ‘although’ etc., but also the art of paragraph formation with introduction, elaboration, conclusion and consequently essay/article writing.

f. Reading Techniques: The students can get a fair idea about the different reading techniques such as skimming, scanning, selective reading, reading aloud, etc. Additionally, by reading a nonfiction text aloud, they can also learn to pronounce words in a right way by understanding various nuances such as pause, stress, accent and intonation.

g. Foundation for Future Life: The world of non-fiction has more to do with the real-life issues, and a careful selection of the texts is likely to lead to the development of required values and positive attitude among the learners. Keeping this in mind, it can be said that if the students become well versed with reading nonfiction in a language classroom, they also get equipped for the reading requirements of adulthood.

10.3 Challenges in Using Nonfiction in Teaching Language and Ways to Overcome Them

Being available in abundance, there are several challenges which the teachers may face while teaching language through nonfiction.

A. Challenges

a. Identification of the Right Text: Selecting the correct text for the respective level of the students is really a big challenge for the teacher.

b. Size of Text: Many a times, some nonfiction books are found to be bulky and the extract is very lengthy sometimes overwhelming as

well. As a result, the teacher's job to generate and sustain students' interest in the nonfiction text/s may become challenging.

c. Interest in Text: The nonfiction writing lacks stories and/or inherent features to generate interest among the readers, especially, children. This may work as a major blockage for students in case they wish to pursue a nonfiction text.

d. Failure to Comprehend Vocabulary: Sometimes, in spite of their committed efforts to grasp a nonfiction text, the students face such a text that is too complex or difficult to understand due to its tough vocabulary. In such case as this, their interest in non-fiction texts is bound to decrease.

e. Teacher's Inhibitions: Sometimes, the teachers have limited access to and/or little interest towards nonfiction, therefore, they may not make sincere efforts to motivate students for reading nonfiction.

B. Ways to Overcome These Challenges

a. The teacher should understand the level of the students and select a text, which contains the information/content that may interest them.

b. The teacher should make the information as easy and lucid as an interesting and simple story. S/he may narrate the content like a story as a preview to the text in a manner that generates interest and curiosity among the students.

c. The teacher should include/design some creative tasks such as puzzle/riddles, text-recreation, live/one-minute presentation, panel discussion, debate on the given topic or content etc. This would not only generate interest about the text but also motivate them to read further.

d. The teacher should share the background or some interesting facts about the text to make the learning interesting.

e. The teacher should highlight the striking linguistic features such as idioms, proverbs, creative use of any word etc. to make it a worthy language learning tool. In addition to this, the learners can be made conscious about the use of language in context and its various functions.

❖ Check Your Progress :1

A. State if the given statements are True or False.

1. Nonfiction is a branch of literature that comprises works based on imagination.
2. Nonfiction can be useful as a language learning tool only at college level.
3. Reading comprehension activities are also found in the exam of international tests such as IELTS and TOEFL.
4. Since it is difficult to generate elementary level students' interest in a nonfiction text, the teacher need not encourage the students to read nonfiction.

B. Choose the most appropriate option for each of the following multiple choice questions:

1. The nonfiction does NOT include a/an
 - (a) biography
 - (b) newspaper article
 - (c) scientific content
 - (d) short story
2. Any nonfiction text can be a valuable tool for a language teacher, as it can be used to reinforce _____ skills of any level of students.
 - (a) Listening and Speaking
 - (b) Reading and Writing
 - (c) Speaking and Writing
 - (d) Listening, Speaking, Reading, Writing
3. In case of a primary level students' class, it is recommended that
 - (a) the teacher asks the students to identify any nonfiction text at home and bring it to the school the next day for a class activity
 - (b) the teacher carefully chooses a nonfiction text that is both simple and interesting and suits the level of their students
 - (c) the teacher brings many cuttings of news items and articles from *The Times of India* to his/her classroom and asks the students to pick up any one of them for reading
 - (d) the teacher brings previous years' Science Journals of higher standards and distributes them among the students for reading.

C. Answer the following questions in 20-25 words.

1. How does nonfiction help the students to learn new concepts and vocabulary?
2. *“The use of nonfiction enables the students to cultivate their higher order learning skills.”* – Explain.
3. A sound orientation to nonfiction can contribute to creative writing skills of students. Yes or No? If yes, how? If no, why?
4. How does children’s early exposure to nonfiction fuel their argumentative skills?
5. How can a teacher shape the students for the reading requirements of adulthood?
6. Enlist the creative tasks that can be designed by a teacher to develop reading skills using nonfiction./ Design a task to develop reading skills of students of First Year BA using a Non-fictional prose.

10.4 WAYS OF USING NONFICTION IN TEACHING LANGUAGE

a. Brief the text

The teacher can introduce a nonfiction by taking a “walk” through the book before reading. S/he can also discuss text features such as the table of contents or glossary, as well as broader topics including fact versus opinion. This will help students to better understand the text and will also develop their reading comprehension skill.

b. Discuss Fact and Opinion

The teacher can motivate the students to identify two, three, or more separate facts and opinions in their books and quiz the class on which category they fall into.

c. Encourage Students to Ask Questions

The teacher can encourage the students to ask as many questions as they can. As a positive result of this, students will be motivated to apply the text to their own lives. Moreover, their inquisitive skills can also be boosted. In addition to this, it will help the teacher in keeping students engaged as active participants in the reading process, rather than passive listeners.

d. Connect the Text with Real Life

A majority of the topics covered in nonfiction books invariably consist of several real-life lessons. Keeping this fact in mind, for instance, if the teacher feels that the students enjoyed listening to the description of a famous tourist spot/natural place, s/he can invite a veteran traveler/a nature-observer/a photographer to speak to the class. The positive outcome of all these would be – students will learn that nonfiction reading covers topics that they are going to face in the world around them. Thus, when the teacher deliberately extends lessons beyond the page, it can enrich students' learning.

e. Enrich Vocabulary

The teacher can instruct the students to make a list of words that they learned while reading the text. When they are done with it, the teacher can jot down these words on the blackboard or on a chart so that the students can access them later. The teacher can also encourage students to illustrate the glossary with pictures, charts and diagrams, if it is applicable and feasible.

f. Merge Fiction and Nonfiction

The teacher may ask the students to create a short story/comic strip/doodles of their learning. S/he can encourage the students for imaginative storytelling on nonfiction topics that may reinforce knowledge and provide fun of freedom to the students.

g. Use Nonfiction as a Springboard

The teacher can provide students with sticky notes to mark passages as they read for further investigation. Then, s/he can encourage them to include questions or comments on the notes. After reading, s/he can take the students to the library and find books and other resources to help follow up on those questions. The students can use books, libraries, online databases, and even primary sources to search for answers to their questions. (Internet too can be a very good resource if the teacher and the students have an access to internet at their school/college.) By doing so, the teacher can demonstrate the wide variety of resources that are available to students, and the role that books play in the informational ecosystem.

h. Summarize the Conclusion:

The teacher may ask the students to identify the concluding statement and compare it with the text as a whole. This activity will help them to

look for language patterns and indicators for a thesis and concluding statement next time they read an article.

Strategies to Implement Nonfiction for Teaching Language

a. Give time for pre-reading discussion:

Before the students begin to write, the teacher can encourage them to brainstorm, to expand their ideas from single-word or phrase responses to sentences, and to strengthen the vocabulary from a chart.

b. Be with learners during speaking and writing activities:

When learners attempt speaking and/or writing for the first time, they may not be able to perform as expected by the teacher. They gradually become proficient in both these productive skills – i.e., speaking and writing, use variety of sentence structures and use wide range of vocabulary. Initially, the teacher can provide the students with a list of vocabulary and/or some chunks that s/he wants them to use in their speaking and writing.

c. Giving appropriate feedback to students' writing:

Instead of writing “*Add more information here,*” the teacher can write more specifically, such as “*Describe the habitat here.*” If the teacher makes them a part of the editing process, the revisions will be all the more meaningful to them.

Some Activities of Using Nonfiction in Teaching Language

RC Passage: You're a Human Magnet

Part-1

What's the key to success? Why do some people succeed while others fail?

Earl Nightingale, the great success writer, broadcaster and speaker, addressed this issue in his famous recorded message entitled “*The Strangest Secret*”. In this program, he identified the key to success in just six words. Of course, he went on to explain it in more detail – but the foundation of his success is only six words.

You'd like to know the six words, wouldn't you? Well, before I tell you the key to success, you might be surprised to learn that the same six words are also the key to failure!

Are you ready for the key to success? Here it is:

WE BECOME WHAT WE THINK ABOUT.

On a gut level, does that make sense to you?

In his research on the subject, Nightingale found that all of the great writers, philosophers and religious leaders have agreed that our thoughts determine our actions.

Part-2

How This Principle Works

Let's examine this concept a little further – that WE BECOME WHAT WE THINK ABOUT. Here's how it works. If you constantly think about a particular goal, then you'll take steps to move toward that goal. Let's say that someone (whom we'll call Fred) thinks he's capable of earning \$30,000 per year. Like a human magnet, Fred will attract those employment opportunities that will move him in that direction. As long as Fred clings to that thought, he'll reach his goal of earning \$30,000 per year.

Now, what if Fred begins to think, *"Hey, I'd like to earn more money to meet the growing needs of my family. I want to earn \$50,000."* Will Fred's income increase?

It depends. Just how strong is Fred's belief that he can earn \$50,000? It's quite possible that Fred would like to earn \$50,000, but he doesn't believe that he's really capable of earning that amount. In that case, Fred will not reach his income goal of \$50,000. If, on the other hand, Fred continually thinks about earning the higher income... and believes in his ability to achieve that goal, he will, in fact, increase his income to \$50,000.

So, from this point forward, choose your thoughts wisely and use this powerful principle to get fantastic results in your life!

[Source: Chapter-2. You're a Human Magnet, *Attitude is Everything* by Jeff Keller – E-book]

Activity 1: Fill in the missing word.

Procedure:

- The teacher will prepare a worksheet for the students consisting of selected lines or may be the entire passage. S/he can keep the blanks

in place of selected words from the passage. The activity can be carried out individually or in pairs or in group.

- The teacher will read the passage aloud in the class. The students will listen and try to fill in the blanks. Later on, the teacher can match whether the students listened properly; if listened, wrote properly; if written, whether they are aware of the meaning of the word.

OR

- The students will be asked to assume the words to fill in the blanks. The thought behind the selection of the word can be discussed in the class and later, the word can be matched with the original passage.

Example:

Earl Nightingale _____ the key to success in just six words.

WE BECOME WHAT WE _____ ABOUT.

Our _____ determine our actions.

Fred thinks he's _____ of earning \$30,000 per year.

Learning outcome(s) of the activity

The students will be able to

- write and understand the words they listen.
- expand the range of the vocabulary.
- understand the worth of listening accurately.

Activity 2: Oral & Comprehension activity

Procedure:

The students can be divided into several groups as per the number of passages distributed among the groups. There can be 4 to 5 students in each group.

- Group-members will read aloud the short passage allotted to them and then will elaborate the content/arguments in the passage in their own words.
- Since the purpose of this activity is to encourage all students to speak, the teacher will ignore the grammatical mistakes, if any, committed by the group-members and will reward them with tags such as 'Excellent' / 'Very Good' / 'Outstanding' / 'Great effort', etc. and will appreciate the performance of the group.

- All the groups will be given equal time and opportunity to express themselves.

Learning Outcome(s) of the activity

The students will be able to

- share their ideas in front of the whole class
- learn how to construct their arguments and flow of speaking
- comprehend the fundamental point that the passage seeks to convey

Activity 3: Writing Narrative

The key-line from the passage is:

WE BECOME WHAT WE THINK ABOUT.

Here the writer has given a lot of emphasis on thinking process. Do you agree? Justify your stand in around 100 words.

Guidelines for Answer:

- Think about some of your personal experiences showing how you accomplished a seemingly difficult goal by changing your thinking.
- Share how your positive/negative thinking has influenced your behavior or life.

Learning Outcome(s) of the activity

The students will be able to

- develop content what they think/ feel/ experience on their own.
- learn the writing techniques for narration of an event.

Activity 4: Comprehension Activity

Procedure:

- The teacher will create a worksheet consisting of a small passage and a few questions, expecting one word/one-line answers.
- Each worksheet will have a small passage, hence there would be as many worksheets as the number of passages identified by the teacher.

- The class can be divided into groups as per the available number of passages.
- Each group will be asked to give a presentation that consists of reading aloud of the passage and answers to the given questions.

Worksheet Sample:

Refer to Part-1 in the above passage:

“What’s the key to success?...

... our thoughts determine our actions.”

Questions:

- What issue does the writer try to raise in the first line?
- Who addressed the issue of success? Where?
- Find a word which means the same as ‘mystery’?
- What have all of the great writers, philosophers and religious leaders agreed to?

Answers:

- The writer tries to raise the surprising issue that some people succeed, whereas others fail.
- Earl Nightingale, the great success writer, broadcaster and speaker, addressed the issue of success in his famous recorded message entitled *“The Strangest Secret”*.
- The word that means the same as ‘mystery’ is – ‘secret’.
- All of the great writers, philosophers and religious leaders have agreed that our thoughts determine our actions.

Learning Outcome(s) of the activity

The students will be able to

- understand the concept and sentence structures of the poem.
- perform passage reading aloud activity and learn the speaking skills.
- express orally their own perception and understanding in front of the audience.

Some Passage Specific Exercises/Activities (can be applied for only this passage)

The teacher can discuss the passage in terms of some ways used by the writer to involve the readers in reflection and to connect with them:

For instance, various questions asked by the writer in the above passage:

- In the second line, “*Why do some people succeed while others fail?*”
- In the sixth line, the use of a question tag – “*You’d like to know the six words, wouldn’t you?*”
- In the eighth line – “*Are you ready for the key to success?*”
- In the eleventh line – “*On a gut level, does that make sense to you?*”
- In the twentieth line – “*Will Fred’s income increase?*”

Learn the Vocabulary:

Identify the form of the word and use it in a sentence.

(i) magnet, (ii) succeed, (iii) famous, (iv) foundation, (v) surprised, (vi) make sense to someone, (vii) determine, (viii) examine, (ix) constantly, (x) capable, (xi) attract, (xii) employment, (xiii) direction, (xiv) cling, (xv) growing, (xvi) increase, (xvii) strong, (xviii) achieve

Answers:

- | | | |
|--------|-------------------------|---|
| (i) | magnet – noun – | Flowers are a magnet for bees. |
| (ii) | succeed – verb – | I am confident that I will succeed. |
| (iii) | famous – adjective – | Virat Kohli is a famous player. |
| (iv) | foundation – noun – | S.S.C.E. is considered the foundation year that decides a student’s career. |
| (v) | surprised – adjective – | I was surprised to see my uncle-aunty at our home. |
| (vi) | make sense – verb – | Thank you, teacher! Now this sum makes sense to me. |
| (vii) | determine – verb – | Your result will determine your future. |
| (viii) | examine – verb – | The doctor examined the patient. |
| (ix) | constantly – adverb – | My mother constantly reminds me of my study. |
| (x) | capable – adjective – | I know you are capable of winning the first prize. |

- (xi) attract – verb – The Taj Mahal attracts many tourists every year.
- (xii) employment – noun – There are many employment opportunities in the field of IT.
- (xiii) direction – noun – Do you know the direction in which the sun rises?
- (xiv) cling – verb – She fears her parents would cling to the proposal of her early marriage.
- (xv) growing – adjective – In India, we see growing demand of i-Phone.
- (xvi) increase – verb – Don't increase the volume of TV. Your brother is reading inside the room.
- (xvii) strong – adjective – The soldiers are both physically and mentally strong.
- (xviii) achieve – verb – No one can stop you to achieve your dreams.

Some More Activities That can be Designed Using the above Passage:

1. Discuss the title of the above passage – ask the students the questions such as: “*What do you think it means?*”, “*What does it try to convey to the readers?*”, “*Are there any new words in the title that need to be discussed?*”
2. Summarise the above passage in 100 words.
3. Discuss in pairs/groups – How do I think in most of the situations? Positively or negatively? Why?
4. Share your opinion in front of the class – What is ‘success’? Is it something about grand achievements or about getting victory in even small targets/routine goals?
5. Chart out some factors that enable one to get success in his/her goal.
6. Talk about a person who lives in your family/neighbourhood and represents the same ideas as presented in the passage. Describe how his/her ideas are reflected in his/her work and life.
7. Make a list of famous people who became successful on the basis of their thinking and determination.
8. Does the above passage express a fact or an opinion?
9. Identify the categories of people who back the writer’s argument.
10. Share names of Indian writers/books who express the same opinion as discussed in the passage.
11. Identify the adjectives and adverbs in the above passage.

12. Form verbs of the following nouns and use them in sentences:

writer; broadcaster; speaker; foundation; surprised; philosophers;
leaders; thought; employment; direction; growing; life

13. Form nouns of the following verbs and use them in sentences:

to succeed; to fail; to address; to identify; to explain; to know; to
learn; to agree; to determine; to think; to move; to attract; to
begin; to earn; to believe; to choose

❖ Check Your Progress 2

A. State if the given statements are True or False.

1. Breaking apart the different elements of the book will make it easy for the students to understand the text.

2. A good teacher is one who keeps the learning restricted within the four walls of a classroom.

3. In most cases, when learners first learn to write, most of them are proficient in writing and can use a variety of sentence structures as well as a wide range of vocabulary.

B. Choose the most appropriate option for each of the following multiple choice questions:

1. To cultivate students' inquisitive skills, a teacher should:

(a) prepare answers to all possible questions and give them in the form of study-material to all the students

(b) motivate the students to ask as many questions as they can in the class itself

(c) ask the students to write their questions on a bit of paper and hand it over to the teacher at the end of every month

(d) tell the students to ask their questions to their parents

2. The students of a class are highly interested in the outdoor games. In this case, the possible strategies to use nonfiction does not include:

(a) to invite the sports teacher to speak on a particular game, its history, its successful players across the world, some of the interesting facts related to that game, and the like

(b) to show a YouTube video regarding a particular game

(c) to organize a class discussion on the comparison between any two outdoor games, why and how one of them is more promising for those aspire to be athletes in future

(d) to cancel the lecture and let students go to play outdoor games in the playground

3. A teacher has given a writing task to his students and asked them to develop a paragraph on 'My Classroom'. A student has written just one line – "My classroom is nice." The most appropriate feedback to his writing by his teacher will be:

(a) "Refer to paragraphs written by some of your classmates."

(b) "Observe all the objects in the classroom carefully and try to describe them in writing."

(c) "Add more information here."

(d) "Work harder."

4. With the help of a nonfiction text, a teacher cannot teach:

(a) Pronunciation

(b) Vocabulary

(c) Sentence construction

(d) equations

C. Answer the following questions in 20-25 words.

1. How can a teacher turn his/her students into active participants in the process of reading nonfiction text in a language classroom?

2. What benefits can be offered to the students by connecting the text with real life?

3. In a classroom, a teacher has made the students briefly skim the article and to locate a few difficult words. What should be the next step by that teacher?

4. How can nonfiction be used as a springboard?

10.5 LET US SUM UP

Like every other form of literature, the nonfiction can also be a good tool of language learning. Due to its being easily accessible on

internet, realistic, and comparatively simpler than other forms of literature, nonfiction can prove to be more preferred form of literature for language teaching. In order to make it fruitful for the students, it has to be implemented effectively by the interested teachers.

10.6 KEY WORDS

Nonfiction	a branch of literature that includes works of narrative prose dealing with facts, reality, and/or opinions
Comprehension	An ability to understand the meaning of something
Vocabulary	A language user's knowledge of words
HOTS	Higher Order Thinking Skills (HOTS), a concept based on learning taxonomies (e.g., Bloom's taxonomy) – the learning of complex skills like critical thinking and problem solving
Skimming	Reading or glancing through quickly
Scanning	Reading minutely or intensely
Springboard	A beginning point from which further information can be pursued

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❖ **Answers (Check Your Progress)**

Check Your Progress 1:

A. State if the given statements are True or False.

1. False, 2. False, 3. True 4. False

B. Choose the most appropriate option for each of the following multiple choice questions:

1. (d), 2. (d), 3.(b)

Check Your Progress 2:

A. State if the given statements are True or False.

1. True, 2. False, 3. False

B. Choose the most appropriate option for each of the following multiple choice questions:

1. (b), 2. (d), 3. (b), 4. (d)

:: STRUCTURE ::**11.0 Objectives****11.1. Learner in Society****11.2 First Language, Second Language and Foreign
Language****11.3 English as a second language****11.4 Second Language Learning (SLL) or Second
Language Acquisition (SLA)?****11.5 Status of ELT in India Today****11.6 Learner Processes****11.7 Teacher as a Facilitator****11.8 Conclusion**

11.0 OBJECTIVES:

- To enable the learners to understand principles of ESL within a broader framework of language education
- To enable learners to distinguish between language acquisition, language learning and second language acquisition
- To help them become aware that language proficiency is a matter of effective instruction as well as effort on the part of the individual
- To develop a contemporary theoretical perspective on ELT

11.1. LEARNER IN SOCIETY

Language is a major tool for communication in human societies. It is mainly through language that people develop an understanding of the world around them as well as their own inner self. It is a tool for linking the physical world outside —phenomena, occurrences -- with one's own inner world of thoughts and feelings. We grasp and express what we think or feel about people, places, processes, objects, events, experiences, phenomena, ideas etc. essentially through language. We

relate to people, establish a rapport with the society by using language.

As a means of communication with the society, language is useful to let people know what our experiences in the past have been and what we plan to do in future. It is also a tool to wish people and let them know we care for them. It is through language that individuals in a community exchange their view-points and values. Thus, efficiently used language helps in creating a climate of trust and cooperation. Further, language of a community is the container and transmitter of its culture (experiences, beliefs). It is a basic tool for furtherance of civilisation, as well.

At the individual level, language is a basic tool for concept formation, storing experiences and information in the memory, interpreting information and occurrences, thereby shaping one's attitudes, perception, values, aspirations, worldview, imagining, dreaming, fantasizing events in an abstract manner, planning for future events, carrying out activities of day today life through transaction of information, carrying out activities of higher order skills such as critical thinking (analyzing, synthesizing, justifying, negotiating), developing sensitivity, empathy (*I feel what my language makes me feel*), developing creativity, etc.

Thus, it is a means of communication at the social as well as at the individual level.

George Bernard Shaw had said, "Speak so that I may see thee". The kind of language one uses mirrors the person. It is the second nature to the person.

Pause and Ponder/ Reflect and Relate

1. *Observe the way people use language. What makes a person more pleasant or impressive in terms of the way s/he speaks to people?*
2. *Do you know people – children or adults --- who speak more than one languages? Meet them and find out which are the different languages they speak. Make a list of the major languages spoken in different States of India.*

11.2 FIRST LANGUAGE, SECOND LANGUAGE AND FOREIGN LANGUAGE

You must have observed that almost all infants around the age of 5 to 6 months begin to respond to what people around them say. By the

time they are one year old, most children normally begin to speak a couple of words too. Gradually they begin to speak short sentences. The child gets used to repeating and reproducing the patterns of sounds, their combinations and permutations, and, in the long run, understands the meanings of those strings of sounds and sentences as commonly used by the speech community around. By the age of 5 years, most children are able to speak the language of the family comfortably well. Constant exposure to the language and opportunities to express one's meaning leads to 'naturalness' in the use of the language leading to a stage when we say "the child has acquired the language". Initially, the expression may be grammatically inaccurate; even the use of words may be incorrect. Nevertheless, as the child uses the language, s/he also receives feedback or response from the people s/he talks to and gradually overcomes the grammatical and lexical inadequacies. This process of language sophistication goes on throughout one's life. Sensitive language users constantly keep exploring nuances of language use.

How do children understand what people say and then begin to use language? Well, language is an innate, inborn phenomenon that *homo sapiens* are endowed with. That is, all normal human beings are gifted with the capacity to acquire language. Children do not need to put in effort to understand and use the language spoken around them. They have an in-built Language Acquisition Device (LAD) in their brain (Chomsky, 1966) that helps them to respond to the human language spoken around them. Normally, children first acquire the language that their family members speak. This is the **FIRST** language of the child. It is also called the **mother tongue (L1)** of the child.

In L1 situation, the learner listens to profusion of sounds in the language spoken around him/her and makes meaning out of it. This meaning is first generally arrived at in certain areas such as food items, playthings, household objects, people around the learner, etc. These topics are frequently talked about and are of prime importance for most children in their day today life. The mother takes care of the child, hence she becomes the centre of all the language that the child hears and utters. Gradually, these areas are expanded to include wider meanings and numerous concepts as well as connotations and finer shades of meanings of the various language bits employed by the speaker. This is the case of L1 acquisition, i.e. one's mother tongue.

If the child listens to more than one languages in the family and in the neighbourhood, she picks up all those naturally and is able to use them quite naturally. For example, almost everyone in India is at least a bi-lingual; a large number of Indians are multilingual, as well. The

reason is the multilingual society of our nation wherein every State has its own language, in some cases even more than one languages. So, when people migrate from one State to the other and settle there, they pick up the local language. At home, in the family they continue to use their mother tongue, but outside with neighbours and at work place they are required to understand and speak the local language. That is why, polyglots, that is, people who can speak numerous languages, are a common occurrence in India. Children of these migrant families speak the local languages also like their mother tongue, their first language. They are able to acquire as many languages as they hear and use.

As the child grows, s/he is introduced to numerous subjects to learn at school. Children are also expected to learn languages other than they know (English, for example). They may or may not hear many people use those languages outside school. In some cases, however, children may have opportunities to listen to, even speak the new language. Nevertheless, by and large, their acquaintance may be through their teachers, textbooks, and other resources like audio-video materials. So, the new language needs to be ‘studied consciously’, even to perform well in examinations. With sufficient practice, some children learn the new language also well. This is their **SECOND** language. It is a language normally not used by most members of the family but may be heard from neighbours, friends, colleagues, in the market and in the community, in general.

Pause n Ponder/ Reflect N Respond

1. *Have you noticed that most people are not willing to express their views in front of a large group, although they may readily do so with a couple of friends? What do you think could be the reasons for the same? Discuss with a couple of your friends/ colleagues.*
2. *Which situations do you find comfortable to communicate in? Why? Note down your reflections.*

Some individuals learn new languages owing to the nature of their occupation. For example, tourist guides put in special efforts to learn new languages so that they can guide tourists at tourist spots. Over a period of time, some professionals such as medical practitioners, lawyers, academicians such as teachers and researchers acquire native-like competence in their use of English. For this to happen, two conditions must be met.

1. Abundant exposure to the language as spoken by native speakers.
2. A high level of sensitivity to language use on the part of the learner.

The former leads to ‘natural uptake’ of the language resulting in acculturation and subsequent expression that is quite close to a native speaker’s intuitive use of the language (Chomsky, 1960). In such a use of language, the sense of appropriateness of the expression precedes over the consciousness regarding accuracy, be it syntactic or phonological.

Phonological accuracy is a result of conscious effort on the part of the learner to listen to the language from a wide range of contexts and speakers, and, paying attention to the nuances of meanings and phonological production. Further, this implies voracious reading of literature spanning across varied fields of knowledge, genre and social contexts. It also implies a risk-taking attitude on the part of the learner. Since expression improves with practice, the degree of proficiency attained by the learner corresponds to the amount of efforts put in by the learner herself/himself towards one’s own learning of the language. The learner develops the ability to perceive nuances in phonological production and semantic connotations and willingness to experiment with these expressions so that they enter the ‘active’ field from the ‘passive’ field of one’s linguistic repertoire.

Pause and Ponder/ Reflect and Relate

1. *When did you begin to understand and use Hindi? Where did you find people using it? Is it difficult for you to understand dialogues in Hindi movies? Why?*
2. *When did you first hear anyone speak English? Where do you listen to English? How often do you speak English?*

Now, let’s think of students who aspire to study, and later work, in a country where none of the languages s/he is familiar with is spoken. For example, if a student wants to study in Germany or Russia, then the first requirement is to develop the ability to understand and use the German or Russian language, as the case may be. These are languages which one is likely to come across in India only in tutorial classes. So, the aspirants to these countries need to attend these classes and study the **target language** through conscious effort. These are **foreign languages** for Indians. One does not often come across these languages spoken in our country, barring in cosmopolitan cities such as Mumbai, Kolkata, New Delhi, Bengaluru, Chennai, etc.

11.3 ENGLISH AS A SECOND LANGUAGE

To reiterate, English is a second language for most Indians. To most people in the UK, USA, Canada, Australia it is the first language, whereas for people in Japan, China, Russia it is a foreign language.

To illustrate the difference between the speakers of English as the First, Second and foreign language, Braj Kachru, an Indian-American linguist teaching in the USA, classifies the varieties of English in terms of three circles. The 'inner circle' refers to the traditional base of English where it is used as L1. The 'outer circle' shows the earlier phases of spread of English (may be due to establishment of colonies, trade, etc.) where the language is an important 'second language' (L2 or SL). The 'expanding circle' involves those countries and areas where English is recognised as an important international language and is taught and learnt as 'a *foreign language*' (FL).

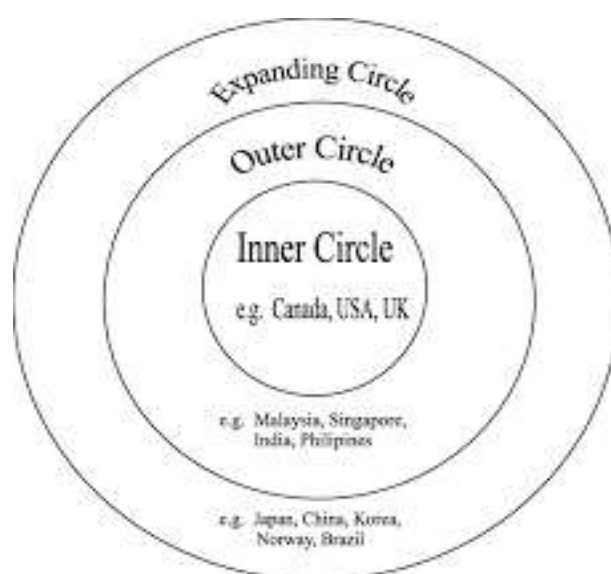


Fig. 1.1 Three concentric Circles of English Language

We may use these circles to indicate use of English as the First, Second or Foreign language. The people in the inner most circle are the native speakers of English residing mostly in countries such as the United Kingdom, the United States of America, Australia, Canada, New Zealand. They are the smallest group. The next group is of people who use English for official communication, commerce, science, research, international business etc. For this group, English is the second language, an additional language, other than their mother tongue. This group consists of speakers of English from India and most of the Asian and African countries which were colonies of the British Empire. This group is larger than the first one. Then, there is the third circle which continues to expand in terms of the number of speakers. These people use English as a foreign language. They make use of English for education and legal purposes.

English is spoken by a sizeable number of people in India. In some cases, it is also their mother tongue. It is one of the major languages of newspapers, news on radio and T V, magazines, even sport-commentaries. It is a medium of instruction in most of the institutions of higher education. By and large, it is a language of research, commerce, science and technology. It has been accorded the status of a *lingua franca*, i.e. an official language, in the Constitution of India. Thus, English in India is a *Second language*, not a foreign language, any more.

11.4 SECOND LANGUAGE LEARNING (SLL) OR SECOND LANGUAGE ACQUISITION (SLA)?

By now, you must have noticed that ‘*acquisition*’ refers to ‘picking up’ a language through exposure spoken abundantly in the environment. This normally happens in case of the mother tongue wherein the child listens to the family members using the language for a variety of purposes. In contrast, ‘*learning*’ refers to the conscious, even formal, study of a second language, wherein the individual may be helped by a tutor; s/he may attend a formal teaching programme to learn the language, and, even earn a certificate by appearing in an examination. The purpose to learn a second language, normally, is to advance in one’s career, or to adjust in new social surroundings.

The expression ‘second language acquisition’, refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting. This is made possible through lively and well-planned instruction wherein the focus is on helping learners comprehend and use the language in natural settings, without much conscious effort to be accurate but with focus on appropriateness of the expression. Thus, second language acquisition becomes a tool for socialising, rather than remaining restricted to interaction in the classroom. When this happens, enhancing proficiency in the language also does not seem burdensome. Efforts and motivation on the part of the learner certainly play a major role in this regard.

Thus, a language-rich environment coupled with a drive on the part of the learner can enable one to attain a high level of proficiency in a language. The amount and quality of the language spoken around the individual make language uptake smooth and almost automatic. Added to this is the individual learner’s willingness to put in efforts and take risks to make the most of the opportunities to learn the language creatively. The ability to acquire the mother tongue is innate. It is intuitive. Any normal human being is endowed with the

gift of learning language. However, the specific language or languages one acquires and/or learns depends on the environment in general, and individual choice in particular. Thus, languages one **acquires** (i.e. picks up naturally sans formal learning) and those that one **learns** (consciously) are a matter of both **chance and choice**.

In this sense, English language teaching in India is akin to ‘learning’ in terms of language pedagogy.

11.5 STATUS OF ELT IN INDIA TODAY

English has been in India for over 3 centuries now. Owing to such long standing exposure and the high social status accorded to it, a large number of Indians are adept at its use. In fact, a scholar like Dr.Sarvapalli Radhakrishnan, the first President of India, was considered to be more proficient in the use of English than many scholars whose mother tongue it was. And, there are numerous such cases among educated Indians who can speak and write English lucidly and creatively.

Nonetheless, it must be noted that this mastery of a few is due to their own efforts. The teaching of English in schools and colleges in India demands a great deal of improvement. The average ELT classroom is conducted by the teacher who provides numerous rules of grammar, coupled with exceptions to the rules, followed by a few examples to illustrate the rules. These examples mostly are from some texts, decontextualized, and therefore, without much meaning for the learners. There is hardly any discussion leading use of the language bits either by the teacher or, students. Literary texts, are at best, explained through critical views by scholars, and at worst, translated into the mother tongue of the students with the assumption that such practices lead to comprehension of the texts and learning English on the part of learners. In terms of evaluation, textual questions are asked for which ready answers are available in ‘guide books’. As a result, very little participation by the learners takes place in their own learning.

Thus, what happens in the practice of teaching of English language and literature, both at schools and colleges, is translation of the texts, too much focus on rules of grammar, providing meanings of new words and rote learning. The focus seems to make good scores in examination rather than learn the language. English, as a language requires to be practised in terms of its skills viz. listening, speaking, reading and writing. Unless conditions are created for the learners to listen to plenty of the language from different people and has

opportunities to use it themselves, learners cannot be expected to develop these skills.

- **Is Language ‘information’ or a set of ‘skills’?**

One approach to language views it as **‘knowledge’: a set of norms, rules, reference points, patterns, lists and forms**. This perception emphasises what the person **‘knows about the language’**. This approach has been characterised as an intra-organism approach (Halliday, 1974). However, if language is a tool for interaction in the society, it cannot be confined to ‘information’ with ‘individuals’. It is a social activity or behaviour through some sort of action and reaction or response. On the other hand, the view on language that considers it an instrument to, carry out a function, or ‘make things happen’ in real life, is the functional view. Unlike information-oriented subjects like History or Political Science, learning English is a matter of developing and honing skills which invariably demand a great deal of exposure to a variety of uses of the language as well as opportunities for the learners to try out their own expression. Neither seems to exist in most Indian classrooms, as in most other ESL countries of the world. The ‘information-based approach’ to English language teaching made the learner at best “structurally competent but communicatively incompetent”, i.e. the one who has developed an “ability to produce grammatically correct sentences yet are unable to perform a single communicative task” (Newmark, 1966). On the same lines, Hymes (1970) goes on to say, “There are rules of use without which the rules of grammar would be useless”. A person who has a great deal of information about the rules of grammar can be compared to someone who knows everything about the mango fruit except its taste!

Pause and Ponder

1. *Answers to be given in Gujarati: Distinguish between ‘MAHITI’ and ‘Kaushalya’. Make a list of information and skills in the subjects you study. What do you do with information? How can skills be enhanced?*
2. *While learning English, you must have undertaken these activities: grammar exercises, searching for meanings of new words/ vocabulary, pronunciation practice, reading aloud of poems/ passages, silent reading, writing composition, answering questions in the classroom, etc. Which of these activities helped you to listen to others, read and understand new materials, speak English with confidence, write letters/ emails/ project reports/ lab journal entries, short articles, etc?*

11.6 LEARNER PROCESSES

There are three types of learner processes. These are the strategies by which the learner processes the L2 input in order to develop linguistic knowledge. At the initial or elementary level, these strategies may be behavioural or conscious (memorization, repetition for retention and recall); or, they may be psycholinguistic or subconscious (inferring or generalization).

The second type of learner processes includes production strategies. These involve learners' attempts to use the L2 knowledge they have already acquired efficiently, clearly and with minimum effort. Rehearsals of what should be said and discourse planning, working out a way of structuring a series of utterances, etc. are examples of these strategies.

The third type is communication strategies. Like production strategies, these are strategies of use rather than of learning, although they can contribute indirectly to learning by helping learners to obtain more input. They consist of learners' attempts to communicate meanings for which they lack the requisite linguistic knowledge. They compensate for non-existent knowledge by improvising with existing L2 knowledge in incorrect and inappropriate ways (such as incomplete sentences or use of mere phrases, interspersed with their mother tongue/ Hindi). These are the strategies employed by some of the taxi drivers plying between airports and cities ferrying visitors from foreign lands or the strategies employed by migrants moving from one language region to another. By and large, these are developed as survival strategies. **Learning strategies have a central place in Second Language Acquisition (SLA).** Considering learner processes, it becomes clear that both input as well as learner effort are important in SLA.

Can learners be helped to acquire a second language?

Since input plays a significant role in creating a conducive climate for language uptake, learners in Second Language situation like India too can be helped to acquire English by providing opportunities to them to listen to and speak a large amount of English in a variety of contexts. The NCERT document called this 'input rich environment.' In this sense, formal instruction also can play a major part in second language acquisition. "Early in life a normal child learns a language (in multilingual environments two, three or more) without sweat or tears. However, when the same child enters school and puts in time

and effort into learning another language, she is known to experience failures and frustrations and to rarely succeed as well or fully as in the case of her first language”(Tickoo, 2004)

Studies shows that those who started late in school often catch up with those who make an early start. An early start may not necessarily be an advantage, especially in a system where primary schools are insufficiently equipped or ill-provided.

11.7 TEACHER AS A FACILITATOR

Teachers at all levels need to realise that the traditional paradigm of the teacher being the sole repository of knowledge influencing the learners has shifted to numerous other resources along with classroom work contributing to the learner’s growth. Transmission of information has made a place for demonstration, coaching to mentoring, covering the whole syllabus to an in-depth study of a few topics, study of prescribed textbooks and expert-made materials to primary sources and authentic materials, rote memorisation of facts to experimentation and higher order thinking. The focus has shifted from teaching to learning, from the teacher to the learner, from telling to doing. Teachers need to be facilitators.

A facilitator creates and sustains interest in the process of learning, rather than focusing on the final product (exam scores).The focus remains on the learners doing something that leads to their intellectual and emotional development. This could be achieved through pair/group work, individual assignments, simulations or mock-situations, project based work or any other mode of work wherein the learners themselves are actively involved in arriving at a solution to a problem on hand. In such experiential situations, language learning becomes a by-product. In fact, such learning environment may even lead to language acquisition, i.e. language learning without much effort and stress.Proficiency in English, the target language, is achieved automatically. “Language learning happens best without formal teaching and without learners being confined to walled classrooms” (Tickoo, 2004).

11.8 CONCLUSION

“Language is the most significant and colossal work that human spirit has evolved” (Desai, S. 2002). Language is simultaneously an innate as well as an acquired ability of the human beings. The capacity to

develop the wide range of skills and competence required to acquire or learn language is inborn. That is, the homo sapiens are endowed with the capability of learning language. Anyone with normal vocal apparatus and cerebral functions can speak and understand the meaning when spoken to. Although every human brain has the capability to learn language, which specific language s/he picks up depends upon the exposure. That is, individuals acquire the language they listen to. Exposure to the language develops in the brain certain patterns which are specific to the language spoken around the person. Gradually the person begins to make a sense of the sound patterns, and, acculturation through the language begins. From phonemic patterns the individual infers semantic patterns and arrives at the way the speech community interprets those sound patterns. Thus, exposure to the language leads to experience, which in turn, leads to expression in and mastery of the language. The specific language or languages that people speak, thus, depends on (a) exposure, when young, and (b) individual choice, at a later stage in life.

Semantics, the science of meaning, goes beyond mere dictionary meanings of words and phrases and sets of rules of syntax. They refer to the wider socio-cultural matrix within which they operate. For example, there are various levels of formality expressed in the ways in which requests are made, commands are given, information is exchanged depending on the relationship between the speaker and the hearer, the place and the context of the exchange, the purpose of the interaction and so on. Language is not purely an intellectual matter. It is a social act, hence follows the ever-altering rules of the specific social milieu. Just as there are no fixed rules about the way we dress or do our hair, in terms of language use, there are no rigidly fixed rules about what is considered acceptable or socially correct. Just as fashions in dress codes change, fashions in language too change.

Therefore, it becomes necessary to arrive at such pedagogic contexts wherein learners develop awareness of strategies for acquiring English, enhancing their competence independently and becoming proficient users of the language. English language instructors need to know that the progressive view on second language teaching aims at creating a climate in the classroom that leads to language learning that is closer to acquisition.

❖ Check Your Progress

Questions

1. Read the list of activities and tasks given below. Discuss them in small groups/ with a partner, if possible. Decide where you would

like to place each one of them on a scale of continuum. Is it possible to place them in a fixed manner/ watertight compartments? Why? Which of these are Recognition, Reproduction and Expression tasks?

Listen & Draw, jig-saw-listening, Listen & Describe, Strip story, Debate, Elocution, Short talks, Mock Interviews, Mock Parliament, Street Plays, Short skits, Reading aloud of Plays, Look & Say, Interpreting pictures, Narration of stories, Cue-cards, Dialogue completion, tongue twisters, impromptu talks, Note-taking, simulation, Discussion, Project Report Presentation

Reproduction: Totally controlled language production	Controlled / Guided language Production	Free use of the language by learners

Q. 2 What is the difference between ‘knowing a subject/ English’ and ‘knowing about a subject/ English’?

Q.3.What is the difference between Learning and Acquisition?

Answer

No	Language Acquisition	Language Learning
1.	Requires meaningful communication in the language, also called natural communication	Based upon less communication and more explanation of grammar rules.
2.	Learner not aware of grammar rules and intuitively learns what is right or wrong as there is constant meaningful communication; it is subconscious.	Is conscious and deliberate.

3.	Learner focuses more on text and less on form	Focuses mainly on the form, rather than the message.
4.	Mostly the case of the mother tongue	Mostly a second language
5.	Language rich environment	Limited exposure to and use of the language

New words in the Unit

A polyglot, Acculturation, Voracious, Repertoire, Reiterate, Milieu

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:: STRUCTURE ::**12.0 Objectives****12.1 Background / Introduction****12.2 Features of GTA****12.3 Strengths and Weaknesses of GTA****Sample Lesson****12.4 Let's Sum Up****❖ Check Your Progress****12.5 References**

12.0 OBJECTIVES

- Introduce the history and background of the grammar-translation method.
- Explain the principles and techniques used in the grammar-translation method.
- Analyze the strengths and weaknesses of the grammar-translation method.
- Provide examples of lesson plans and activities based on the grammar-translation method.
- Discuss the relevance and applicability of the grammar-translation method in modern language teaching.

12.1 BACKGROUND / INTRODUCTION

Today English enjoys the status of the world's most widely studied foreign language. However, 500 years ago, Latin enjoyed that status of a dominant language. Latin was used widely in education, business, government, and religion all over Europe. And 2000 years ago, Sanskrit was widely studied for religious as well as secular disciplines

in the universities of India. After the 16th century, English and French became more popular and gained in importance as a result of colonization and political changes.

Subsequently, the status of Latin changed from a ‘living language’ to a school subject. The children in the school were taught classical languages like Latin with special emphasis on grammar and translation. As a result, when modern languages like English and French started being taught in European schools, they were taught using the past practice of teaching Latin. The textbook consisted of grammar rules, vocabulary, and translation exercises. There was no importance given to speaking a foreign language. The typical exercises in the textbook were as follows:

- મારું નામ કેતન છે. હું પાંચમાં ધોરણ માં અભ્યાસ કરું છું.
- My name is Ketan. I study in the fifth standard.

By the 19th century, this approach of teaching a foreign language based on the practice of teaching Latin became a general practice of second language teaching.

Educators often consider teaching both an art and a science. No book like this can definitively tell you *how* to teach. To be effective in one’s teaching, a teacher needs to be a strategic thinker as well as a strategic practitioner.

The present chapter covers the three most widely used approaches to English language teaching. Knowledge of various methods will provide you with a set of options to respond meaningfully to various classroom situations and context. It is a fact that no single approach/method will provide a magic formula for all the learners. However, a knowledge of various language teaching-learning approaches and methods will serve as a guiding light.

Approach, Method and Technique

Before we discuss various language learning theories, it is important that you understand these three terms which are closely related to language teaching/pedagogy – approach, method, technique.

Approach

An approach is a theoretical view of what a language is, and of how it can be learnt. An approach is a way of looking at teaching and learning. Different approaches to language teaching imply a different

way of language teaching (methods). For example, structural approach, communicative approach.

Method

A method spells out precisely in a step-by-step manner how to teach a second language.(Anthony, 1963). For example, silent way, community language teaching, direct method

Technique

A technique is a specific classroom activity. For example, dictation, listen and repeat, loud reading etc.

Thus, language teaching involves approaches that lead to methods, methods that are broken down into procedures, and procedures that are a collection of techniques.

Let us understand it using travelling as a metaphor. If you plan to go on a trip you will first decide the place/destination. It can be a hill

KEY QUESTIONS:

- Which is the oldest known approach of language teaching?
- What is Grammar Translation Approach of second language teaching?
- What are the merits and limitations of Grammar Translation Approach?

station, an island or a forest. You will choose a place as per your idea of a trip and the availability of resources. Secondly, you will decide

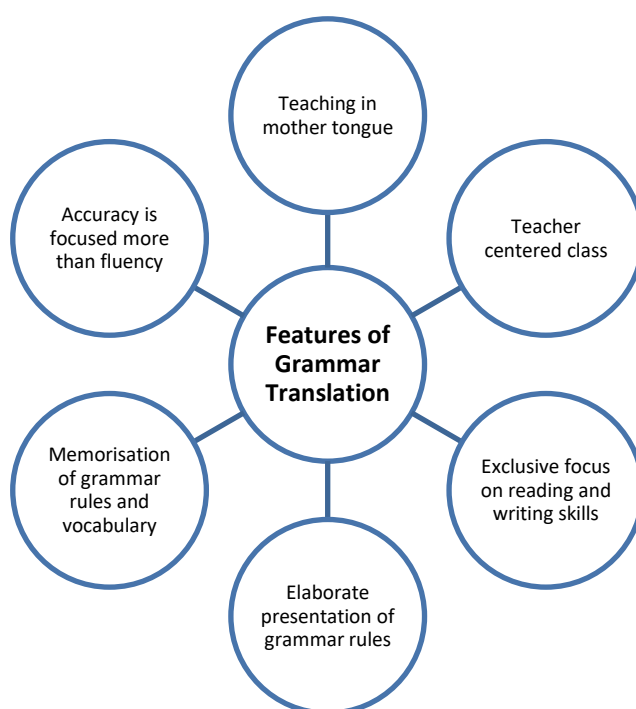
on a mode (method) to reach there. You can go there by plane, by train and even by a private vehicle. You will choose a mode of transport (method) as per the distance, time and duration. Techniques are the activities (water sport, museum visit, campaigning etc.) you indulge in during your trip to make the most of your trip or holidays. As seen in this case, methods and techniques largely depend on the approach. Although language teaching has a long history, the foundation of modern-day language teaching was laid during the early part of the twentieth century. Since the beginning of the twentieth century, the field of language teaching has changed a lot. With the development in the field of linguistics and psychology, new theories of language teaching-learning were proposed.

FEATURES OF GRAMMAR-TRANSLATION APPROACH

The grammar Translation Method (GTM) is one of the oldest methods of language teaching. It is also known as the ‘Classical Method’ because, as mentioned earlier, it was used in the teaching of classical languages like Sanskrit, Latin and Greek. The key features of the grammar-translation approach are as follows:

“In Grammar Translation the first language (mother-tongue) is maintained as a reference system in the acquisition of the second language”.
(Stern, 1983)

- The focus is on learning the grammar and vocabulary of the target language.
- The medium of instruction (teaching) is the students’ mother tongue. Therefore, the target language (English) is taught using the native language of the students.
- Grammar is taught in a deductive way. Students are taught grammar through rules.
- The use of the target language for communication is very little.
- Typical classroom task/exercise consists of translating from the mother tongue into the target language (or vice-versa)
- Reading and writing skills are the major focus; little or no systematic attention is paid to speaking or listening skills.



12.5 STRENGTHS AND WEAKNESSES OF GTM

Strengths

The grammar translation approach is relatively **easy to apply** and **less demanding** on the part of the teacher.

Grammar translation can be easily used in **overcrowded classes**.

In grammar-translation, the medium of teaching is the students' native language, therefore, the **students find it comfortable** to reply to the teacher's questions and express their doubts or quarries.

Weaknesses

The grammar translation approach is **teacher-centered**. Most of the classroom time is dedicated to elaborate explanations of text or grammar rules by the teacher. Most of the time, the students are either listening or taking notes.

Grammar translation cannot be applied in a multilingual class. (a class where students do not share the same native language (mother-tongue))

Learners taught the second language through this method **lack communicative competence** in the target language

Since classroom interaction is in students' native language, there is little or very **less exposure to the target language**.

Learners taught the second language through this approach develop a bad habit of learning everything by **filtering through mother-tongue**.

Since memorization and drilling exercises are the basic learning techniques, this approach makes it for learners a **dry and not so joyful language learning** experience.

12.6 SAMPLE LESSON

As we enter the class, the class is in the middle of a reading task from the textbook. The passage is 'The Eyes Have It', a tale by Ruskin Bond. The teacher calls on students one by one to read a few lines

from the passage. After each student has finished reading, the student is asked to translate into Gujarati (mother tongue) the few lines s/he has just read. The teacher helps them with new words. This translation is then followed by some added explanation in Gujarati by the teacher. After the students are done with reading and translating the passage, the teacher asks students in Gujarati, if they have any questions. This is followed by grammatical manipulation (or do as directed) tasks.

Teacher's and Student's Role



- The teacher is the authority in the classroom.
- The teacher asks and instructs the students to state the grammar rules
- The teacher demonstrates the translation of texts or sentences from the mother tongue to the target language and vice versa.
- The teacher emphasizes on the production of grammatically correct and precise sentences/expressions. Thus, the teacher displays zero error tolerance.



- The role of students is to do as the teacher says so they can learn what the teacher knows.
- Students have to memorize grammar rules, and vocabulary lists, required for reading, writing and translation.
- Students have to translate literary text (passage) from the target language to his/her native language and vice-versa as instructed by the teacher.
- In a nutshell, students' role is confined to receiver, reader, writer, rote-learner, and translator.

Techniques

- **Translation:** Translating the target language, usually a literary passage/text, to the native language.
- **Memorization:** Memorizing vocabulary lists, grammatical rules, and grammatical paradigms.
- **Reading comprehension through translation:** Finding information in a passage and 'understanding' it in L1.
- **Vocabulary:** Learning words in isolation by translating each word in the native language

- **Antonyms/synonyms:** Finding antonyms and synonyms or words or sets of words.
- **Deductive applications of rules:** Understanding grammar rules (and their exceptions) and then applying them to new examples.
- **Fill in the blanks:** Filling in gaps in sentences with new words or items of a particular grammar aspect.
- **Vocabulary practice:** Students create sentences to illustrate they know the meaning and use of new words.
- **Composition:** Students write about a topic using the target language. (Rahman, 2012)

12.7 SAMPLE TASKS / ACTIVITIES / EXERCISES

Exercise 1: Read the text and do the given exercises. Lincoln's Love for Books

Lincoln's childhood was rough. He lost his mother when he was nine years old. His father used to work as a farmer, cabinetmaker, and carpenter. Although Lincoln never received a formal education, he self-taught himself. He loved reading books and used to walk for miles to find a book. Lincoln was a voracious reader; he read everything that he came across or had access to.

Once he learned that a farmer, Mr. Crawford, who lived a few miles away had a book. This book was Ramsay's Life of Washington. Lincoln walked a long distance to meet Mr. Crawford and borrowed the book from him. While walking back home, he finished a good portion of the book. After reaching home, as it was getting dark, he sat by the chimney and read the book in the firelight until bedtime.

He wanted to read it more, so he took the book to the loft and read it until the candle burned out in an hour. He then kept the book in a crevice between logs near window in his log cabin.

At night, there was a storm, and rainwater came through the window. The book was completely wet and damaged. Next morning when he woke up, he tried to dry the book. The prints on the pages were fine, but the book was damaged. He finished the book and took it to Crawford. Lincoln told Crawford about how the book got damaged. As young Lincoln did not have the money to pay for the book, he asked the farmer how he can repay the damages for the book. The farmer asked Lincoln to keep the damaged book and work in his farm for three days to cover the cost of the book.

Lincoln worked for the farmer for three days and was very happy that now he can keep the book. He read and reread the Life of Washington. This book had a profound impact on him, and he later shared that the book introduced him to George Washington as a role model. This book also offered him a vision for his life — that he, the son of a carpenter, can also think big and improve peoples' lives.

Exercise 1: Translate the following sentences into your mother tongue.

- a) Lincoln walked a long distance to meet Mr. Crawford and borrowed the book from him.
- b) The book was completely wet and damaged.
- c) Lincoln worked for the farmer for three days and was very happy that now he can keep the book.
- d) This book had a profound impact on him.

Exercise 2: Find words in the text which mean the opposite of the following words.

Smooth

Lend

Wet

incomplete

Exercise 3: Find synonyms for the following words from the text.

Get/acquire

Part

Great/deep

Icon

Exercise 4: Fill in the blanks using the words given in the bracket.

(used to, come across, sit by, pay for, fond of)

- 1) Mr. Kalam wake up early in the morning.
- 2) Wordsworth the river and wrote a poem.
- 3) How much did you the tickets?
- 4) Mr. Lincoln had many failures in his life.

Exercise 5: Do as directed

- 1) Mr. Lincoln loved reading books. (Turn into a negative sentence)
- 2) The book was completely wet and damaged. (Turn into a yes/no question)
- 3) Lincoln was a voracious reader. (Turn into a WH question)
- 4) Dr. Kalam's childhood was rough. He was a voracious reader. (Translate the sentences into Gujarati)

12.8 LET'S SUM UP

The Grammar Translation which is also known as a 'traditional method', was developed for the study of 'dead' languages like Latin and Greek to facilitate access to those languages' classical literature. This approach is widely popular and been practised in English classes for decades. However, looking at the current scenario, English is certainly not a dead or dying language. Students learn English so that they can communicate using it in real-life. Sadly, this approach does not give consideration to listening and speaking skills which are equally important language skills. Grammar translation approach has received a lot of criticism due to its overemphasis on grammar rules, memorization and overuse of native language. Despite its ineffectiveness in enhancing communicative competence, GTM is still popular among many language teachers.

❖ Check Your Progress

Exercise I – Multiple Choice Questions

- 1) Grammar-Translation approach is also known as
.....
 - a) Modern method
 - b) Classical method
 - c) Hybrid method
- 2) Grammar Translation was used to teach classical languages like
.....
 - a) Arabic
 - b) French
 - c) Latin
 - d) Urdu
- 3) The medium of instruction in a grammar-translation class is
.....
 - a) Native language
 - b) Target language
 - c) National Language
 - d) Foreign Language

- 4) Which of the following two language skills does GTM emphasize?
 - a) Listening
 - b) Speaking
 - c) Reading
 - d) Writing

- 5) In grammar-translation approach the teacher emphasizes.
 - a) Fluency
 - b) Accuracy
 - c) Participation
 - d) Exposure to Target language

Exercise II - True or False

- 1) Learners play an active role in grammar-translation approach -
- 2) Grammar translation is ideal to enhance listening skills of learners -
- 3) Teaching language through Grammar translation approach results in poor communicative competence of learners -
- 4) Grammar translation emphasizes memorization of grammar rules and words -

Answer Key: 1) b 2) c 3) a 4) c, d
 5) b 6) False 7) False 8) True 9) True

12.9 REFERENCES

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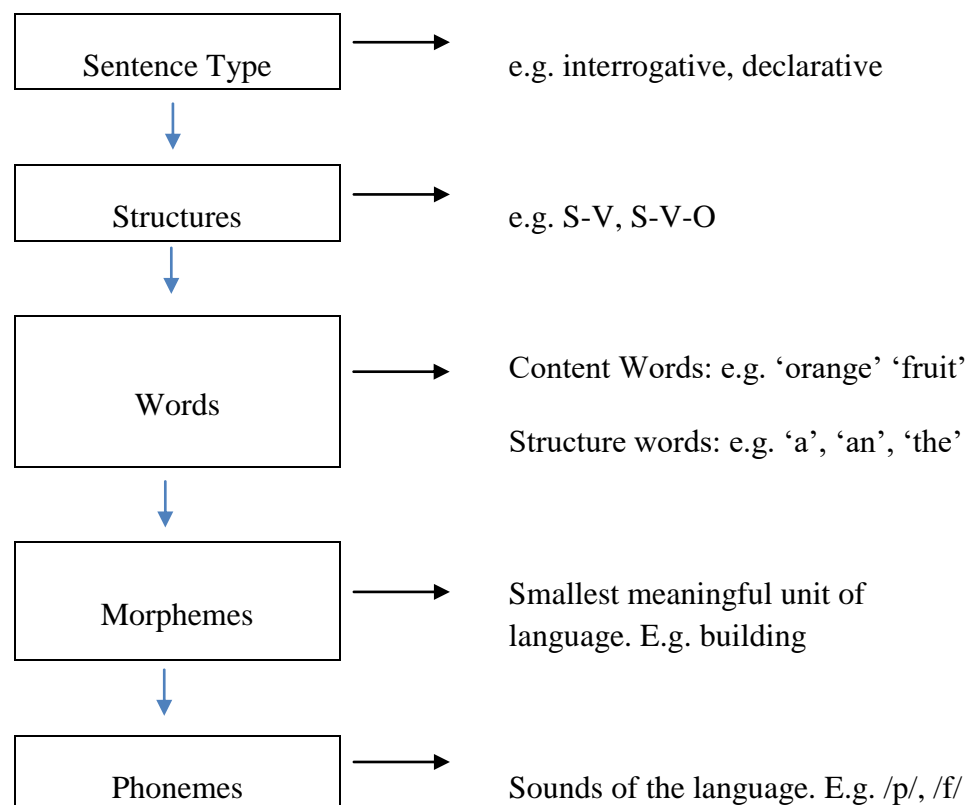
:: STRUCTURE ::**13.1 Structure****13.2 Objectives****13.3 Background / Introduction****13.4 What is the Structural Approach?****13.5 Principles of Structural Approach****13.6 The Strengths and Weaknesses of the Approach****13.7 Sample Lesson and Tasks****13.8 Let's Sum Up****❖ Check Your Progress****13.9 References**

13.1 OBJECTIVES

- Introduce the concept and background of the structural approach.
- Explain the principles of the structural approach.
- Analyze the strengths and weaknesses of the structural approach.
- Provide a sample lesson and tasks based on the structural approach.

13.2 BACKGROUND / INTRODUCTION

Each language has its pattern of structures. That structure usually consists of various elements like phonological units (e.g., phonemes), grammatical operations (e.g., adding, shifting, joining, or transforming elements), grammatical units (e.g., clauses, phrases, sentences) and lexical items (e.g., structure words and function words). It can be diagrammatically represented as follows:



(Nagaraj, 2012)

The different arrangements or patterns of elements/words are called structures. The arrangement of words in any language is very important. The meaning changes with a change in the word order. Consider these two sentences made of the same three words but put in a different order.

- *You are selected.*
- *Are you selected?*

Although both sentences consist of the same three words, they carry different meanings because of the different ways in which the words are arranged.

Every language has its special sentence patterns. For example, there is a sentence in English.

- *Anita speaks French.*

The structure of this sentence is SVO (Subject – Verb – Object). We can frame numerous sentences on this pattern. For example:

- *Nirav plays Cricket.*
- *Keshav eats healthy food.*
- *Amar drinks hot water.*

However, Gujarati language does not have the same pattern. The sentence given above, translated into Gujarati becomes:

- અનિતા ફેન્ચ બોલે છે.
- નીરવ ક્રિકેટ રમે છે.
- કેશવ સ્વસ્થ ખોરાક લે છે.
- અમર ગરમ પાણી પીવે છે.

Thus, the word order changes to SOV (Subject – Object – Verb). Similarly, in both English and Gujarati, the adjective comes before the noun as in ‘black soil’, ‘કાળી માટી’. But, in French, it is the other way around. They say ‘soil black’ (sol noir) in their language.

13.3 WHAT IS THE STRUCTURAL APPROACH?

Language teaching is different from teaching other content-based subjects. Different theories of language learning advocate different methods of language teaching-learning. Various approaches to language teaching can broadly be divided into two categories:

<p>approaches which emphasize on</p> <p>Linguistic Competence</p> <p>(grammar / form / structure)</p>	<p>approaches which emphasize on</p> <p>Communicative Competence</p> <p>(Communication and Real-life use)</p>
--	--

The structural approach aims at achieving proficiency over both grammatical or syntactic structure and phonetic structure as necessary for mastering the target language.

During World War II, the US government needed personnel who had fluency in English and other languages like French and German. Therefore, a special language training programme was set up, which consisted of pattern practice and oral drills. It is also known as the ‘New Approach’, ‘Aural Oral Approach’ or ‘S-O-S Approach’. As per the structural approach, the goal of language learning is mastering the structures of the target language.

Hornby made a study of sentence patterns or structures in English. He found that there are approximately 275 structures in English and organized the syllabus keeping in mind the complexity of these structures. The selection of structures to be taught depends on several factors.

Usefulness: The structures which are more frequent in use should be introduced first.

Productivity: Some structures are productive; other structures can be built on them. For instance, we have two sentence patterns. Thus, pattern/structure, which is more productive, should be introduced first.

Simplicity: The simplicity of a structure depends on the form and meaning. The structure '*I am reading a book*' is far simpler in form and meaning than '*As soon as the accident occurred, the ambulance was called*'. The simpler or less complex structure should be preferred to the complicated one.

Teach-ability: Some structures can be taught more easily than others. For example, the structure '*I am writing a book*' can be taught easily because the action, which it denotes, can be demonstrated in a realistic situation.

13.4 PRINCIPLES OF STRUCTURAL APPROACH

The basic principles of the structural approach are as follows.

Learning the Smallest Units: Language learning may be very easy if a language is presented into small structures. Gradually by mastering various structures, language can be learnt entirely.

Importance of Habit Formation: Language is a set of habits. Language learning is a process of learning how to form a structure by arranging words in proper order. The sentence pattern of English is different from the sentence pattern of the learner's native language. Thus, the language can be taught by introducing various structures of English and by giving them ample practice of speaking in the form of drilling.

- There is dependence on mimicry, memorization of set phrases, and over-learning.

- The importance is given to the student's activity rather than the activity of the teacher.
- Language learning may be very effective if the structure/pattern of the language is presented in the context of the learner's mother tongue.
- Accuracy is important. The teacher should exercise zero error tolerance.
- Vocabulary should be taught in context.

“It (Structural approach) is an approach, ... which underlines the theoretical assumption that language teaching can best be done through systematic selection and grading of structures or sentence patterns.”
(Genc, 2018)

13.5 THE STRENGTHS AND LIMITATIONS OF THE STRUCTURAL APPROACH

Strengths

- In this approach, the learners **automatically learn the grammar** (word order, use of the word and sentence pattern) while learning target language structures.
- (Patel & Jain, 2008)
- This approach gives due **importance to all the four language skills**, i.e., listening. Reading, Speaking and Writing. Of course, speaking and listening skills are given more importance; however, reading and writing too are not neglected.
- This approach puts more emphasis on speech or oral aspect of learning. The learners practice the structure through several oral drills. Thus, this approach helps learners acquire **good pronunciation and fluency**.
- It makes both teacher and learners **involved**, which is psychologically sound.
- Since the teaching-learning is done through dialogues and conversation, this approach **promotes the use of everyday English**.

Limitations

- The structural approach greatly emphasizes on drilling and rote-memorization, which sometimes makes the atmosphere of the class dull and boring.
- The structural approach is most suitable only for young English learners (lower classes). Also, it is rarely successful in an overcrowded classroom.
- In structural approach, there is over-emphasis on speaking properly, according to the rules of proper grammar and mechanics; using proper sentence structure. Thus, structural approach leaves little scope for learners for natural language use.
- In Structural approach, accuracy in both pronunciation and grammar are considered crucial. Therefore, the teacher exercises zero error tolerance.
- Structural approach advocates the teacher-controlled practice of the target language. The learner has no control over the content of teaching. The learner is required simply to listen and repeat what the teacher says and respond to questions and commands. (Pittman, 1963)

13.6 SAMPLE LESSONS AND TASKS

13.6.1 A Sample Class

As we enter the classroom, the first thing we notice is that the learners are carefully listening as the teacher is presenting a new dialogue - a conversation between two people. The learners know they will be expected eventually to memorize the dialogue the teacher is introducing. The teacher then repeats the dialogue and asks students to listen to it attentively.

A student talking to a newly enrolled students in his class

Sanket : Hello, What is your name?

Parth : Hello, My name is Parth

Sanket : Where are you from?

Parth : I am from Vadodara.

Sanket : Great. What do your parents do?

Parth : They both are teachers.

Sanket : Do you also want to be a teacher in future?

Parth : No, I want to be an Engineer.

Sanket : Oh, that is nice. Welcome to this class.

The teacher then asks students to listen to it one more time and understand all that is said. The teacher then asks the whole class

to repeat each of the dialogue lines after her model. They repeat each line several times before moving on to the next line.

After the learners have repeated the dialogue several times, the teacher gives them a chance to adopt the role of Sanket while she says Parth's lines. Next, the class and the teacher switch roles in order to practice a little more: The teacher says Sanket's lines and the class says Parth's. Then the teacher divides the class in half so that each half on their own gets to try to say either Parth's or Sanket's lines. Finally, the teacher selects two students to perform the entire dialogue for the rest of the class.

13.6.2 Teacher's and Student's Role



Teacher's Role:

- The teacher's role in the structural approach is like an orchestra leader. The teacher leads and directs them in their style of learning the language. (Larsen-Freeman & Anderson, 2000)
- The teacher needs to set up the situation in which learners can practice the target structure. (Byrne, 1976) The teacher needs to use questions, commands, and other cues to make learners produce desired structures correctly.
- One of the teacher's major role is to provide students with an accurate model of the target language.
- The teacher should prevent the learners from making errors. When errors do occur, the teacher should immediately correct them.



Learners' Role

- The role of students is of an imitator. They follow what is directed by their teacher and respond as early as possible. (Larsen-Freeman & Anderson, 2000)
- Students should try to acquire the structural patterns by repetition as directed by the teacher.
- Students should try to produce errors-free expressions/structures.
- Students should respond to both verbal and non-verbal stimuli.

13.6.3 Techniques

The following techniques are adopted by practitioners of structural approach:

- **Memorization:** In the structural approach, the teacher encourages students to memorize sentence structures or short conversations. Students do so through mimicry and repetition. For example, in the Audio-Lingual Method, certain grammar elements and sentence patterns are included in the dialogue. These patterns and points are later practiced by the learners in drills based on the lines of the dialogue.
- **Drill or Repetition:** Various types of drill are used to make learners grasp structures/patterns. For example:
 - *Backwards-build drill:* It is used when learners find it difficult to repeat a long line of a dialogue/sentence.
 - *Repetition Drill:* In this, the learners are asked to repeat the teacher's model as accurately and as quickly as possible.
 - *Chain Drill:* It is a chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. Chain drill facilitates drilled communication.
 - *Transformation Drill:* The teacher gives learners a certain kind of sentence pattern, an active sentence, for example. Learners are asked to transform this sentence into a passive sentence. Other examples of transformations to ask of students are: changing a statement into a question, an affirmative sentence into a negative one, or direct speech into reported speech.

13.6.4 Sample Tasks

Sample Task 1

The teacher will use a bag full of objects to create a situation. The pattern being practiced is: *There is a (NOUN) + of + (NOUN) in the bag*. The teacher first demonstrates how to form a sentence and asks the class to repeat. The teacher takes the objects out of the bag, and the class repeats.

	Ex: There is a packet of matches in the bag.
	
	
	
	
	

Answers:

1. There is a bottle of ink in the bag.
2. There is a packet of cigarettes in the bag.
3. There is a box of pins in the bag.
4. There is a packet of cookies in the bag.
5. There is a pair of glasses in the bag.

Sample Task 2

Make five meaningful sentences from the table given below.

Example: *The old woman in the cabin is my grandmother.*

Determiner	Adjective	Noun	Adjective Phrase	Verb	Complement
------------	-----------	------	------------------	------	------------

	old	man	in the corner		an actor
	beautiful	woman		is	a teacher.
The	tall	guy	in the room	was	a newsreader.
That	fat	boy	on the dais	are	s soldier.
			in the uniform	were	

Sample Task 3

The teacher will write some sentences and ask students to transform the sentences into negative and interrogative sentences.

Example:

- *He knows my phone number.*
- *He does not know my phone number.*
- *Does he know my phone number?*

S1: Vishal lives in Ahmedabad.

S2: Aman commutes by car.

S3: Minal knows five languages.

S4: Anshu updates her Facebook profile every month.

S5: Vinit spends his time reading books in the evening.

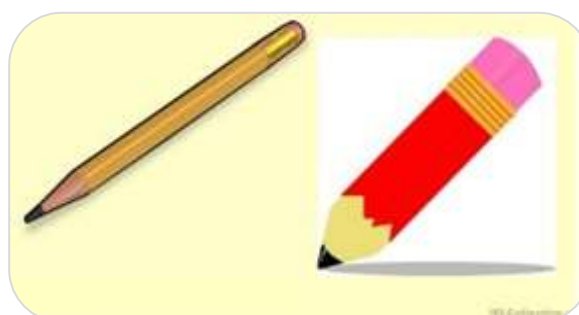
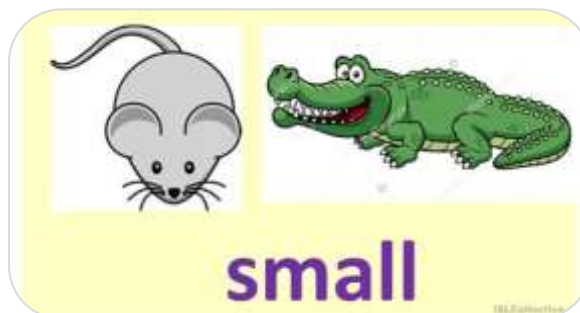
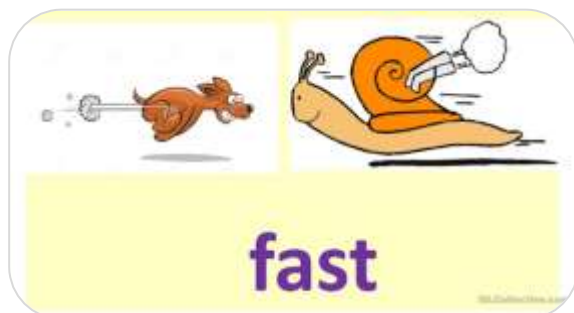
Sample Task 4

The teacher will invite two students to volunteer for the task, for example, Mitesh and Sarika. Sentences are framed by the teacher to expose the learners to the target language structure.

- *Mitesh is older than Sarika.*
- *Sarika is taller than Mitesh.*
- *Smita is healthier than Mohan. etc.*

This will be done two times or more as needed.

Then the teacher will show them some pictures of cars, animals, birds, buildings, objects etc. and ask students to form sentences using the given structure.



13.7 LET'S SUM UP

Thus, the structural approach is based on the assumption that language learning is a process of habit formation. This approach which focuses on the accuracy of language use emphasizes on language structures and speech. Though structural approach has been criticized for its overemphasis on patterns and structure, it is still being used in various parts of India in ESL classrooms. Teachers who are conservative still cling to this age-old approach of language teaching.

❖ Check Your Progress

Exercise I – Multiple Choice Questions

- ### Exercise II - True or False

- Answer Key: 1) a 2) c 3) a 4) b
5) b 6) False 7) False 8) True
9) False

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:: STRUCTURE ::**14.0 Objectives****14.1 Introduction****14.2 What is Communicative Language Teaching (CLT)?****14.3 Communicative Language Teaching – Background****14.4 Communicative Language Teaching****14.5 Learners-Centered****14.6 Communicative Activities****14.7 Role of the learners' Native language****14.8 Teachers' attitude towards learners' Errors****14.9 Procedures****14.10 Let Us Sum Up****❖ References**

14.0 OBJECTIVES

In this unit you will be able to:

- understand the basics of Communicative Language Teaching
- get a background view of Communicative Language Teaching

- know about the role of teachers and students as part of Communicative Language Teaching
- learn about the instructional materials, classroom activities and procedures involved in Communicative Language Teaching (CLT).

14.1 INTRODUCTION

It has been observed that the majority of teaching strategies aim to enable pupils to communicate in the target language. However, in the 1970s, educators sought to determine whether or not they were going to help pupils achieve their goals in the best possible way. Students were seen to be able to accurately write and read phrases in the target language. However, they were unable to communicate in the target language. The educators had agreed that in addition to 'linguistic proficiency', 'communicative competence' was necessary in order to be able to communicate in the target language. In the late 1970s and early 1980s, there was a transition from the structural approach to communicative method. CLT is a method for teaching a second or foreign language that places an emphasis on communicative ability. Additionally, it stresses using conversation to teach the language. Situational Language Teaching, which was previously utilised to teach English as a second or foreign language, has been replaced by Communicative Language Teaching. It was regarded as the main British strategy. The SLT method put an emphasis on teaching language's fundamental building blocks. However, in the 1960s, educators understood that situational learning-based language instruction was not adequate.

The scope of communicative language teaching has expanded since the middle of the 1970s. With the recognition of the connection between language and communication, it is currently viewed as a method by both American and British proponents, that attempts to make communicative competence the final goal of language teaching (Richards & Rodgers 1986:66).

14.2 WHAT IS COMMUNICATIVE LANGUAGE TEACHING (CLT)?

The communicative approach to English language teaching started with the theory of language as communication. The core objective of language teaching is to develop "communicative competence". Hymes coined this

term and extended Chomsky's theory of competence. According to Chomsky,

“Linguistic theory is concerned primarily with an ideal speaker - listener in a completely homogenous speech community, who knows its language perfectly and is unaffected by such Grammatically irrelevant conditions as memory limitation, distraction, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the language in actual performance.”

Here, Chomsky tries to focus on an abstract linguistic ability that enables the speakers to produce grammatically accurate sentences. However, in Hymes's view 'competence' must focus on communication and culture. In the view of Hymes, one must acquire communicative competence along with knowledge of language and ability to use it in the matter of,

“Whether (and to what degree) something is formally possible;

Whether (and to what degree) something is feasible by virtue of the means of implementation available;

Whether (and to what degree) something is appropriate (adequate, happy, successful in relation) to a context in which it is used and evaluated;

Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.”

In addition to this Hymes (1975: 11-17) has also described seven functions of language to be utilized while learning first language. They are as following;

1. the instrumental function: using language to get things;
2. the regulatory function: using language to control the behaviour of others;
3. the interactional function: using language to create interaction with others;
4. the personal function: using language to express personal feelings and meanings;
5. the heuristic function: using language to learn and to discover;
6. the imaginative function: using language to create a world of the imagination;

7. the representational function: using language to communicate information.

It is clear that in this approach, language function gets more importance to language form. Meaning is very important in Communicative Language Teaching approach.

Finocchiaro and Brumfit (1983) described certain features of this approach which are;

1. Meaning is paramount.
2. Dialogues, if used, center on communicative functions and are not normally memorize.
3. Contextualization is a basic premise.
4. Language learning is learning to communicate.
5. Effective communication is sought.
6. Drilling may occur, but peripherally.
7. Comprehensible pronunciation is sought.
8. Any device, which helps the learners, is accepted, varying according to their age, interest, etc.
9. Attempts to communicate may be encouraged from the very beginning.
10. Judicious use of native language is accepted wherever feasible.
11. Translation may be used where students need or benefit from it.
12. Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learnt best through the process of struggling to communicate.
14. Communicative competence is the desired goal (i.e. the ability to use linguistic system effectively and appropriately).
15. Linguistic variation is a central concept in materials and methodology.
16. Sequencing is determined by any consideration of content, function or meaning, which maintain interest,
17. Teachers help learners in any way that motivates them to work with the language.
18. The individual often through trial and error creates language.

19. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.

20. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.

21. The teacher cannot know exactly what language the student will use.

22. Intrinsic motivation will spring from an interest in what is being communicated by the language.

❖ Check Your Progress –I

1. Write an introductory note on Communicative Language Teaching.

2. Define and discuss the term Communicative Language Teaching.

3. Note any 10 language functions suggested by Finocchiaro and Brumfit.

14.3 COMMUNICATIVE LANGUAGE TEACHING – BACKGROUND

The late 1960s is the time wherein the origin of Communicative Language Teaching (CLT) is to be found. The reason for this transition was the changes in the British language teaching tradition. By then , Situational Language Teaching was the representative of the major British approach to teaching English as a foreign language. As part of

Situational Language Teaching, practicing basic structures of language in meaningful situation-based activities was the main concern. In the mid-1960s, in United States, theory of Audio Lingualism has been rejected. As a result linguists were compelled to re-examine theoretical assumptions of Situational Language Teaching. The following words of Howatt (1984, p. 280), were in response to the criticisms of Noam Chomsky's (Popular American linguist) classic book Syntactic Structures (1957).

“By the end of the sixties it was clear that the situational approach... had run its course. There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them.”

A British linguist Dr. David Wilkins led the European group of experts with a view to develop the communicative definition of language. In this venture, he came out with a book, Notional Syllabuses, wherein he offered two types of meaning for language learners;

1. Notional categories
2. Categories of communicative function

His contribution in terms of ideas started showing impact on the preparation of textbooks and the design of syllabus incorporating communicative approach.

Dell Hymes and Sandra Savignon. expanded the theory of Chomsky. It was Hymes who first introduced the concept of Communicative competence. His prime focus was on the use of language in social context within the sociolinguistic norms. This resulted into the change of focus from teaching grammar and practice of drilling patterns at an excessive level to focus on meaning.

Simultaneously, Savignon contributed in the field of developing the idea of teaching through communicative approach focusing on the core purpose of communication. In the year 1972, Savignon took up a research project of teaching French students merely giving them exposure of communication and not on patterns practice. According to her,

"When the results were compared at the end of the 18-week, 5 hour-per-week program, learners who had practiced communication in lieu of laboratory pattern drills for one hour a week performed with no less accuracy on discrete-point tests of structure. On the other hand, their communicative competence as measured in terms of fluency, comprehensibility, effort and the amount of communication in a series of four unrehearsed communicative tasks significantly surpassed that of learners who had had no such practice. (Savignon, 265)"

Moreover, Communicative Language Teaching has been divided into "Strong" and "Weak" forms:

"There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English not communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. ... The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it.' (1984: 279)"

14.4 COMMUNICATIVE LANGUAGE TEACHING

a. Design

Some of the proposed general objectives of *Communicative language Teaching* approach discussed by Piepho (1981: 8) are as following:

1. "an integrative and content level (language as a means of expression)"
2. "a linguistic and instrumental level (language as a semiotic system and an object of learning);"
3. "an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);"
4. "a level of individual learning needs (remedial learning based on error analysis);"

5." a general educational level of extra-linguistic goals (language learning within the school curriculum)."

The above objectives were offered to provide a guideline for teaching purpose. However, it is also important to consider the needs of the learners and planning curriculum accordingly.

b. Communicative Syllabus

Designing syllabus was always a matter of centre of discussion in Communicative language Teaching approach. The first proposed model of syllabus was known as notional syllabus offered by Wilkins in the year 1976. This model focused on some specific semantic and grammatical patters along with communicative functions to be learnt and expressed.

The council of Europe played an important role in developing this syllabus, incorporating some social functions wherein the learners are supposed to use language creatively and practically. These functions were namely describing something, requesting information, expressing agreement and disagreement. In addition to these functions, required vocabulary and grammar components were selected.

Soon this syllabus was criticized by Widdowson (1979: 254) for being too narrow and selecting only single kind of list. According to him,

"only a very partial and imprecise description of certain semantic and pragmatic rules which are used for reference when people interact. They tell us nothing about the procedures people employ in the application of these rules when they are actually engaged in communicative activity. If we are to adopt a communicative approach to teaching which takes as its primary purpose the development of the ability to do things with language, then it is discourse which must be at the center of our attention. (Widdowson 1979: 254) "

Moreover, Yalden (1983) has described some communicative syllabuses as listed below;

Syllabus	Resources
1. structures plus functions	Wilkins (1976)
2. functional spiral around a structural core	Brumfit (1980)

3. structural, functional, Instrumental	Allen (1980)
4. functional	Jupp and Hodlin (1975)
5. notional	Wilkins (1976)
6. interactional	Widdowson (1979)
7. task-based	Prabhu (1983)
8. learner generated	Candlin (1976), Henner - Stanchina and Riley (1978)

Jack C Richards in his text *Communicative Language Teaching Today* (2006) proposes two different types of syllabus called;

1. A skill based syllabus
2. A functional syllabus

The skill based syllabus focuses on all the four basic language skills and their microskills. For example;

- "Recognizing key words in conversations"
- "Recognizing the topic of a conversation"
- "Recognizing speakers' attitude towards a topic"
- "Recognizing time reference of an utterance"
- "Following speech at different rates of speed"
- "Identifying key information in a passage"

And according to the functional syllabus the learner is expected to learn to use these functions in English. The list of functions was like expressing likes and dislikes, offering and accepting apologies, introducing someone, and giving explanations, etc. A large range of situations were introduced and learners were to master these functions. Keeping the functions in mind, necessary vocabulary and grammar have been chosen and taught.

14.5 LEARNER - CENTERED

The present approach of teaching language has shifted the classroom scenario which was previously Teacher-centered to Learner-centered with special emphasis on real-life or communicative activities.

It is very interesting to know that the emergence of Communicative Language Teaching approach has changed the role of the teacher which in traditional teaching method was of in-charge, controller of learning, source of knowledge in general and teacher-centered in particular. In Communicative Language Teaching approach, the role of teacher is of a Facilitator. The students' take active part in activities and involve them more. The teacher is a co-communicator, helping and encouraging the students to participate more and express their ideas as effective as possible, finally leading them to be confident.

Salient features of the Communicative approach:

Nagaraj (2003) has presented some characteristic features of communicative approach which are as followings:

- They all aim to make the learner attain *communicative competence*, that is, use language accurately and appropriately.
- The prime focus is on the learner. The teacher is just a facilitator – a person who 'manages' the environment and the materials which will help the students become autonomous learners.
- Communicative syllabuses rely on *authentic materials*.
- The tasks set are *purposeful* and *meaningful*. This, in turn, means that a Communicative task can be judged immediately for its *success* by the learner itself.
- Communicative syllabuses emphasis the *functions of language* rather than the rules.
- Communicative tasks aim to make learners *fluent* as well as *accurate* in their use of the target language.

❖ Check Your Progress –Ii

1. Briefly describe the background of Communicative Language Teaching.

2. Discuss general objectives of Communicative language Teaching approach discussed by Piepho.

3. Write a brief note on Communicative Syllabus.

4. Some salient features of the Communicative approach.

14.6 COMMUNICATIVE ACTIVITIES

In communicative approach, the pair work and group work is extensively used. This helps the students to have ample opportunities to practice in the target language. Some of these activities include (Larsen-freeman, 2000):

- Group projects and presentation
- Role play
- Interviews
- Information exchange
- Games
- Surveys
- Problem-solving tasks

Moreover, as part of Information Gap tasks in communicative classroom, Nagaraj (2003) has shared some techniques to be used by the instructors. They are;

Language games

Language games, according to Morrow (1981) share three main features of communicative approach including *information gap*, *choice* and *feedback*.

Mind engaging tasks

Communicative approach does believe that learners learn best when their minds are engaged in problem-solving activities. These types of activities are part of communicative approach.

Role play

As part of role play activities, learners deal with language in social context and learn to communicate without knowing any explicit rules of language. This is the main reason why role play activities are very important in communicative approach.

Retrieving text order:

This technique is used for providing learners with an opportunity to be aware of some discourse features different from grammatical features. Learners become aware of the concept of cohesion and coherence and semantic features of the target language.

Group work/pair work:

Allowing learners to work in group or pair is a key and effective feature of communicative approach which was not possible in teacher centered classroom situation.

14.7 ROLE OF THE LEARNERS' MOTHER TONGUE

Many of the language teaching approaches or methods do not favour the use of native language while learning target language. In contradiction, Communicative Language Teaching permits the judicious use of mother tongue. It is allowed while doing communicative tasks and even in classroom management; giving instructions, explaining activities, assigning home tasks, whenever the necessity arises. The native language

can be used as a tool to learn target language and strengthen it as much as possible.

14.8 TEACHERS' ATTITUDE TOWARDS LEARNERS' ERRORS

One of the most important features of Communicative Language Teaching approach is when the learners are engaged in fluency based activities, the errors committed should be tolerated. It is clear that while practicing in target language, learners make linguistic errors which can be corrected later when they are engaged in accuracy based activities. Hence, Communicative Language Teaching suggests to tolerate the errors but not to ignore them.

14.9 PROCEDURES

After all the contributions by the language experts in the form of methodology, principles and materials, the procedure to be followed in the classroom was yet to be discussed. In this regard, Finocchiaro and Brumfit (1987: 107-8) have presented an outline for teaching the function "making a suggestion". According to them, CLT procedure is not revolutionary but evolutionary by nature.

1. "Presentation of a brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situation(s) to the learners' probable community experiences) and a discussion of the function and situation-people, roles, setting, topic, and the informality or formality of the language which the function and situation demand. (At beginning levels, where all the learners understand the same native language, the motivation can well be given in their native tongue).
2. Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half-class, groups, individuals) generally preceded by your model. If mini-dialogs are used, engage in similar practice.
3. Questions and answers based on the dialog topic(s) and situation itself. (Inverted wh, or or questions).
4. Questions and answers related to the students' personal experiences but centered around the dialog theme.
5. Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function. You will wish to give several additional examples of the communicative use of the expression

or structure with familiar vocabulary in unambiguous utterances or mini-dialogs (using pictures, simple real objects, or dramatization) to clarify the meaning of the expression or structure

6. Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points: its oral and written forms (the elements of which it is composed, e.g. "How about + verb + ing?"); its position in the utterance; its formality or informality in the utterance; and in the case of a structure, its grammatical function and meaning.

7. Oral recognition, interpretative activities (two to five depending on the learning level, the language knowledge of the students, and related factors).

8. Oral production activities-proceeding from guided to freer communication activities.

9. Copying of the dialogs or mini-dialogs or modules if they are not in the class text.

10. Sampling of the written homework assignment, if given.

11. Evaluation of learning (oral only), e.g. "How would you ask your friend to _____? And how would you ask me to _____?"

❖ Check Your Progress –II

1. Discuss any three Communicative Activities.

2. What is the role of the Learners' Native language in Communicative approach?

3. Write a brief note on CLT procedure.

14.10 LET US SUM UP

Hence, it is quite reasonable to say that today Communicative Language Teaching is in its classic form which has encompassed almost all the range of course books or materials available and reserved place in classrooms across the globe. It has also influenced other co-existing methods and approaches in general and language teaching techniques in particular.

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:: STRUCTURE ::**15.0 Objectives****15.1 Introduction****15.2 Listening skills****15.3 Reading skills****15.4 Let's Sum Up****15.5 References**

15.0 OBJECTIVES

On the completion of the unit, you should be able to:

- Learn nuances of teaching and learning Listening and Reading skills
- Learn techniques of teaching Listening and Reading skills
- Learn various tasks for teaching Listening and Reading skills
- Learn about various activities related to Listening and Reading skills

15.1 INTRODUCTION

Reading and listening are referred to as "Receptive Skills," which are frequently contrasted with "Productive Skills" (speaking and writing). Learners often first improve their receptive abilities before acquiring productive capacity when learning a new language. The two have a complicated relationship because each one of them helps the other develop in different ways. For instance, reading proficiency can contribute to the growth of writing, but listening proficiency can increase speaking fluency.

It can be difficult to develop receptive skills when speaking with a fluent or native speaker, in particular. Although starting a discussion can be

done quite easily, keeping one going presents more difficulties. A failed interaction may result from learners' failure to detect idiomatic language or linked speech qualities.

Similar to reading, if the vocabulary or syntax is overly complex, the text will be difficult to understand. The main distinction between hearing and reading is that when students are working with the written word on a page, they receive far more support. There is no simple method to go back and verify for meaning after the message has ended when listening, unlike when reading, which needs "real-time" processing of language.

In this unit, we shall be exploring various techniques, tasks and activities to understand how Receptive skills can better be taught and learnt.

15.2 LISTENING SKILLS

Listening, though being the basic input skill in language learning, has been an ignored area in language teaching-learning for a long time. Before thinking about how to teach listening, this fact has to be considered so as to appropriate tools and strategies and approaches.

Listening is a cognitive activity. It involves a great deal of mental involvement at every stage. Unlike hearing – which is hardly anything beyond a physical activity – listening involves understanding and responding as well. When we consider listening as a part of classroom, we have to understand it in relation with speaking as well, because unless and until listening is done well efficient speaking is not possible. One more aspect to be considered is that listening doesn't unnecessarily mean only aural input. It includes much more. Comprehension of a speech is done through listening text as well as the other accompanying features like body language, paralinguistic features, situation and contexts etc. It is truly said that a language is an art of ears.

One of the major reasons why the learners' listening behaviour is very weak is that there is a vast difference between the language spoken in classrooms and that spoken in the real world. Ranging from speed of utterance to presence of contextual information and lack of 'replay' of the same content, the features of the real life language provide **a sheer contrast** to the language of classroom. If we could incorporate the typical features of a real life language to the one used in classrooms, learners are less confused, so clearer and faster in acquisition.

15.2.1 Sub-skills

We listen to for basically two types of purposes:

- To get information, and
- To get enjoyment.

Apart from this, there could be purposes like evaluation, criticism, prediction etc. All these require different kinds of skill-sets. Broadly categorizing these purposes into the above mentioned way, when we listen to for getting information, we tend to pay attention to each and every word. On the other hand, when the purpose is to develop an overall understanding of the content, we may or may not bother to know the meaning of each and every word. Sometimes, both these kinds of exercises become essential in order to get a comprehensive understanding.

An ability to understand the connected speech is also one of the important sub skills of listening. The spoken words may be ‘connected’ structurally as well as contextually. Real life language is full of contracted forms and weak forms. It is spoken at a fast pace, and so there may be omission of certain words or parts of sentences. Besides, cultural and situational contexts may also be there as connecting factor. The major thing that could enable a learner to understand all connected speeches is a treatment and varied exposure to these aspects.

15.2.2 Role of the teacher

The teacher is the focal part of the design over here in the way that the input sources, quality of the same, individual need the learners and generalized chain of tasks to be developed for teaching listening in a better way, all these depend upon the teacher’s resourcefulness. The teacher could make use of highly traditional activities like reading aloud for developing listening, which could further be extended to teaching speaking; the base is however in listening. Some of the other ways of teaching listening in classrooms are as under:

- 1) A teacher motivates the learners to listen to analysis of the areas of interest could help here.
- 2) A teacher could use the material that involves the real life features of a natural speech. Special tasks focusing all the aspects of a natural language could also be designed.

- 3) A controlled exercise which inspires the learners to listen to only some specific parts of the speech could give a chance to develop selective listening.
- 4) The teacher could prepare activities that require listening for minute details. This would strengthen the particular sub skills in learner's behaviour.
- 5) The same type of activity could be done with a view to motivating learners to find out and understand the implied / hidden meaning as well.
- 6) The teacher, by presenting the earlier half of the speech, asks the learners to make assumptions about the content of the later part. This would motivate the learners not only to listen to carefully, but also at many different levels of understanding.
- 7) Teaching the learners how to interrupt a speaker for achieving a clearer comprehension is also an important aspect of teaching listening.

15.2.3 Stages of a listening lesson

Like the other input skills, a lesson in listening could also be divided into three main stages:

- (i) Pre-listening activity
- (ii) While-listening activity, and
- (iii) Post-listening activity

Pre-listening stage

Pre-listening stage should be designed in order to make the learners familiar with the topic, kind of language and the vocabulary items they will be exposed to during the lesson. The teacher could use visuals, topic-related discussions, prediction oriented activities etc. at this stage.

While-listening stage exposes the learners to the listening text for number of times each time extending a clearer and newer understanding at itself. It could be a series of interactive tasks that requires response from the listeners.

More number of tasks having a wide range of variety would make the process of listening faster and clearer. The tasks focus should move from general to specific understanding. Initial tasks may invite a general understanding of idea of the listening text; the later ones should gradually be focusing more specific information. While listening to the given text,

the teacher could allow the learners to ask questions in order to gain more clarity.

Post-listening stage

At this stage, the teacher tries to reinforce learners' understanding of the listening text through some tasks that would expand the text or would give the learners a chance to present their understanding of the same using other language skills like writing or speaking about it.

At all the three stages, from learners' side there could be variety of responses, and they may vary from learner to learner. The teacher has to keep only one thing about it in mind that in case of individual learner, there should be an increasing progress in the pattern of responding to the listening text. Largely speaking, the responses could be divided into four categories depending upon the type of activity done in the class.

1. No overt response

In case of stories, songs, films the learners may not start responding immediately but they do start enjoying, which is the beginning of being motivated for the text.

2. Short responses

In case of following instructions in tick marking, filling in the blanks etc. whenever a short reply is expected, they may start doing it, but still they may or may not be ready for detailed explanation of what they have understood.

3. Longer response

This includes answering questions, note-taking, paraphrasing and translating, and summarizing. It depends not only on the detailed information which is very obvious in the text. Much of it would depend on the understanding of implied meanings as well.

4. Extended response

This may include activities in problem solving and interpretation, which would depend upon utilizing the comprehended material in an altogether new set of situation.

The learner passes through all these stages during a lesson in listening. The frequency of exposure, quality and type of activities, etc. would affect the clarity and speed as well as motivation.

1.2.4 Sample Tasks

At all the three stages of listening lesson, a teacher is expected to use tasks appropriate to the focus of the particular stage. Some of the tasks a teacher could use in various ways are given below:

1. Listen and draw.

The teacher prepares a set of instructions for a drawing, and expresses the learners to that number of times. The learners may ask to repeat some part of it or may even ask to repeat some part of it or may even ask questions. When they are following the instructions when they are following the instructions and preparing the drawing.

Once they finish the drawing, the teacher may ask them to show it to the other classmates and compare. At the end, the teacher may repeat the set of instructions for clarity.

2. Complete the story.

The teacher may talk about the beginning of a story. She may also introduce the characters and setting. She may even start narrating. At a particular and carefully decided point, the teacher would leave the story half way. The learners – preferably in group of 4 to 5 – would try to continue the story on the basis of their predictions that have been developed by what they have heard and understood. This would give chance for peer-discussion as well. So they would be exposed to many other interpretations, observations etc.

Listening as said earlier, has so far been an ignored skill. Much of the teachers' awareness and creative efforts are still required in this area in order to make it the base for all the other skills' practice in a better way.

❖ Check your progress –I

1. Sub-skills of Listening skills.

2. Discuss the role of teachers in teaching Listening skills.

3. Write a brief note on the stages of Listening skills.

4. Write a brief note on the stages of Listening skills.

15.3 READING SKILLS

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. But when we consider Reading as a skill, it refers to the ability to understand written text. When learners comprehend or understand written text, and combine their understanding with prior knowledge, they are able to read text, process it, and understand its meaning.

According to Oxford dictionary Reading is, ‘Look at and comprehend the meaning of (written or printed matter) by interpreting the characters or symbols of which it is composed.’

Improving learners’ reading skills will reduce unnecessary reading time and enable the learner to read in a more focused and selective manner. Learner will also be able to increase her/his levels of understanding and concentration. By using a range of different reading skills one can read with greater efficiency.

Some educators believe that learners learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this, lower level learners read only sentences and paragraphs generated by textbook writers and teachers. The reading of authentic materials is limited.

The communicative approach to language teaching has given educators a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because by reading them, communicative competence is developed. So, instruction in reading and reading practice become essential parts of language teaching at every level.

15.3.1 Reading Purpose and Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading decides the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every food item listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

15.3.2 Reading research shows that good readers

- Read extensively
- Integrate information in the text with existing knowledge
- Have a flexible reading style, depending on what they are reading
- Are motivated
- Read for a purpose; reading serves a function

15.3.3 Reading as a Process

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

15.3.4 Reader knowledge, skills, and strategies include

- **Linguistic competence:** the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- **Discourse competence:** knowledge of discourse markers and how they connect parts of the text to one another
- **Sociolinguistic competence:** knowledge about different types of texts and their usual structure and content
- **Strategic competence:** the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Following is the list of strategies that good readers use when reading.

Having a Purpose

Fluent readers almost always have a clear reason for reading. They are aware of what they want to gain from a reading passage. This knowledge generally determines the way they read, or the additional reading strategies that they call upon. Do you have a purpose in reading this module?

Chunking

Just as we do not read the individual letters of a word but recognise it as a whole, we do not read words individually but in sense groups or chunks. This also contributes to reading speed and allows good readers to read effectively and extensively.

Skimming

Looking quickly through a text to get a general idea of what it is about is skimming. Attention might be paid to graphics (i.e., pictures, graphs, and diagrams), the heading or title, the first paragraph, the last paragraph, etc. A quick look at the title and subheadings in this unit will give you a broad overview of the skill.

Scanning

Scanning is looking quickly through a text in order to locate specific information. Think about how you would read a TV guide. Rather than read the listing for every channel at all times of the day, what do you do? If learners are able apply this strategy, it is likely that they will be able to save a great deal of time. If you wish to know 'if rubrics has been dealt with in this module, you will scan the subheadings until you find the word 'rubrics'.

Using Background Knowledge

This requires using what you already know to understand new ideas and concepts. Background knowledge helps the reader make sense of a passage. Recent research has shown that beginning and intermediate level learners in particular tend to over-rely on decoding-on trying to understand a text in a word-by-word manner. These studies have shown that pre-reading activities that help students to apply what they already know about a subject can help significantly in reading comprehension.

Predicting

Predicting or anticipating what is to come is often done either prior to or during reading. Predictions are generally based on a combination of background knowledge and information already gained from the passage. Imagine receiving a letter from a potential employer: "Thank you for your recent job application. Unfortunately . . ." We would all instantly predict what is to come! Titles, headings, sub-headings, boxed highlights also help in predicting what is to follow.

Inferring

This requires identifying ideas and information that is not directly stated. Imagine reading the following story: "After watching his daughter win the race, Mr. Nehwal smiled and gave her a hug." We immediately infer

that. Mr. Nehwal was proud of his daughter, yet this is not actually stated in the story.

Referencing

This involves tracking down referents such as it, they, she, there, those, his opinion, the book, etc. Fluent English readers generally do this with ease. Consider these sentences: “Virat was playing with a ball with his friends, Mahendra and Yuvraj. When they started teasing him, he picked it up and threw it at them.” Without following the references, the second sentence would be almost meaningless.

Inferring Unknown Vocabulary

Native speakers rely on their knowledge of what is going on in a passage, their knowledge of the world, their knowledge of text types, or their grammatical knowledge to figure out the meaning of unknown words. Read the following sentence and see how much sense you can make of it: “Long ago in a bosten lived on opel. He was big and blong and his skin was as lite as mung.” How were you able to get at the meaning?

Underlining/Highlighting Main Points

Effective reading is being able to distinguish between main points and supporting details in a piece of text. Identifying the topic sentence is crucial to good reading. Noticing how the main idea is supported by examples and elaboration provides a model for writing.

Information Transfer

Being able to read, understand the main points and take them down as notes or represent them graphically or in a diagram is an important study skill and involves a different kind of strategy.

Evaluating/Personal Reflection

This involves the ability to question what we read based on the passage itself, in conjunction with our own knowledge of the world. Imagine reading a newspaper article about a new research development of a capsule that will substitute a full meal. If the report says that a new drug has been discovered to replace normal food, what would be your first thought? Why do you think this? This ability helps us become critical, resistant readers. Many reading activities in textbooks require students to compare what they read with their own beliefs and opinions. They are

designed to help students realize that they do not have to believe everything they read.

Questioning

Readers have to learn to “interrogate the text.” Asking self-check questions on a text is a very good way of ensuring that they have understood what they have read. Survey, Question, Read, Revise and Review is a good formula for academic reading.

15.3.5 Using Authentic Materials and Approaches

For learners to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

1. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.

When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used.

Rather than simplifying a text by changing its language, make it more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading.

2. The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text.

To identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them opportunities to choose their

reading assignments, and encourage them to use the library, the Internet, and newsstands and bookstores to find other things they would like to read.

3. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently.

❖ Check Your Progress –II

1. Write a brief note on Reading purpose and Reading comprehension.

2. Reading Strategies used by a good Readers.

3. Discuss Authentic materials and Approaches for the design of Reading materials.

15.3.6 Reading to Learn

Reading is an essential part of language teaching at every level because it supports learning in multiple ways.

Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

15.4 LET US SUM UP

In this unit we learnt about the following points:

- Major techniques of teaching Listening and Reading skills
- Major sub-skills of Listening and Reading skills
- Various tasks for teaching and learning Listening and Reading skills
- Various Listening and Reading skillsactivities

❖ Check Your Progress –III

1. Write a brief note on essential parts of Reading.

2. Discuss the four basic steps that students need to follow while Reading to learn.

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:: STRUCTURE ::**16.0 Objectives****16.1 Introduction****16.2 Vocabulary****16.3 Grammar****16.4 Let's Sum Up****16.5 References**

16.0 OBJECTIVES

On the completion of the unit, you should be able to:

- Develop an understanding of teaching and learning vocabulary and grammar
- Learn techniques of teaching vocabulary and grammar
- Be familiar with various tasks for Vocabulary teaching
- Learn about various Vocabulary Games and grammar activities
- Understand steps of Teaching Vocabulary and grammar

16.1 INTRODUCTION

The present chapter deals with teaching of vocabulary, their meaning and grammar. It is very essential for the learners to understand the words, their nature if they want to communicate their ideas. Many a times it also happens that students do communicate using the available vocabulary without being aware about the grammatical rules. Therefore, the role of a teacher becomes of a facilitator and to encourage the learners to communicate despite of their lack of accuracy or appropriacy in using correct syntactical structures and errors in pronunciation.

Moreover, Grammar is vital to the educating and learning of languages. It is additionally one of the more troublesome parts of any language to instruct well.

Numerous individuals, including language instructors, when come across the term "Grammar" start thinking about a settled arrangement of word structures and standards of use. They relate "good" grammar with the decent forms of the language, for example, those utilized as a part of composing and in formal oral introductions, and "awful" or "no" syntax with the language utilized as a part of ordinary discussion or utilized by speakers of non-prestige frames.

Language educators who embrace this definition concentrate on sentence structure as an arrangement of structures and standards. They show sentence structure by clarifying the structures and principles and after those boring learners on them. This outcomes in exhausted, repelled learners who can create redress frames on activities and tests, however reliably influence mistakes when they to attempt to utilize the language in setting.

Other language instructors, impacted by late hypothetical work on the distinction between language learning and language acquisition or procurement, tend not to show language structure by any means. Trusting that learners acquire their first language without plain sentence structure guideline, they anticipate that learners will take in their second language a similar way. They expect that learners will ingest syntax governs as they hear, read, and utilize the language in correspondence exercises. This approach does not enable learners to utilize one of the significant apparatuses they have as students: their dynamic comprehension of what sentence structure is and how it functions in the language they definitely know.

16.2 VOCABULARY

While teaching or learning vocabulary, there are a few things to be taken into account including:

- Spelling and Meaning of the word(s)
- Form of the word(s) (All grammatical forms)
- Appropriate pronunciation (Using reliable dictionaries – following IPA norms)
- Usage of the word(s) (Formal or Informal)

- Collocations (Using online Corpora or Collocations dictionary)

So, let's discuss teaching and learning vocabulary in detail.

16.2.1 What students may need to know? (Adapted from Presenting Vocabulary by Richard Frost)

- **Meaning:** It is vital to get across the meaning of the item clearly and to ensure that your students have understood correctly with checking questions.
- **Function:** Students need to know if it is a verb/a noun/an adjective etc. to be able to use it effectively.
- **Pronunciation:** This can be particularly problematic for learners of English because there is often no clear relation between how a word is written and how it is pronounced. It is very important to use the phonetic script in such cases so that students have a clear written record of the pronunciation. Don't forget also to drill words that you think will cause pronunciation problems for your students and highlight the word stresses.
- **Spelling:** This is always difficult in English for the reason mentioned above. Remember to clarify the pronunciation before showing the written form.
- **If it follows any unpredictable grammatical patterns:** for example, man-men, information (uncountable) and if the word is followed by a particular preposition (demand on)
- **Connotations:** Bachelor has a neutral/positive connotation whereas spinster conjure up a more negative image.
- **The situations when the word is or is not used:** Is it formal/neutral/informal? For example, Spectacles, glasses, specs. Is it used mainly in speech or writing? 'To sum up' is usually written whereas 'mind you' is spoken. Is it outdated? 'Wireless' instead of 'radio'.
- **How the word is related to others:** For example synonyms, antonyms, lexical sets, etc.
- **Collocation or the way that words occur together:** You describe things 'in great detail' not 'in big detail' and to ask to question you 'raise your hand' you don't 'lift your hand'. It is important to highlight this to students to prevent mistakes in usage later.
- **What the affixes may indicate about the meaning:** For Example, 'substandard' sub meaning 'under'. It is important to highlight this to students to prevent mistakes in usage later.

❖ Check Your Progress –I

1. What are the important factors to be considered while teaching or learning vocabulary?

2. Enlist the things students need to know while learning vocabulary.

16.2.2 Some techniques of teaching Words

The following techniques can be practiced for teaching vocabulary. Discuss them and try to find meaning of the techniques you are not familiar with. Also discuss which technique you have already been using and are most effective or least effective according to your experience.

- a. Definition: A lexical item may be defined by a student who already knows the word, the teacher, a monolingual dictionary, a textbook glossary, etc.
- b. Exemplification and the reverse: To teach tool we might give the examples hammer, saw, spanner and screw-driver. To teach spanner we might describe it as a tool.
- c. Analogy: To teach beef (the meat from a cow) we might use the analogy that mutton is from a goat and pork is from a pig and beef from a cow.
- d. Translation: For concrete items where the meaning is straightforward, translation can save wasting a lot of time trying to explain something in the target language.
- e. Providing a context: Place vocabulary items in context. To teach disappointed give a situation such as: 'if a child wants a bicycle for her birthday and gets a book she will be disappointed.'

- f. Mime/demonstration/Acting: Explanation through movement/gesture, e.g. scratching your head to show I'm thinking (action), as distinct from I think (opinion); performing some action to show how it is done, e.g. leaning or kneeling to show what lean or kneel means.
- g. Realia: Using real-world objects, e.g. bringing into class items of food to teach food words - bread, cheese, fish, eggs.
- h. Pictures photos, magazine pictures, illustrations: Visual representations of objects. The teacher's own drawings on the board are often as effective as photos and magazine pictures, sometimes even more so. Bad but recognizable drawing, because it is humorous, is especially memorable.
- i. Explanation: This is often necessary, e.g. for culture/language-specific words or phrases. For example, enfant terrible for
- j. Synonym: Giving another word meaning the same thing. For example, a store is a shop. This can, however, lead to confusion because there are very few true synonyms. Even such apparent synonyms as small and little tend in fact to be used in rather different contexts and with different shades of meaning.
- k. Antonym: Teaching by comparing words of opposite meaning. For example, She is not short. She is tall. Dangerous because it often then becomes difficult to remember which is which, e.g. buy and sell, borrow and lend, bring and take, pull and push.
- l. Discrimination: Contrasting words of similar meaning, e.g. chair vs. bench vs. stool. Dangerous for the same reason as Antonym.
- m. Coordinates grid Members of a set of words can often be separated by looking at various elements in the meaning of the word. For example, words for ways of cooking" imply elements such as use of water or oil, on the surface or in the oven, high or low heat. This can be represented in a grid:

	In water	In oil	Dry heat	On the surfaces	In the oven	High heat	Low heat
Cook	✓	✓		✓			
Boil	✓			✓		✓	
Poach	✓			✓			
Stew	✓			✓	✓		✓
Fry		✓		✓		✓	
Roast			✓		✓		
Bake			✓		✓	✓	✓

16.2.3 Classroom techniques and tasks for Vocabulary teaching: (by Nation in *Vocabulary*)

Vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning Opportunities is to see a language course as consisting of four strands. They are as follows:

1. Learning from meaning-focused **input** learning through listening and reading
2. Deliberate language-focused learning from being taught sounds, vocabulary, grammar, and discourse
3. Learning from meaning-focused output learning by having to produce language in speaking and writing
4. Developing **fluency** -becoming quick and confident of listening, speaking, reading and writing

Distinguishing the strands means that there is a balance of deliberate learning and incidental learning, of learning from input and output, of learning through oral and written skills, and of learning and fluency development.

These four strands apply for all aspects of a language course as well as vocabulary.

Meaning-focused input activities:

These involve the learners focusing on understanding messages where there is a low density of new vocabulary.

- Teachers can read to learners from graded readers, briefly noting difficult words on the board and giving quick translations or definitions. The reading can be done as a serial with the story unfolding week by week.
- Doing regular silent extensive reading of graded readers is a vital means of vocabulary development, as well as providing numerous other benefits.
- Learning through meaning-focused input can come from presenting talks to each other, from reading other learners' writing, and from inter-acting with the teacher. Vocabulary learning through input is increased if a little bit of deliberate attention is given to the vocabulary by noting unfamiliar words, by reflecting on the new vocabulary, by the teacher quickly explaining new words while the learners listen to

the story, and ‘ by learners quickly previewing a reading to choose a few words to focus on when reading.

Deliberate learning activities: These involve direct study or direct teaching.

- Having the meanings of words explained and examples of use provided
- Learning prefixes and suffixes, and cutting up words to see their parts
- Studying vocabulary on bilingual word cards
- Learning and using mnemonic techniques like the keyword technique to help remember vocabulary
- Practicing spelling rules
- Doing cloze exercises where the missing words in a text are recently met items . Building word families by adding prefixes and suffixes to a stem
- Learning to use the vocabulary learning strategies of word cards, guessing from context, using word parts, and dictionary use. (For some learners these strategies require deliberate attention to bring them into use.)

Meaning-focused output activities: These involve producing spoken or written messages.

An effective way of turning input into output is to base speaking and writing activities on written input. If this input contains a few words that are outside the learners' knowledge, but which are relevant to the topic, then there is a high probability that these words could be used and negotiated in spoken interaction, or picked up for use in the written output of the task. Combining written input with speaking and then writing increases such vocabulary learning opportunities. Although there are several important studies focusing on vocabulary learning from output, more research needs to be done to see how the written input is best designed and how different kinds of tasks affect use and learning.

Fluency activities:

These involve receiving or producing easy messages with pressure to go faster.

- A very basic listening fluency activity involves the learners pointing to or writing numbers as the teacher quickly says them in an unpredictable order.

- At a slightly more advanced level learners can listen to stories. from graded readers which are well within their vocabulary knowledge. That is, where they have TOO percent coverage of the running words.

Speaking fluency activities involve speaking on very familiar topics with some pressure to speak faster as in a 4/3/2 activity where the learners speak to one listener for four minutes on a topic, then give exactly the same talk to a different listener but in three minutes, and then to a different listener in two minutes.

❖ Check Your Progress –II

1. What are the important techniques to teach vocabulary?

2. Activities or Tasks for vocabulary teaching.

16.2.4 Vocabulary Games

Guessing the Word -

1. Behind the Back:

Have one player come to the front of the class. The player sits in a chair facing the class. Hold one vocabulary card above his/her head, or write a vocabulary word on the board. The other students in the class have to describe the words to the player without saying it. The player tries to guess the word. Then the next player comes up. Alternate teams.

2. Password:

Give a pile of vocabulary cards to the students. Have the students put the cards face down on the desk. One student selects a card. He/she has to describe the meaning of the word to the group without saying the word. The students in the group try to guess the word. The student that guesses the word correctly gets the card and one point. Whoever has the most points at the end wins. May be played in teams.

3. Mingled Meanings:

Tape one vocabulary card on the back of each student. The students walk around the class explaining the words to each other without saying the word. The students listen and try to guess their word. When the student guesses his/her word. They come to the teacher for another word. The student with the most words at the end wins.

4. As Many m a Minute:

Divide the class into two teams. One person from Team A comes to the front of the class. Put all of the vocabulary cards on the table in front of the student. Player chooses one. Without showing the card to their team, the person describes the word. When someone guesses the word, the person takes another card. (During this stage Team B is quiet and they time Team A for one minute). The person continues describing as many words as possible in one minute. They get one point for each word. Then Team B has one minute to describe as many words as possible. At the end of 3 or 4 rounds the team that has the most points wins.

5. Pictionary:

The students are divided into four teams. Each team starts with one volunteer. Choose one word. Whisper the word to the 4 volunteers. The volunteers each run to the board and start drawing the word for their team. The teams have to guess the word. The first team to guess the word gets one point. It is useful to have some student judges helping you to hear which team gets the word first. Continue with more volunteers and different words.

16.2.5 Sorting Cards into Group –

1. Categories:

Give students a pack of T6 or 20 vocabulary cards. in groups they have to sort them into different categories. Ideas for sorting cards are: alphabetically by noun / verb / adjective according to sounds words that rhyme words the students like / dislike words they know / don't know / sort of know

2. Odd One Out

Give students a pack of T6 vocabulary cards. In groups they have to divide them into four piles. In each pile, 3 words should have something similar and one should be the “odd one out”. One group invites another group to look at their piles and guess which one is the odd one out.

16.2.6 Using Words in Sentences –

1. Funny Stories

Groups of students are given 7 or 8 vocabulary cards and several pictures. They have 15 minutes to write a logical story using all of the cards and pictures. The groups exchange stories and evaluate them.

2. Tell Me a Story

Groups of students are given a pile of vocabulary cards. They must tell a story one sentence at a time. The first student picks the top card and starts the story with a sentence using that word. The second student picks a card and speaks the next sentence. Students continue telling the story until they have finished all the cards. They can be asked to write the story after telling it.

3. Two Words in a Sentence

Brainstorm the lesson's new vocabulary on the board. Divide class into two teams. Team A calls out two words to the team B. Team B must try to use the two words in a correct sentence. Team A (and T) judge whether or not the sentence is good. Teams alternate until all the words are finished.

4. As Many as You Can in a Sentence

Brainstorm the lesson's new vocabulary on the board. Divide the class into two teams. Team A tries to use as many of the words as possible in a grammatically correct sentence. Team B (and T) judge whether or not the sentence is a good one.

Alternate. Teams win points for the number of words they use correctly in sentences.

5. Jeopardy Game

T calls out one word from vocabulary list: "The answer is _____.___." 33 must ask an appropriate question. May be done in teams.

16.2.7 Six significant steps of Teaching Vocabulary

- I. Present: Present the word using an appropriate technique, e.g. picture, mime, etc.
- II. Elicit: Elicit the word (extract the information from your students – don't just tell them).
- III. Feed: If students don't know the word, feed it to them.
- IV. Concept check: Check that all the students understand so far by asking concept check questions.
- V. Drill: Drill the class after you have repeated the word a few times. (Ask them to repeat the word over – both chorally, i.e. all together, and individually)
- VI. Write: Write the word on the board and highlight the grammar and pronunciation.

16.3 GRAMMAR

16.3.1 Is Teaching Grammar necessary?

In the history of language teaching, 'Grammar Teaching' was always a matter of controversy, claims and counterclaims. Having no common opinion regarding this was not very surprising. According to Ur (1994), "Grammar is essential for the mastery of a language." Thornbury (1999: p.17 as cited by Jančaříková, M. R., & Štaralová, M. E, 2016) has presented seven arguments in the support of teaching grammar. They are as following;

1. The sentence-machine argument: grammar is described as a system of the regularities in a language and the knowledge of them enables the user of the language to create original sentences.
2. The fine-tuning argument: grammar used in written language serves as a corrective leading to better intelligibility.
3. The fossilization argument: the fossilization of the linguistic competence comes sooner to the learners who don't receive grammatical instructions than those who do.
4. The advance-organizer argument: the learner of a foreign language who studies grammar in his/her language classes is able to recognize the grammatical item taught in those classes while he/she is listening to the talks of native speakers. This noticing is a prerequisite for the acquisition of a foreign language.
5. The discrete item argument: a foreign language is seemed by a learner to be a mass of information. Grammar organizes this mass by providing rules, categories, etc. Organizing these categories called discrete items makes the language more easily digestible.
6. The rule-of-law-argument: the process of learning grammar is seen as a "transmission" of knowledge from the teachers who have the knowledge to the learners who do not have the knowledge. This transfer is related to the learning in the environment of institutions where discipline is valued. Grammar understood as a system of rules "can be taught and tested in methodical steps".
7. The learner expectation argument: This argument is based on the expectations of the learner is convinced that grammar is supposed to be present in language lessons.

16.3.2 Ways of Teaching Grammar

It is a matter of debate among the language theorists; what to focus on while teaching grammar as there are different views prevailing in this regard namely:

1. For learning language one must learn FORM...
2. For learning language one must learn FUNCTION...
 1. The first view, focusing on FORM deals with how Grammar is put together in a form of a 'structure'.

E.g. We must find a way out.

Here, the form is: Modal verb + Root form of verb (must + find)

The form presents the order of the words and pattern of framing the sentence. This can be taught by just highlighting the form and providing pattern practice as much as possible

2. The subsequent view, focusing on FUNCTION refers to Meaning or Concept encompassed in the text. The intended meaning by the speaker interwoven in the grammar structure used as in the previous example ‘We must find a way out’ which means to find a solution from a trouble or in ‘You should have worked harder’ which means you didn’t work hard or expressing regret of the past incident.

Here, through knowing the function, one will be able to differentiate ‘What is meant and What is said?’ Therefore, while learning grammar, one should learn the concept of FORM, MEANING and USE in language.

16.3.3 Teaching in Context

With a view to accuracy and appropriacy, two major element of Language, teaching in context is the only key. The teacher must present clear and interesting context of the usage. By this the grammatical structure would be much more powerful, real, inspiring and simulating for the learners. Following are the steps to be followed by the teachers:

1. Providing the context
2. Creating a scenario
3. Establishing the grammar
4. Offering or providing grammar exercises:
 - i. Repetition: The learners repeat after the teacher.
E.g. Teacher: I have visited that place.
Student: I have visited that place.
 - ii. Substitution: The teacher gives a sentence and learners replace one element of the sentences with something different.
E.g. Teacher: I have visited that place.
Student: Shemal has visited that place. They have visited the place.
 - iii. Scrambled sentences: The teacher gives learners sentences that are not correct order and asks them to put them in correct order.
E.g. Episode I that seen have.

That has Jatin Book.

A me friend letter written my has.

Phone president on talked has the.

- iv. One word prompt: The teacher gives a word and the learners make a sentence using it.
- v. Cloze exercise: Learners fill in the blanks using the correct options given or with the most appropriate and convincing options. (I_____ my work.)
- vi. Picture prompt: The teacher gives students a picture and asks them to use it and write a sentence describing it.
- vii. Situation: The teacher provides a situation to the students and asks them to response accordingly in dialogue form.

16.3.4 Authentic Materials for Teaching Grammar

The use of authentic materials provides a high rate of motivation to the learners as it provides language in context and used without superficial touch. According to Thornbury (2004: p.78) authentic materials must be used for teaching grammar as it is “undistorted by the heavy hand of the grammarians”. Authentic materials are rich in vocabulary and cultural context in general and rich in language in particular.

However, there are some criteria for selecting Authentic Materials;

- ❖ Familiarity of the context
- ❖ Interest value of information
- ❖ Length
- ❖ Difficulty level
- ❖ Motivating /Challenging
- ❖ Potential for integration of various language skills
- ❖ Text type
- ❖ Relevance: Whether related to other subjects studied in school
- ❖ Any prominent use of a particular grammatical structure
- ❖ Usability in the classroom
- ❖ Adaptability

16.3.5 Developing Grammar Activities

Many courses and textbooks, especially those designed for lower proficiency levels, use a specified sequence of grammatical topics as their organizing principle. When this is the case, classroom activities need to reflect the grammar point that is being introduced or reviewed. By contrast, when a course curriculum follows a topic sequence, grammar points can be addressed as they come up.

In both cases, instructors can use the Larsen-Freeman pie chart as a guide for developing activities.

For curricula that introduce grammatical forms in a specified sequence, instructors need to develop activities that relate form to meaning and use.

- Describe the grammar point, including form, meaning, and use, and give examples (structured input)
- Ask students to practice the grammar point in communicative drills (structured output)
- Have students do a communicative task that provides opportunities to use the grammar point (communicative output)

For curricula that follow a sequence of topics, instructors need to develop activities that relate the topical discourse (use) to meaning and form.

- Provide oral or written input (audiotape, reading selection) that addresses the topic (structured input)
- Review the point of grammar, using examples from the material (structured input)
- Ask students to practice the grammar point in communicative drills that focus on the topic (structured output)
- Have students do a communicative task on the topic (communicative output)

❖ Check Your Progress –IV

1. Why Grammar teaching important?

2. Different ways of teaching Grammar?

3. Why to use Authentic material in Grammar Teaching?

16.4 LET'S SUM UP

In this unit we learnt about the following points:

Teaching vocabulary and grammar effectively involves a variety of techniques. One major technique is explicit instruction, where teachers directly teach word meanings and grammar rules. Another technique is contextualization, where vocabulary and grammar are taught in meaningful contexts, such as through reading or listening activities. Additionally, using visual aids, such as pictures or flashcards, can help students associate words with their meanings. Various tasks can be used for vocabulary teaching, such as word lists, word maps, and word association activities. These tasks can help students learn new words and reinforce their understanding of word meanings. Vocabulary games, such as word bingo, word search, or charades, can also make learning vocabulary fun and engaging. Grammar activities, such as fill-in-the-blank exercises, sentence construction, and error correction tasks, can help students practice using grammar rules in context. Significant steps for teaching vocabulary and grammar include pre-teaching vocabulary before reading or listening activities, providing ample opportunities for students to practice using vocabulary and grammar in speaking and writing tasks, and providing regular feedback and reinforcement. Incorporating a variety of techniques, tasks, games, and activities can enhance the effectiveness of teaching vocabulary and grammar, making it engaging and enjoyable for students while promoting their language proficiency.

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:: STRUCTURE ::**17.0 Objectives****17.1 Introduction****17.2 Speaking skills****17.3 Writing skills****17.4 Let US Sum Up****17.5 References**

17.0 OBJECTIVES

On the completion of the unit, you should be able to:

- Learn nuances of teaching and learning Speaking and Writing skills
- Learn techniques of teaching Speaking and Writing skills
- Learn various tasks for teaching Speaking and Writing skills
- Learn about various activities related to Speaking and Writing skills

17.1 INTRODUCTION

Speaking and writing are two essential productive skills, which are the abilities that allow learners to produce language in written or spoken forms. Speaking and writing effectively are crucial because they provide tangible proof that language learning has taken place. The more suitable and coherent language is produced by the speaker or writer, the more evidence we have of the learner's language system's development.

Because oral and written communication are essential life skills, it is also crucial to teach productive skills. People frequently need to convey ideas, persuade others, or inform others in real life. In some cases, they must

also take notes, complete forms, and compose emails, letters, reports, or tales.

17.2 SPEAKING SKILLS

Speech, as the primary output skill, is inevitably related to listening. All of us listen to and speak in order to fulfil the various needs of communication. So, this ‘need for communication’ is the focal part of the process of speaking. In language classes, creating this ‘need’ is what could trigger the practice of speaking or any other language skills. So, the first thing a language teacher has to consider is – how to create this ‘need’ on the part of the learner. Second, this ‘need’ should relate to the actual real-life situations, or else it would end up being a sort of mechanical drill, which is so very peculiar to the structural method of teaching language, as against which in course of time, has developed the Communicative Approach of teaching.

17.2.1 Information Gap Activities

If we think about when, why and how we speak in day-to-day life, we could design some situations which would not only encourage the learners to speak, it would rather drive them to do so. First and foremost, we speak in order to seek or share the information. Whenever there is a gap of information, someone would be driven to ask a question about it, and would be eager to listen the reply. Some other person in this case, would reply by speaking for the purpose of sharing the specified piece of information. E.g. Walking across the class if the teacher asks “What am I doing?” as an attempt to introduce the present continuous tense, everybody knows he is walking, hence purposeless to state that. Instead, if she permits two of the students to tell a story to each other, and after a while asks, “What is he telling you?”, the student would have a purpose to give the answer, because a gap of information between the pair of the students and the remaining class including the teacher is created through the given activity. Thus, gap of information would trigger speaking. A teacher’s job is to find out where this gap is, and also to create such gaps through situational activities through which a learner could practice speaking. The teacher could also, to an extent, decide the language the learners would use – in case she wants them to use some particular vocabulary items or sentence structures. So, information gap activities could be a way of teaching speaking. Some of the samples are as under.

- **Star of my life**

This could be used for a semi-controlled activity in speaking. The teacher would present some chosen vocabulary items and would state them as a part of her own introduction. A set of words as below may work.

- Poems
- Orange
- Fruits
- Evening
- Lazy
- 2nd October

Now she would invite the learners to ask questions to form an introduction of herself.

The learners would try to figure out how these words relate to the teacher's introduction. So, they would be driven to ask questions like:

- (1) Are you fond of reading? (If not, then what is your hobby?)
- (2) Is it the colour that you like? If no, then is it the fruit you love to eat?
- (3) Is it in the evening when you reach home?
- (4) Is it the time you like most?
- (5) Is it the time you go for a walk?

Through this they would ask several questions which would open up the doors of conversation between them and the teacher. The vocabulary items here should be chosen carefully. They should not turn into a hint for a limited set of questions. They should be capable of opening many possibilities which learners would think of and speak up.

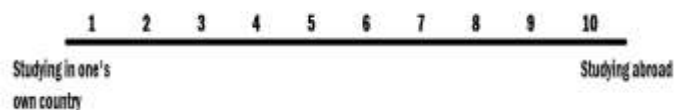
17.2.2 Opinion Gap Activities

Apart from exchange of information, we speak for expressing opinion as well. A language teacher could utilize the gap of opinions too, to motivate the learners to speak. E.g. the teacher could state a topic for which there could be variety of opinions among the learners. The learners should be able to personalize it, connect with it quickly. Then only an opinion would develop. Here, the teacher is simultaneously exploring one of the important sub skills of speaking, i.e. group discussion. This can further lead to the subtler aspects of speaking behaviour like agreeing, disagreeing, accepting, rejecting, giving opinion etc.

17.2.3 Preference line activity

In case of learners who are still the beginners in speaking, this exercise may work well. Here, the teacher suggests a topic on which learners can express their preference. E.g. studying in one's own country; studying abroad.

The topic could be thought of by the teacher as it aligns with the textbook content. As the teacher states the topic, she would instruct the learners to prepare a scale of preference on the board or in their notebook. The learner can even use numbers, and state where – on which number does he/she stands, and why.



This could further lead to use specific vocabulary items and structures in spoken behaviour. It could be developed into an exercise in writing skills too, wherein a learner can summarize what his friend feels like about the given topic. This activity could be done as a group as well, which could involve the skills in group discussion. It could be used for the other subskills in writing and speaking such as summarising, reporting etc.

17.2.4 Conversation

As said earlier, the real-life situations are the best triggers for teaching and practicing speaking. They serve as a ready platform as well. This on hand platform itself is the biggest motivational factor. The teacher could present chits with different situations such as at a restaurant, in the classroom, asking for direction to the library etc. and ask students to form dialogues for the same. She can assist the learners with a list of related vocabulary items, if need be. Once students start preparing the dialogues, they may script it down, but the teacher should draw their attention to the fact that gradually they should come out of the mindset of drafting it before they perform the same in front of the class. The reason is, in the real-life situation, we do not speak in such a pre-planned way. Scripting the dialogues in advance makes its execution highly unnatural.

The dialogues presented by the learners should be reviewed by the teacher and later, the teacher could give her feedback. These dialogues would be reviewed on the basis of Grice's maxims of speaking. The

teacher is expected to review and revise the dialogues on the basis of (1) quality, (2) quantity, (3) relevance and (4) manner.

By quality in conversation, what Grice means is the truthfulness and genuinity in what one speaks. The speaker has to be sincere in presenting.

Maxim of quantity refers to the due quantity of the dialogue, which is decided by the situation in which the dialogue is made. Anything that is more or less than due is considered a barring in the process.

Maxim of relevance refers to the logical connection between the dialogues of all speakers involved in the process. If what person A speaks doesn't respond to what person B has already spoken, this breaks the flow of communication. Conversations are made to bridge the gap in communication; it should never be made for an altogether opposite purpose.

Maxims of manner includes the way in which the dialogues are pronounced. It includes the sub skills of speaking like voice modulation, tone, pitch, clarity and the use of other paralinguistic aspects.

All these maxims consider the aspects like the relationship shared by the speaker and the listener, the physical atmosphere in which the dialogue is made, the background of the people involved, the content of their conversation etc. When a conversation lacks in any of these four areas, the efficiency of the spoken behaviour would lessen.

17.2.5 Role-play

Role-play would be seen as an extension of the activity of conversation. An enactment of the dialogues prepared by the learners gives a sense of satisfaction since it is a creative and useful, meaningful task. It has a great role in motivating learners and is deeply associated with the acquisition of language because of its practical nature.

Role-play would help lessen the fear of speaking. It would provide a chance to explore the sub-skills like voice modulation, facial expressions, maxims of conversation with its real-life contents. This activity gets popular quite quickly among both learners and teachers because of its close relationship with the real-life situations and a scope of expression in group.

17.2.6 Features of speaking English

Speaking is an expressional skill. Expression requires a lot of input. An extensive input would be essential much before the students start expressing themselves through a particular language. Examining the features of a learner's spoken behaviour may help design the input in a more appropriate way. Some of the aspects of spoken English may be considered as under.

- i) The way a word is pronounced often changes (Ellison, assimilation, reduction).
- ii) Use of weak forms or contracted forms.
- iii) Repetition of incomplete sentences.
- iv) Highly contextualized expressions like 'over here'.
- v) Paralinguistic features like fillers such as 'you see', 'a bit of' etc., the low voice, tone etc.
- vi) Broken sentence structures.
- vii) The natural speed of utterance.

All the above mentioned aspects act as features that may disturb comprehension of a listener. So in a way, they can be labelled as drawbacks of a speaker.

Surprisingly, some of these may turn out to be the very features that may help for a clearer comprehension in some other situations or with a different set of people. E.g. Repetition could serve as clarifying tool, or it could enhance the message. Apart from this there could be several others complementing features such as day-to-day life vocabulary, body language of the people involved etc.

In fact, when we are speaking, we do many other things simultaneously. Considering the purpose for speaking, the vocabulary and structures used, the situation in which the person is speaking etc., some seminal aspects of speaking could be derived as under:

- (i) Accuracy
- (ii) Connected speech
- (iii) Appropriateness
- (iv) Fluency
- (v) Functions.

When the teacher tries to analyze the learner's speech, she could consider these aspects which would further decide the course of input from the side of teachers. It could also set the parameters to be evaluated while

analyzing learner's behaviour, which would help design the strategies for correction also.

17.2.7 Correction

Correction of the spoken expression requires a lot of skills and in depth understanding of not only the process but also the people involved. Considering the aspects of Spoken English, which are mentioned earlier, a teacher could record the errors when the learner is speaking, and she could present it at the end of the activity. A teacher is expected to understand the difference between a mistake and an error, because the way to treat both these would be different. Some general guidelines for correction of speaking activities in an English language classroom could be listed as below.

- 1) Consider the content and its comprehension also, not only the way/manner of expression.
- 2) Some of the spoken errors which are less related to content and more to manner could be corrected immediately, so as to help the learners avoid it during the rest of the activity.
- 3) Let the students know the assessment criteria. That would help them in their preparation for the performance.
- 4) The teacher should assess limited areas at a time. Assessing many areas simultaneously would spread the purpose of assessment very thin.
- 5) The learners can also be encouraged to assess themselves and their friends too. This would enable them to reflect upon what they are doing, and would help promote peer-learning, which could lead to a healthy and harmonious learning atmosphere.

Ultimately, assessment has to be seen as a stepping stone for both the learner and the teacher. If it bypasses this purpose, it remains to be only a fault-finding activity which is highly discouraging for any learner. Since it is about an expression, and expression relates inevitably to personal sense of performance and satisfaction of an individual, this activity of assessment should essentially be done Keeping the positive emotional – intellectual growth of learners in mind.

❖ Check Your Progress –I

1. Write an introductory note on Speaking skills.

2. Discuss how exchange of information activity can be used for teaching or learning Speaking skill.

3. Write a brief note on Conversation activity as part of Speaking skill.

17.3 WRITING SKILLS

Writing skill is not just to learn writing symbols on paper but it is a system to express ideas, facts and experiences in an organized and systematic way with purpose. Moreover, writing skills also require fluency of expression, grammar, accuracy in using vocabulary and appropriate style. Teaching writing programmes must include wide range of types of writing and they must not be too difficult for the learner to cope with. The grammar teaching also should be done as per the needs of the composition. Students must be encouraged to write a draft, revise and rewrite it as part of writing practice.

It is very important to notice that Writing is often integrated with other two language skills including Reading and Listening. However, as part of learning English as a second language, learning all the four language

skills i.e. listening, speaking, reading and writing, is extremely important. Fluency in all these language skills gives an individual communicative competence. In addition to this it is also important to integrate writing skills with other language skills in classroom situations and activities in which students are being involved. As a language teacher, one can definitely create a few situations wherein students find all language skills connected with each other. So, let's discuss Writing skill individually as a language skill and its integration with other language skills in English language.

17.3.1 History and Origin of Writing

In *Concept of Writing* by Hardt explains history of writing by saying that before writing as a form was invented, human beings used to express their ideas and thoughts in pictures, images and these means of expressions used to preserve and remember mainly rituals and religious ceremonies. Not as a matter of surprise, images and their sequences are still used today, equally important as writing. First time writing script was used by the Inca culture (5000 B.C.). Later after 3500 B.C. the script disappeared but it is assumed that it influenced the development of the hieroglyphs in Egypt (early indications 4000 B.C.). A part from the development of writing in Egypt, the Chinese people developed a logographical script system, basing on pictograms and ideograms (1500 B.C.) It is different from the spoken language. Interesting thing about that system is that it exists even today and it is the most used system on earth (more than 1 billion users). In Greece in 1000 B.C. number of consonants was dropped and vowels were increased. This system is too existing and is in use today.

17.3.2 Integrated approach

It is very common to consider language as a subject. However, language, most of the time, is considered as a skill that can be inculcated through practice. Language skills are categorized in two different categories called Receptive skills and Productive skills. Listening and Reading are receptive skills and Speaking and Writing are productive skills. The common understanding is no language can be taught in isolation or separately. The complex thing about the language learning is that teaching of one language skill would definitely overlap with the other and that is the reason one skill facilitates the other skills. Hence, integration of language skills is very important in teaching language as a tool of communication.

Writing has been defined by many linguists in different ways. According to Daniels, Peter T. & Bright, William writing is about presenting speech sounds in particular universal symbols. These symbols may also include other things which we may not find as part of spoken form i.e. punctuations and capitalizations. Writing is a permanent form of language that can be preserved for long period of time unlike utterances which are not permanent. Describing writing further, Coulmas and Floria says “Writing is a set of visible or tactile signs used to represent units of language in systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system. According to Steven Roger Fischer the complete writing system should follow certain criteria:

- It must have as its purpose communication;
- It must consist of artificial graphic marks on a durable or electronic surface;
- It must use marks that relate conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programming in such a way that communication is achieved.

17.3.3 Good Writing

“Good writing can be described as a successful combination of content, organization and expression used and also considers the audience, all these attributes cannot be achieved in one draft as many students think. It can be deduced from research that good writing is an equitable combination of language skills, argumentation, relevant content and organization demonstrated by a student’s work.”

- **Aspects of Effective Writing**

Before looking at how to teach writing skills, consider the many aspects of effective writing. Correctness and accuracy are needed in the following areas.

- **Grammar**

Grammar is important for both speaking and writing. However, when we speak we are more likely to use simple grammar and it’s easier to get away with incorrect sentences. In writing every grammar error stands out, which is why it is especially important to know the rules.

- **Vocabulary**

Being able to choose the most accurate words to express your thoughts in writing is the key to being understood.

- **Spelling**

There are few spelling rules in English, and the connection between how a word is spelled and how it is pronounced is less clear-cut than in many other languages. Our students need to learn the spelling of each word.

- **Punctuation**

This helps us understand written text the way intonation helps us understand another person's speech.

- **Layout**

You will want to teach layout conventions for letter writing. Students must be made aware of the conventions of certain forms of writing, for example, informal letters, formal letters, poems, scientific reports, diaries, faxes, notes, and postcards.

- **Linking**

Consider linking ideas and information across sentences and paragraphs to develop a topic or argument.

- **Style**

Teach appropriate styles. For example, our written English on a postcard to a friend is completely different from a letter to a government office asking for information.

17.3.4 The Writing Process

In Indian classroom situations, in schools and colleges, students are always expected to present themselves in written form that requires extra efforts to learn. This includes simplest mechanics of framing sentences and using words in a way that the readers understand. The whole process is generally called Composition writing. The term composition in simple sense means the act of putting together and in wider concept every written exercise can be called Composition. Even though, in Indian context written form is given much more importance, to overcome the

writing deficiencies will not be solved until the principles and mechanics of writing is not taught to the learners. According to Lloyd the framework of writing that every student must learn i.e. PROCESS an acronym wherein every letter conveys meaning;

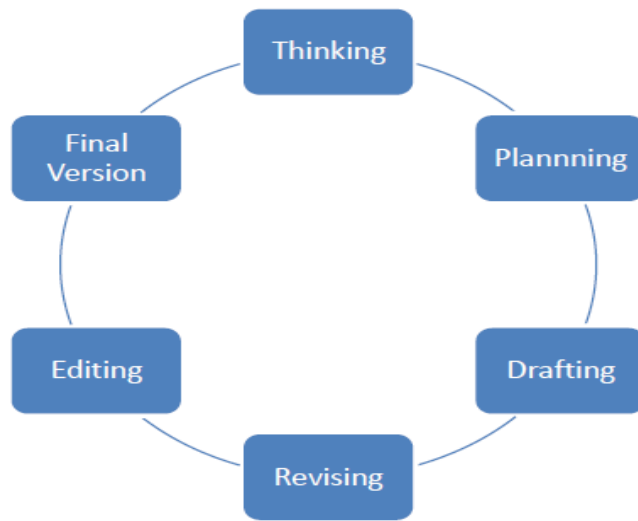
P	-	PLANNING
R	-	REFERENCING
O	-	ORGANISATION
C	-	COMPOSITION
E	-	ENGINEERING
S	-	SPELLING
S	-	STRUCTURE

Granville and Dison supported this approach and supported writing as a process where learners have multiple drafts of their work and also show the importance of giving feedback to students for their improvements in the process of writing answer.

Further, Bernard Baum expresses his views about writing saying that writing skills can be improved with the help of good knowledge of grammar because unless you are aware of system of particular language it is very difficult to perform any task using it. He emphasized on this by saying that the better our command of the system, the better we operate it (write). Anyone who can express himself in written form in English can do below mentioned things;

- (a) write the letters of the alphabet at a reasonable speed,
- (b) spell the words correctly,
- (c) recall appropriate words and put them in sentences,
- (d) use appropriate punctuation marks,
- (e) link sentences with appropriate sentence connectors and sequence signals,
- (f) organize thoughts and ideas in logical sequence and in suitable paragraphs around topic sentences,
- (g) evaluate the significance of a word or a sentence in the overall context of the written passage,

(h) use the form and register appropriate for the subject matter and the audience.



❖ **Check Your Progress – II**

1. Write an introductory note on Writing skills.

2. Discuss Historical development of Writing skills.

3. What are the criteria for Writing skills suggested by Steven Roger Fischer?

4. Various criteria for Good Writing skills.

5. Discuss the term 'Process' as part of the Writing process.

17.3.5 Sub-Skills of Writing

Explaining sub-skills of writing skill, Venkateshwaranshared a list of it which is shared below:

- (i) manipulating the script of a language – forming the shapes of letters, using the spelling system, using punctuation,
- (ii) expressing information explicitly,
- (iii) expressing information implicitly through inference and figurative language,
- (iv) expressing the communicative value of sentences and utterances,
- (v) expressing relations within a sentence using - elements of sentence structure, modal auxiliaries, intra-sentential connectors,
- (vi) expressing relations between parts of a text through lexical cohesion devices,
- (vii) expressing relations between parts of text through grammatical cohesion devices,
- (viii) using indicators in discourse for introducing an idea, developing an idea, transition to another idea, concluding an idea, emphasizing point, explanation of point already made, anticipating an objection,
- (ix) reducing the text through avoiding irrelevant information.

17.3.6 Problems in Writing

As writing needs some cognizant mental exertion that is not a simple task and yet it is usually a troublesome action for many people, both in the mother language or in a vernacular language. These issues can be psychological, linguistic and cognitive in their nature. So, let's talk about them one by one.

- **Psychological problems:**

Unlike Speech where there is another person physically present and give immediate feedback, writing is very different activity which is done without the audiences' involvements. There is no one present to give quick feedback but the writer has to rely on the linguistic ability of the reader. Many a times it happens that the reader interprets extra than what the writer had intended to convey. This makes the process of writing very difficult as there is always a kind of fear of misinterpretation.

- **Linguistic problems:**

Oral skill is the primary one and it can be developed through interaction. It is natural, instant and spontaneous where you get very little to think and sometimes wrong grammatically constructed sentences are also tolerated. But in writing person requires following cohesion and coherence and has to go through the process of selection and elimination of sentence structure and words.

- **Cognitive problems:**

Oral skill is acquired without much conscious efforts and that even while talking with our favourite people around us. Whereas writing skill can be learnt through extra efforts and instructions. In a way writing is much more formal than oral skill. The writer is most often unaware about the psychological state of the reader, who is unknown and absent.

Therefore, students should be encouraged to write without being afraid of making mistakes. With reference to errors Hendrickson says, ““There appears to be a consensus among many language educators that correcting three types of errors can be useful to second language students: errors that impair communication significantly, errors that have highly stigmatic effects on the listener or reader, and errors that occur very frequently in students speech and writing.” Further Brooks advised in the matter of error correction saying, “The principal method of avoiding

errors in language learning is to observe and practice the right model, a sufficient number of times, and the principal way of correcting is to shorten the time lapse between the incorrect response and the presentation once again of the correct model”.

17.3.7 The Importance of Writing Skills in English

Writing skills is important because it is one of the means of expression and more formal than oral skill. Another important thing about it is one of the four major skills of English language and English language enjoys the status of an International language. All over the world English is spoken and written by a large group of people. Many countries have declared English as their co-official language. And in many countries English is learned as a Second language. English is widely spoken and written language and books, manuals, newspapers, letters, emails and information are available in English language. In addition to this the most important source of information i.e. INTERNET is in English language. And it is the mean of communication of almost all professional field including business, IT, medicine, science, entertainment, diplomacy and etc. According to Leonard after acquiring this skill one will be able to express his/her idea that his/her wants to demonstrate. It also helps to improve the personality, and as it is portable and permanent and makes us think visibly

17.3.8 Guidelines for teaching and improving students' writing

It has been strongly argued that teaching of academic writing should start at elementary and secondary education with the intention that when students are at tertiary level do not struggle with academic writing. Saddler offered guidelines to prevent writing difficulties, like:

- To provide exemplary writing instruction to all children from the start,
- Beginning in the primary grades, and
- To provide early supplementary writing instruction aimed at preventing or at least alleviating later writing difficulties.

Many times Journals as a tool for learning writing were introduced and recommended for the ESL students. Blanton had also introduced Journals with a view to help his learners to be good writers. She never assessed students' write up in the journals as she did not want to discourage them. She fully gave freedom to make errors as those errors as important for the students to grow as good writers.

In addition to this an Intensive writing Instruction has been recommended for the improvements of writing skills of learners. SREB (Southern Regional Education Board suggested as “Students who write regularly transfer new learning into their own language, discover their voices and learn how to effectively address others”. Barkhuizen shared a few perceptions of ESL learners that all teachers must keep in mind. They are as following:

- Ask learners to keep journals
- Ask learners to write letters to the teacher
- Ask learners to write compositions or paragraphs about their language learning experiences
- Listen for suggestions from learners
- Ask for learner feedback after tests
- Distribute course evaluation forms at the end of a unit/chapter
- Ask if learners enjoyed an activity

17.3.9 The Stages of a Successful Writing Lesson

Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, write letters, reports and stories. Many need to fill in detailed questionnaires relating to health, education and employment. The amount of time you spend on teaching writing will naturally depend on your students’ needs.

Another reason students need to write is for assimilation. Writing is an effective way of reinforcing what students have already been studying, and they benefit greatly from seeing new or unfamiliar language in written form. Writing is a good way to practise grammar structures, it helps students to recycling and look up new vocabulary and to learn English punctuation rules. It encourages learner autonomy when students are asked to keep journals or turn in regular writing assignments that they carry out at home.

Try to include written tasks in all your lessons, whether you are teaching grammar, vocabulary or communication skills. It's a good idea to practise all the four skills in a lesson. Once in a while, give more focus to the written skills –i.e. your whole lesson can become a preparation for a written activity. The actual writing part can be so time-consuming that sometimes you may want to leave it for homework. Written tasks performed in class can be made more interactive by getting students to

write in pairs. Get one person to write with a pen and the other to help their partner correct mistakes and provide him or her with ideas.

Take a look at these ten steps to a successful writing lesson. You may want to adapt them to suit you.

1. Introduce the topic and ask students to discuss it in small groups, followed by feedback and discussion with the whole class.
2. Assign the writing task.
3. Ask students to consider who will be the target reader and to focus on the purpose of the task.
4. Use language models to illustrate the appropriate form (e.g. other written texts, examples on board).
5. Brainstorm ideas in groups, after which the teacher or a student writes them up on the board. Students select which ones to use.
6. Elicit how to put the ideas into a logical sequence and edit.
7. Construct a skeleton text in small groups.
8. Prepare a rough draft either individually, in groups or with the whole class.
9. Ask students to tell you if they want you to repeat anything. (This is more effective than saying “Does anyone not understand?”).
10. The final written task may be given for homework.

17.3.10 Types of Writing Activities

Now take a look at the following writing activities for the classroom.

- **Letters**

Get your students to make complaints, thank, ask for and give information or advice, prepare job applications.

- **Creative writing**

You can use pictures or begin a story and ask students to finish it. Or you can use a personal situation where the student was happy, sad, surprised, shocked, etc.

- **Diary**

Ask your students to keep a diary.

- **Discursive Essays**

Students need to present an argument, state points ‘for’ and ‘against’ in a logical way, and write a conclusive paragraph. (This is often required by Exam Boards.)

- **Instructions**

It might be a recipe, directions, changing a wheel, cooking a meal, making a cup of tea, repairing something or applying for a visa.

- **Dictation**

A dictation can have a calming effect on young learners. It is also useful for teachers who have limited resources and need to dictate a text for a reading skills lesson. Alternatively, you could ask your students to dictate to each other and to focus also on pronunciation and listening skills. Dictations are good for spelling as there is no direct link in English between the way words are written and the way they sound.

- **Here are some extra ideas for different levels of learners:**

Beginners/Elementary:

1. Descriptions (home, family members and friends, your job, a place etc.);
2. Short biography of self, family member or famous person;
3. Emails to a pen friend.

Intermediate (ideas from the previous list can be used as well)

1. Problem pages;
2. Horoscopes;
3. Magazine interviews;
4. Advertisements;
5. Quizzes and puzzles;
6. Film and book reviews.

Advanced (ideas from the previous lists can be used as well)

1. Letters to the editor;
2. Essays/Articles arguing and defending a point of view;

3. Research papers.

❖ **Check Your Progress – III**

1. What are the Sub-skills of writing as suggested by Venkateshwaran.

2. Discuss any two problems of Writing.

3. What are the guidelines for teachers to improve students' Writing skills?

4. Ten steps to a successful writing lesson

5. Discuss different types of Writing activities.

17.4 LET US SUM UP

In this unit we learnt about the following points:

- Major techniques of teaching Speaking and Writing skills
- Major sub-skills of Speaking and Writing skills
- Various tasks for teaching and learning Speaking and Writing skills
- Various Speaking and Writing skills activities

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યુનિવર્સિટી ગીત

સ્વાધ્યાય: પરમં તપ:

સ્વાધ્યાય: પરમં તપ:

સ્વાધ્યાય: પરમં તપ:

શિક્ષણ, સંસ્કૃતિ, સદ્ભાવ, દિવ્યબોધનું ધામ
ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી નામ;
સૌને સૌની પાંખ મળે, ને સૌને સૌનું આભ,
દશે દિશામાં સ્મિત વહે હો દશે દિશે શુભ-લાભ.

અભણ રહી અજ્ઞાનના શાને, અંધકારને પીવો ?
કહે બુદ્ધ આંબેડકર કહે, તું થા તારો દીવો;
શારદીય અજવાળા પહોંચ્યાં ગુર્જર ગામે ગામ
ધ્રુવ તારકની જેમ ઝળહળે એકલવ્યની શાન.

સરસ્વતીના મયૂર તમારે ફળિયે આવી ગહેકે
અંધકારને હડસેલીને ઉજાસના ફૂલ મહેંકે;
બંધન નહીં કો સ્થાન સમયના જવું ન ઘરથી દૂર
ઘર આવી મા હરે શારદા દૈન્ય તિમિરના પૂર.

સંસ્કારોની સુગંધ મહેંકે, મન મંદિરને ધામે
સુખની ટપાલ પહોંચે સૌને પોતાને સરનામે;
સમાજ કેરે દરિયે હાંકી શિક્ષણ કેરું વહાણ,
આવો કરીયે આપણ સૌ
ભવ્ય રાષ્ટ્ર નિર્માણ...
દિવ્ય રાષ્ટ્ર નિર્માણ...
ભવ્ય રાષ્ટ્ર નિર્માણ