

Use of Language Laboratory for English Language Classroom transactions in Puducherry

A Training Package for Teachers
at the Secondary and Higher Secondary Level

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FOREWORD

Language learning flourishes in input-rich communicational environments. Technology has always been an asset in the learning process because it provides enriching and interesting inputs for the young school learners. National Focus Group on Teaching of English (NCF 2005, Position Paper 1.4) mentions that materials available as texts in classroom libraries should be in print as well as multimedia. This is visible in the use of computers and projectors in several schools in India.

Language laboratories have played a significant role in the teaching of Phonetics and Spoken English. Sadly, they have been the monopoly of Universities in our country since the last three decades. However, 21st century has ushered a new era in bringing technology to the school classrooms. Being a new phenomenon, it is just the privileged schools that have access to it. The need of the hour is to set up language laboratories and make it accessible to all so that it facilitates language learning and makes the classroom environment brighter.

This training package is prepared to meet this urgency. It is meant to assist the English teachers in the secondary and higher secondary schools of Puducherry. Further, it goes as an accompaniment with the training programme for KRPs in English at secondary and higher secondary level in Puducherry, to train them in the use of language labs in English language classroom transactions. This package is prepared after reviewing an earlier training package for teachers of Tamil Nadu. Taking the feedback from the teachers of Tamil Nadu after the training, new modules have been added. It

is hoped that this revised training package will provide a stimulus to the teachers and generate interest. All aspects of language learning in the lab. that focus on interactive and integrated approach have been aptly discussed and incorporated by the team of experts in this training package.

I congratulate Dr.Nidhi Tiwari for this work and coordinating it. I am confident that this training package will serve the professional needs of the teachers and prove useful for them.

Prof.G.T.Bhandage
Principal

PREFACE

Language teaching has seen major paradigm shifts ever since technology facilitated learning. Language laboratories have been part of this exciting teaching learning process over three decades in higher education. However, even now most learners at the school level are unaware of the existence of language laboratories. Those who are aware happen to be the teachers who have not been able to put it to proper use due to lack of access to it.

Earlier language laboratories meant teaching of Phonetics using audio-cassettes and tape-recorders in a soundproof room with booths and headphones. But the emphasis on communicative language teaching has expanded the nature and functioning of language laboratories. The focus in a language classroom is on skills development for purpose of communication. On the other hand, technology has spread its wings and with computers and multi-media dominating the scenario, language laboratories have become multifunctional. The use of language softwares along with several audio-visual materials enlarges the scope of language laboratories and plays a vital role in enhancing the competence of teachers and also facilitates classroom transactions. The classroom becomes learner friendly as technology instantly attracts the attention of learners and provides scope for interactive sessions.

The objectives of language teaching for classes IX – X as specified in NCF 2005 syllabus for Secondary and Higher Secondary classes, (p.155) for clearly mention

- to enable the learner to access knowledge and information through reference skills (consulting a dictionary/ thesaurus, library, internet, etc.)
- to build competence in the different registers of English.

At the end of this stage, learners will be able to do the following :

- retell the contents of audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.

Keeping these objectives and outcomes of NCF 2005 in mind, one realizes that language laboratories have a major role to perform in language teaching learning process and will soon find a place in educational institutions. Looking at the fast pace of technology, it becomes a prime concern to train our school teachers in the use and efficient handling of the audio-visual materials in the language laboratories. The language laboratories provide a congenial space to orient students towards an active application of their aural-oral skills through creative activities. These range from basic interactive situation as an informal introduction to formal presentation. Personality development is an important aspect here. Thus, language laboratories are vibrant to the needs of a heterogeneous student community with varied socio-economic background and impart interactive communication skills.

This training package is designed to develop suitable materials to equip the teachers to handle the language laboratories and make the language classrooms learner friendly and effective in developing the basic and higher order skills in language use in society for a variety of purposes. This package is prepared after reviewing an earlier training package for teachers of Tamil Nadu. Taking the feedback from the teachers of Tamil Nadu after the training, new modules have been added.

The team of module writers have followed the NCF 2005 objectives while preparing this package for KRPs in English from Secondary and Higher Secondary Schools of Puducherry. Amongst the basic skills – listening, speaking and reading have been addressed in Part A, while writing skills have been covered under integrated approach in Part C. Part A also focuses on three important components of language teaching – pronunciation, vocabulary and grammar. This is once again in tune with objectives of language teaching in NCF 2005 where ‘coherent writing’ requires “a rich control on grammar, vocabulary, punctuation as well as abilities to organize thought coherently often using a variety of cohesive devices such as linkers and lexical repetitions through synonymy, etc.” (p.147). Pronunciation is at the heart of language teaching as Position Paper in English emphasizes :

Discussions on what mode of English is appropriate for India center mostly around the pronunciation (i.e. Spoken English)....
The success of young Indians at Call Centre jobs shows that “accent training” is a matter of unlearning obvious regionalisms and arriving at a neutral speech style. (NCF 1.4, p.19)

Part B addresses Higher Order skills. It takes Public Speaking from the area of communication skills which enable the learner to develop language proficiency in cognitive dimensions. Presentation Skills cover an important aspect and enable the teachers to help learners to come forward with confidence. The team of experts have also taken cognizance of literature which forms part of textbooks. Hence, new modules have incorporated Appreciation of Poetry, Teaching Short Story and Drama in the Lab. in this package.

Part C deals with integrated approach to language teaching and considers all aspects of CALP (Cognitively Advanced Language Proficiency). Here, the aspects of language across the curriculum is emphasized so that all contemporary concerns and issues can be understood by the learners and also enhance their ability to use appropriate English to communicate in various social settings.

Part D focuses on e-learning and empowers the teachers to handle web-based learning. It helps them to understand how to navigate in the Internet and use audio-visual teaching materials from different websites for use in the Language classroom.

I would like to acknowledge my gratitude to Prof.G.T.Bhandage, Principal, RIEM, who accepted to write the Foreword for this training package and took a keen interest to promote the Language Lab. I am equally grateful to Prof.P.Veerappan, Head, DESSH for extending support and offering suggestions for this programme and training package. The team of

module writers came forward with great enthusiasm and I avail the opportunity to thank them. I owe a lot to my colleagues in DESSH and the staff of DEE. I must mention the constant encouragement provided by Prof.C.G.V.Murthy. Finally, I extend my thanks to the staff of CPU Section of the Institute.

Since this programme deals with Language labs, it calls for hands-on experience, yet this training package provides suggestions to the teachers to improvise with audio-visual materials available at their end. We sincerely feel that this training package will be an asset for them.

The teachers are welcome to offer any suggestions which can be addressed to the Programme Coordinator.

Nidhi Tiwari
Programme Coordinator

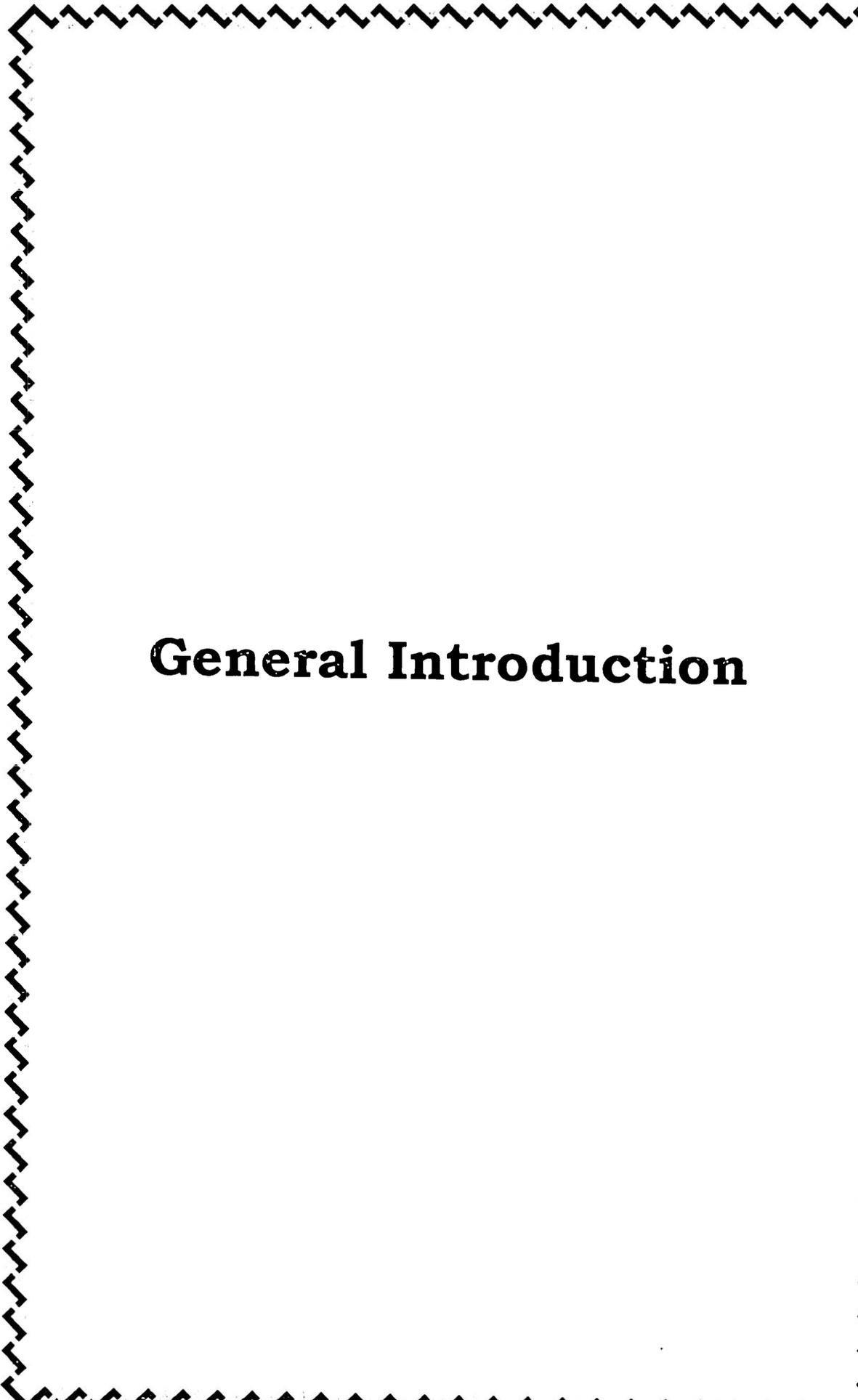
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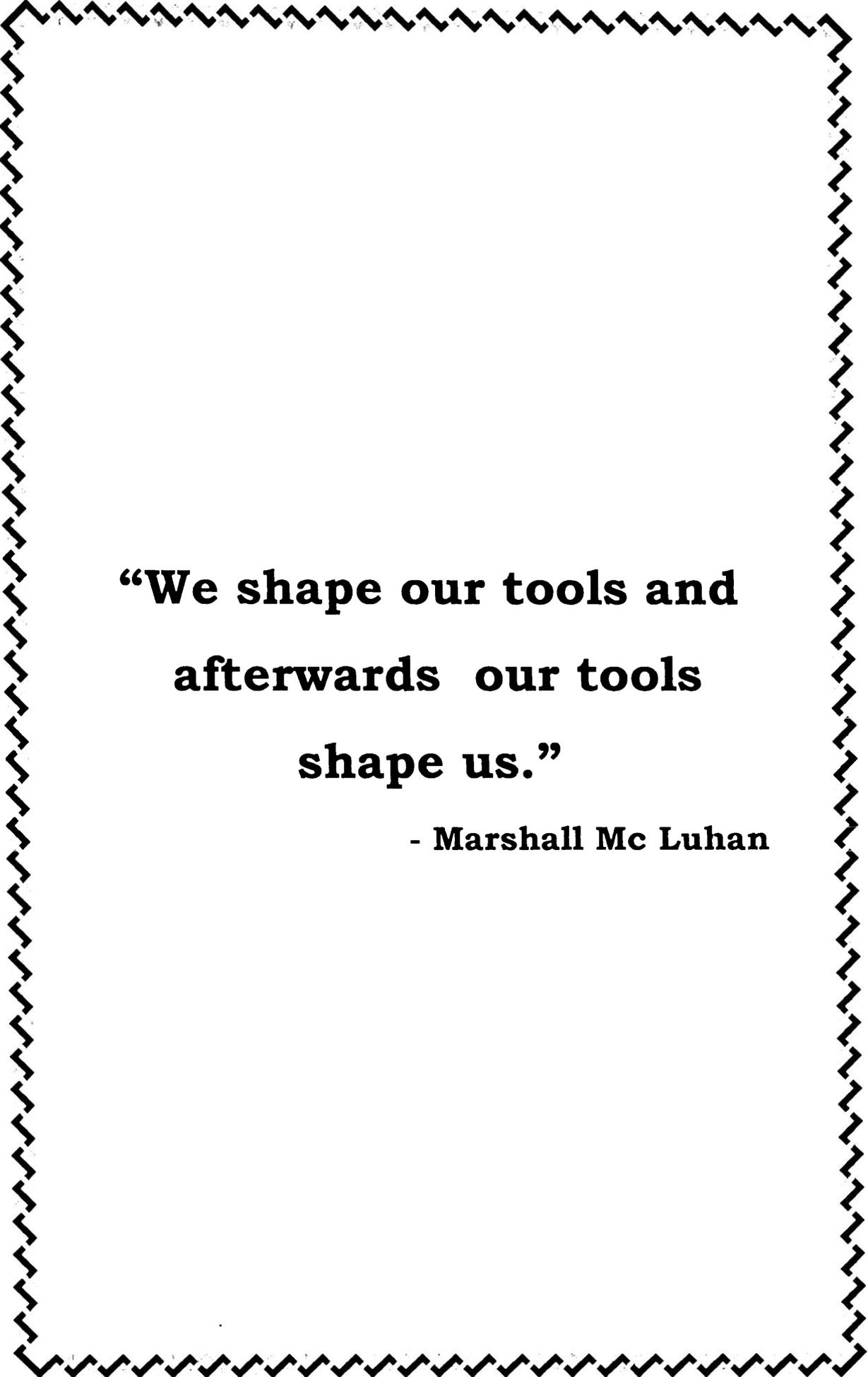
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General Introduction



**“We shape our tools and
afterwards our tools
shape us.”**

- Marshall Mc Luhan

UNDERSTANDING LANGUAGE LABORATORY

Objectives

1. To familiarize novice teachers with the nature and functioning of the Language Laboratory.
2. To help teachers identify and adopt appropriate practices in using the Language Laboratory.

Introduction

The world today, is increasingly becoming a global village and verbal ability has become an incredibly powerful tool that helps one grab the cream of job opportunities. Studies have shown that the manner of speaking can show a marked improvement with practice and training, if taken under the guidance of a professional speech specialist. But with an everburgeoning classroom population, it becomes extremely difficult for a teacher to provide individual attention, that is, nurturing and pruning the correct accent, pronunciation and to an extent fluency in using the Second Language (English) in Indian classrooms is becoming an elusive enterprise.

Thanks to the Language Laboratory, which makes possible the active simultaneous participation of all students in classes with a focus on listening, viewing and speaking activities, it has become possible to effectively monitor language learning. Teachers need intervene only if it is absolutely essential!

Why do we need a Language Laboratory for teaching English in India?

For disadvantaged learners, particularly in rural areas, with little exposure to correct language use with an intelligible accent, the language Lab is a great boon. To a large extent, it also helps English language teachers overcome the problem of giving individual attention in overcrowded classes. The Language laboratory takes care of routine drills of models of speech. Further, the proper use of appropriate language learning material can lead to interaction between teacher and student and student and

student, ultimately resulting in learners developing competence in using the English language.

What role can Language Labs perform in relation to the views expressed in the NCF 2005?

According to the National Focus Group, “Discussions on what mode of English is appropriate for India centres mostly around the pronunciation (i.e, spoken English), and secondarily on lexis or vocabulary...The criterion of an acceptable pronunciation has to be intelligibility...The success of young Indians at call centre jobs shows that “accent training” is a matter of unlearning obvious regionalisms and arriving at a neutral speech style. This is achieved in large part by learning to slow down speech, speaking to a rhythm, and articulating with clarity, factors that improve the sound of speech in any language...The less obtrusive ...mother-tongue characteristics are, the more acceptable the pronunciation of the other language.”(NCF 1.4 P 19)

This is where the facilities of a Language Lab can be fully utilized. The Language Lab sessions attempt at familiarizing the users with a range of acceptable forms of the language. Suitably designed Lab materials make provision for learners to verify rules related to stress, intonation and grammatical components learnt in the regular class. The Language Lab makes possible for learners to replay a recording on the master tape a number of times and understand and analyze objectively the manner in which a communicative function is performed.

A. The Language Laboratory : Its Nature and Function

What is a Language Lab?

A Language Lab is a facility where a student can learn a language with the help and guidance of a teacher through a system, to improve his/her listening and speaking capacity.

What equipment does a Language Lab have?

Old Language Labs consisted of Tape Recorders, Amplifiers, Head Phones and Mikes, laid out systematically. Modern Language Labs have replaced the Tape Recorder with Multimedia Personal Computers, television sets, DVD Player, LCD Projector and Internet access facility have transformed modern Language Labs into Multimedia Resource Centres.

Where do students sit in a Language Lab?

In most Language Labs, students sit facing a Console or compartment where either a Tape Recorder or Computer is installed. There are also Language Labs where there are no Consoles.

Where does the teacher sit?

The teacher sits in a Teacher Console with a Control Panel or Computer Server facing the students. In Language Labs where there are no Teacher Consoles, the teacher sits in a position where he/she has a good view of the students using the Language Lab and can control / monitor the student's progress through his Control Panel.

What psychological principles do Language Lab's follow?

- Imitation and practice, which Behaviourism advocated is one major principle of Language Labs. Repeated listening to the native language use (available in recorded voices on Master Tapes) and practice (drills) of native models is attempted by learners in the Language Lab.
- Sitting in separate Consoles, give learners, a certain amount of privacy mainly psychological. Hence they easily overcome the fear of erroneous language utterances, normally observed in class rooms.
- The freedom for individual learners to work at their own pace and self evaluate own learning has the psychological effect of boosting learner confidence.
- Many interactive learning materials available for Language Labs are invariably built on Constructivist principles.
- Language tasks that encourage higher order thinking skills which draw on Cognitive principles are also available on CD ROM's which work well in Language Labs.

What special feature does the Tape Recorder in the Student Console have?

The Student's Tape Recorder has special facilities. It can operate on two tracks simultaneously.

1. On one track the learner can hear a 'master recording' through Ear Phones.

2. On the other he can record his own imitation of, or response to the master recording which has pauses long enough for the responses.
3. He can play back both tracks simultaneously, the master recording and his own, for purpose of comparison. The student hears both the master recording and his own recorded responses.
4. He occasionally has the advantage of the personal attention of the language teacher, whose voice over the Head Set offers correction and advice.

What are the different types of Language Labs?

a. Listening Laboratory

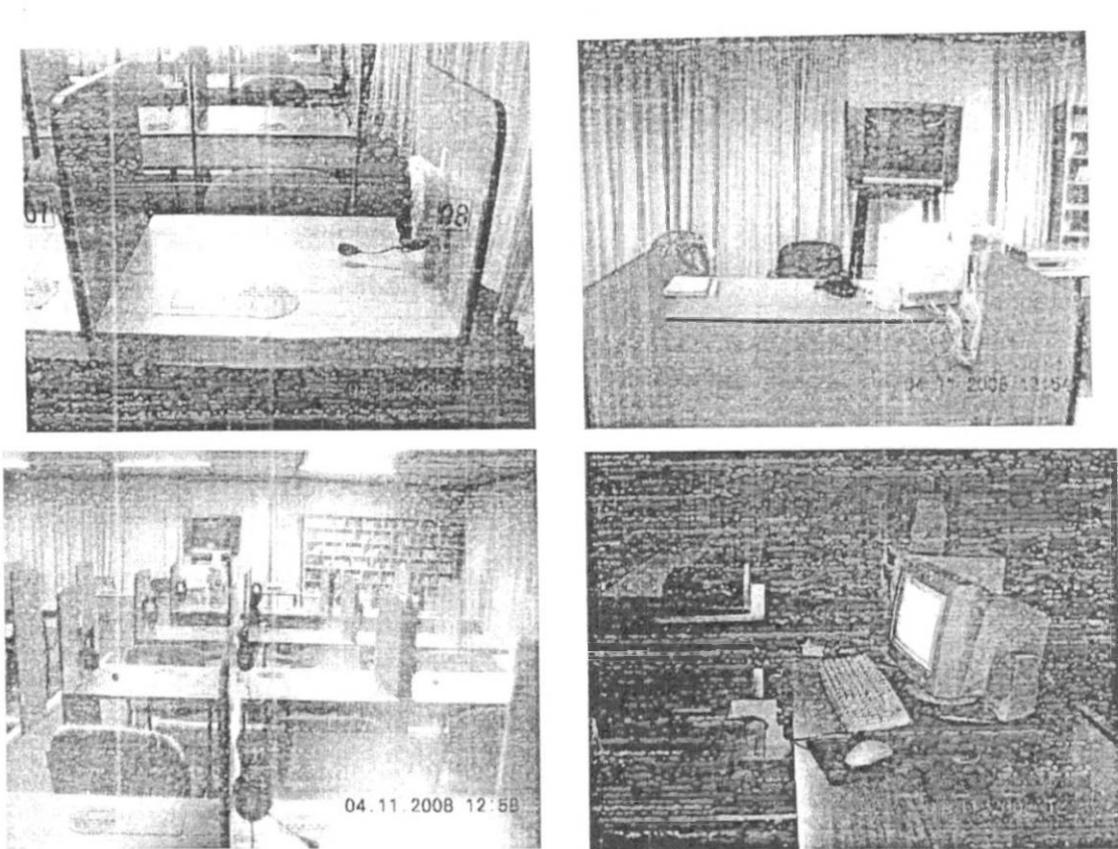
In this type of Lab, each student has a Tape Recorder with a Head Set and simply listens to a Tape, going back as often as he wishes. He is, therefore, able to work at his own speed. This is the cheapest form of Language Laboratory. It concentrates only on listening and understanding which often is not given due attention in class rooms.

b. Audio Active Laboratory

This type has a Teacher's console and individual Head Sets. A Tape is played from the Console. The student listens and when he speaks he can hear his own voice through the Head Set. The student cannot record. All students listen to the same material at the same time. The teacher can listen to students and speak to them. The effect is similar to a choral drill in a normal classroom where the student can hear his own voice more clearly and the teacher can listen to individuals.

c. The Audio-Active Comparative

This consists of a Console which allows the teacher to listen or speak to each student in turn, or alternatively to speak to all of them together. Each student sits in a Console with a separate Tape Recorder and Ear Phones. He controls the Tape Recorder by pushing a button or switching a lever, to 'Speak'- 'Listen' - 'Wind forward'- 'Rewind'. The student also has a button which he presses if he wants to communicate with the teacher.



Pictures of Language Lab. at Central Institute of Indian Languages (CIIL), Mysore

Of the three types of Language Labs mentioned above, which is the best?

Ideally speaking, the Audio-Active Comparative is the best, particularly for students who have very little scope for listening to utterances of native speakers of English. For those learners who have Personal Computers and Internet facility at home, and have a fairly good exposure to utterances of native speakers by watching films, a discreet use of the Listening Lab can also prove useful.

What is the Language Lab particularly suited for?

According to Haycraft, “The Language lab is particularly useful for consolidating structure, for accelerating rapid reactions to language prompts and for improving speech and fluency in forming sentences. It is useful for pronunciation, although some students have difficulty in recognizing their own mistakes and need a lot of help before they can correct them. It is also useful for improving the comprehension in short sentences.”(Haycraft: 1984)

What are the physical features of a Language Laboratory that deserve attention?

Ideally, a Language Lab should take into consideration acoustics. Sound proof walls, thick curtains and carpeted floors help reduce noise. Squeaky chairs should be avoided. Dim lighting is good, provided it is sufficient enough to read the Listening Sheets supplied. Air conditioning is also worth considering.

In addition to Teacher Consoles and Student Consoles, modern technological aids and shelves for storing Tapes, CD's and projectors in auxiliary rooms are indeed useful.

How does the physical feature help?

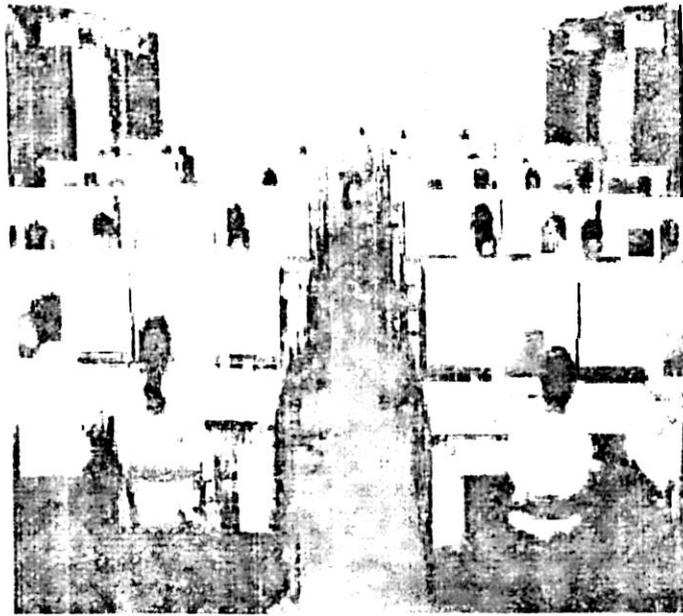
A cozy comfortable room with high-tech equipments and acoustically treated roof and walls enable the learner to listen with greater concentration. It will also motivate him/her to learn.

How is a modern Language Lab different from an old lab?

Modern Labs now incorporate important changes in their physical appearance and in the instructional tasks that students and teachers can perform. Today, Labs might involve wireless transmission of taped authentic speech recorded live, with follow-up tasks in which students engage in contextualized two - or three - way communication with other students, the teacher, or native speakers. Sophisticated Laboratory systems offer students the opportunity to view video, graphic, or Internet programmes focused around workstation groupings of four to six multimedia computers at which four to eight students can work complete tasks.

What are Digital Language Labs ?

Earlier Language Labs operated on obsolete technology with the use of cumbersome Tape Recorders, Switches, Amplifiers etc. In Digital Language Labs, original passages stored in Tapes are converted to digital format. It eliminates the use of Tape Recorders and Amplifiers and incorporates unique software packages. The lessons and the interactive communications are processed in digital format to produce high clarity. Noise too is eliminated during transmission. This makes teaching and learning very effective.



Picture of a Digital Language Laboratory

Will Digital Language Labs enhance interactive learning for students?

Yes. Most Digital Labs have the following features :

- **Electronic Hand- Raising:** It attracts the teacher's attention and requests a response by giving a hand-raising signal.
- **File Submit:** It helps to submit the selected files or file folders to the teacher station
- **Group Talk:** This feature enables students in one group to talk with each other, with no interference from other groups.
- **Screen Playback :** This feature helps playback of the video file recorded on the teacher station.
- **One to One Voice Chat :** It helps teachers to talk with any one logged-in student and other students won't be disturbed.
- **Remote Message :** It is a feature which helps teachers and students to communicate with each other by sending messages.

Do we need the services of a technician after installation of the Language Lab?

For changing mechanical parts, attending to minor technical snags, computer break down etc., a basic knowledge of the features/function of Language Lab is

essential for the language teacher. But proper maintenance including periodic servicing of parts, cannot always be done by the language teacher. Having to deal with technical flaws that bring Language Lab sessions to a stand still necessitates the services of a technician.

Should we train teachers to use the Language lab?

Training to use the Language Lab is essential, given the multiple roles a teacher is expected to perform- as a manager of resources, giving directions to the Language Lab staff and of course dealing with learners with varied ability with regard to linguistic competence.

Should we train students to use the Language Lab?

Usually it takes two or three Language Lab sessions for learners to learn the proper functioning of the Language Lab equipments and to derive optimum benefit from different types of Lab learning materials.

What do Language Lab materials focus on?

Most materials focus on sounds of the language. Accent and intonation are also given due attention. There are Language Lab materials for students of all stages of language proficiency, from language toddlers to scrapers.

What type of modules are available for use in Digital Language Labs?

Several modules are available. Some are given below:

- **Teaching module:** For teachers and students supporting all multimedia contents(DVD,VCD,VHS etc)
- **Discussion module:** This permits group audio and text chat. Also facilitates recording during group discussion
- **Exam module:** For Quiz and survey
- **Translation module:** Provides instant translation.
- **Self Study module :** It has Audio on Demand/VOD etc.

B. Using and managing the Language Laboratory

What does NCF 2005 say about teaching sounds of a language ?

NCF 2005 states : “ It is also important to appreciate that the sounds that are fundamental to the growth of children are not just individual language sounds; connected real-life speech with all its hesitation, pause and silences is most important...”(NCF Syllabus 2006 P 147)

What are students expected to do in a Language Lab?

In Language Labs focusing on improving pronunciation, the students:

- | | |
|-----------|--|
| Listen | - to the master recording |
| Record | - his own imitations and response |
| Play back | - master and his own recording |
| Practice | - through repeated practice sessions adapts correct pronunciation and accent |
| Evaluate | - self evaluates own learning |

In Digital Language Labs, students perform a variety of tasks which usually integrate language skills.

What does the language teacher do?

By means of his Control Panel, linked to each Tape Recorder or Computer, he can monitor or listen to the performance of any one student to diagnose faults, and offer correction and advice.

For the most part, the student is teaching himself. But the teacher can ensure that the student is recognizing his own errors and can by his personal intervention in the Laboratory, help the student overcome difficult language obstacles.

Describe the scenario which shows how learners function in contemporary Language Labs

There are no carrels and the student is “seated in front of a multimedia system. It looks pretty much like a computer system, perhaps with a few additional pieces of equipment connected to it via cables. The student reads the directions on the computer screen and clicks the mouse to get started. The lesson begins with a video clip, originating from a videodisc [or a CD-ROM], which depicts a conversation between two native speakers of Spanish. The video not

only allows the student to see and hear two native speakers, but it also provides a cultural backdrop, as it was shot on location overseas. As the lesson progresses, the student makes use of a Spanish dictionary that is stored on a CD-ROM. This provides definitions and translations, as well as the actual aural [*sic*] pronunciation of each word and phrase. The computer facilitates the student's access to all of this information and provides periodic review questions and feedback about the student's progress." (Newby, Stepich, Lehman, & Russell, 1996, P 79-80)

What role can the Media play in a modern Language Lab?

It has been pointed out that "Input-rich communicational environments are essential for language learning. Inputs include textbooks... media support (learner magazines/newspaper columns, radio/audio cassettes), and authentic materials... The learner should be able to understand and use a variety of registers associated with domains such as music, sports, films...etc. (NCF Syllabus 2006 P 150-52). And with reference to the methods and techniques to be employed, "using media inputs-computer, television, video cassette, tapes, software packages..." have also been mentioned. (NCF Syllabus 2006 P 156).

Through a judicious use of technology, teachers can help provide productive language learning experiences.

Give examples of some modes through which the teachers can design learning tasks in the Language Lab

Shrum and Glisan(2000) gives examples of some modes through which teachers can design learning tasks: "To use language in an interpretive mode, learners might read and e-mail complaint about the circumstances portrayed in the video; in the interpersonal mode learners might exchange views with a classmate about the value systems portrayed in the video; in the presentational mode, they might prepare a student-produced video as a commercial or public service announcement about circumstances seen in the video. Another teacher might choose to address the culture standard by having students identify and discuss the relationships seen in the video between products, perspectives and practices..."

What are the problems that students experience in the use of video in Language Labs?

If a feature film is the videotext, which relates to the ability of learners to process captioned target language reading material, it can cause some concern for the teacher. He/she may have to stop the session, explain and progress at a slower pace.

What are the modern Courseware used in the Language Lab?

They include Print, Audio Cassettes, Video Cassettes, Software, CD-ROM's and the World Wide Web.

What types of Software is used in modern Language Labs?

They include:

Generic: supplemental software not based on a text.

Text-based: textbook - specific software easily integrated into the curriculum.

Course-based: software that serves as the basis of a course.

Course –adapted: software adapted from various sources to serve a specific course.

What type of Programs are used in modern Language Labs?

Drill and Practice: It uses word level exercises like fill-in-the- blanks and multiple-choice to focus on discrete grammar skills.

Simulations: They make use of the user's responses which have specific consequences to the character or story line of the program.

Tutorials: It offers users pretests and posttests, exercises, and explanations for improving linguistic skills.

Games: It utilizes the elements of competition, challenge and problem solving to teach and / or reinforce learning.

Information Resources: They are collections of information such as dictionaries, atlases, galleries, and encyclopedias.

How do people usually perceive the Language Lab?

Haycraft (1984) gave his impression of how people perceived the Language Lab in the 1980's. Things have not changed much. He writes: "There are those who attacked it as a mechanical, soulless device which would eliminate the teacher, and as a commercial gimmick which 'conned' the students into thinking they

were being taught in a modern and therefore effective way. On the other side, many supporters saw it as a solution to all teaching problems and imagined that all you had to do was to enclose a student in a booth with a tape, whereupon, like a chrysalis turning into a butterfly, he would emerge transformed and speaking a new language perfectly. Taking a moderate view, the language laboratory is a useful teaching aid, just as the blackboard and flash cards are. Like a car, it has to be properly serviced and maintained...”

What are the costs involved in setting up a Language Lab?

Suppliers of Language Lab equipments charge separately for installation of each Console. Depending on the use of imported equipments the costs would vary. ETNL Language Lab software for instance costs Rs.15,000/- per Console [Price as on August 2007] The costs involved for a multimedia PC, setting up the infrastructure(sound proof rooms/consols etc) have to be met by the institution themselves.

What should be the duration of Language Lab sessions?

Ideally, the duration should be twenty five to thirty minutes.

What kind of problems do teachers face while using the Language Lab?

The non-availability of an attender who could dust the equipments, sweep the floor and keeping the Lab clean, is one main problem. Other problems they are likely to face include:

- Power failures during Language Lab sessions and the apparent difficulty of fitting missed sessions into the regular Timetable.
- Failure of the authorities to sanction funds for replacement /repair of the components of the Language Lab equipment.
- Tendency in students to take Language Lab sessions lightly as they are not considered for the over all assessment of their regular course.

What care should the teacher take in choosing Language Lab materials?

- It should be interesting.
- The material chosen should match the learners' linguistic level.

- It should provide proper instruction as to what the student is expected to do during the Language Lab sessions.
- Materials that have a visual element help retain the attention of learners. Hence such materials should be preferred.
- Regular feed of the nature of the material should be collected to find the difficulties students' experience.
- Choose materials that have scope for developing several skills.

Can teachers produce materials?

Yes. They can provided:

- The language used, matches the level of the students.
- The visual and audio are of good quality.

At any rate, testing the materials on a select group of learners of different abilities is worth considering before using teacher-made materials in the Language Lab. It should however be noted that producing materials is a time consuming and specialized task.

Adapting Language Lab materials to address Multiple Intelligence and varied Learning Styles

Traditionally the Language Lab focused on providing learning experiences involving imitation and repetition and learners could learn at their own pace. But modern Digital Labs provide opportunity for pair work and group work. Even a game element is in-built into several tasks. A resourceful teacher can adapt available Language Lab material to include tasks that help develop Multiple Intelligence and address varied learning styles.

A. Addressing Multiple Intelligence

Developing Verbal Skill

- Learning Keyboard typing is today as important as learning writing with a pen.
- Learners may be encouraged to visit Virtual Libraries.
- Insist on learners summarizing what they read and direct them to submit the write-up online to the teacher.

Developing Logical/Mathematical Skill

- There are several soft wares that help in developing logical skills.
- Introduction of a game element in the language learning tasks can be attempted.

Developing Spatial Skills

- Virtual-reality technology can be exploited to provide students an opportunity to exercise their visual-spatial skills.
- Students may be encouraged to play computer games which involve navigating through mazes. Following this, students can be asked to prepare digital charts related to the journey through the maze.

Developing Bodily-Kinesthetic Skills

- Given the fact that computers rely mostly on eye-hand coordination for their operation, keyboarding and the use of a mouse or touch-screen provides practice in Kinesthetic activity.

Developing Musical Skills

- By using the Musical Instrument Digital Interface (MIDI), it is possible to compose for and orchestrate many different instruments through the computer.
- Students can be asked to work in pairs where they set prescribed poems to appropriate music.
- Students may be provided opportunity to record their own composition.

Developing Interpersonal Skills

- When students work in pairs in the Language Lab, there is every scope for shared discovery and collaborative work resulting in positive learning experiences.
- Perhaps the greatest advantage is that students get a chance to develop their communication skills.

Developing Intrapersonal Skills

- The Internet provides an extensive access to a range of personal interests.
- Providing area specific tasks for individual learners based on interest, provides scope for learners having control over their own learning and intellectual development.

Developing Naturalist Skills

- The World Wide Web gives students an opportunity to understand the world beyond their own environment.
- Students may be encouraged to visit sites dealing with fauna and flora. [National Geographic online is an excellent site]

B. Addressing Varied Learning Styles

The Visual/Verbal Learner

- For such learners provide opportunity to see, observe and read.
- Appropriate video clips may be profusely used.

The Visual/Non-Verbal Learner

- For such learners guided visualization exercises are suitable.
- Introduce new concepts and vocabulary through examples which they can relate to imagery.
- Plenty of examples and even anecdotes that help imagine and understand difficult terms should be provided.

The Auditory Learner

- Encourage such students to ask questions and share ideas.
- Encourage students to make recordings in the lab which they can take home for learning.

The Tactile-Kinesthetic Learner

- For such students, provide opportunity to use the Language Lab equipments to suit their own learning pace and interest.
- Avoid insisting on the whole class completing a given Lab session in a set time limit.

What is the role of the teacher in managing the Language Lab?

As a manager of the Language Lab, the teacher has to check the equipments, schedule Language Lab sessions based on learner need, monitor the progress of learners, maintain a Log and Attendance Register, evaluate the performance of both individual learners and the class as a whole with relation to the objectives.

General Tips for using the Language Lab

- Clean recording heads regularly.
- Service the equipments regularly.
- To reduce dust, insist on students keeping footwear outside the Lab.
- Display prominently drawings showing minor operations of the equipments outside the Language Lab.
- Remind students to handle equipments gently.
- Instruct students to switch off Cell Phones before entering the Language Lab.
- Avoid keeping metallic objects in the Console as it may produce a magnetic field.
- Charge batteries regularly.
- Even if batteries provide back up power, avoid prolonged use of Language Lab during power failure.
- During Language Lab sessions have the services of a Lab attender-cum-technician readily available for the students.
- Keep back up of all Language Lab soft ware along with xerox copies of the Tape Script.
- If regular power cuts affect the functioning of the Lab, distribute copies of the Tape Script to the students and engage the students in choral repetition of passages meant for repetition.
- For smaller classes during power failure, students may be made to sit in 'U' shape where they can watch the teacher's Lap Top placed on a table. As the teacher operates the computer, students can observe, listen and repeat. Such sessions should not exceed fifteen minutes.
- If students show an avid interest and power failure affects Lab sessions, copies of the material intended for that day's session may be issued on over night loan basis as in libraries. But, insist on students practicing the same at least once, the following day in the Language Lab.

Trouble Shooting Tips

Problem	Suggested Action
Switches are stuck.....	<ul style="list-style-type: none"> • Tap gently on the switch. • If it still does not work, call a technician.
The recorded voice from the tapes produce a dragging effect.....	<ul style="list-style-type: none"> • Remove cassette. • If movement of tape is not smooth, loosen the nuts on the sides of the cassette and fast forward and rewind the cassette. • If problem persists, replace the cassette.
The equipment in the Console gives electric shock.....	<ul style="list-style-type: none"> • It is often caused by excess moisture. Switch off • the Power supply and wipe the Consoles with a dry cloth. • Regulate the A/C and use carpets. • If it still gives shock seek the services of a technician.
The head phones are dead.....	<ul style="list-style-type: none"> • Check for loose wires. • Check whether the Volume Control is properly • Replace damaged parts.
Humming sound in head phone..	<ul style="list-style-type: none"> • The cassettes may be worn out, replace them. • Check whether there is a fluctuation in Power supply and rectify it. • Check whether Cell Phone of any student sitting near the Console is on and instruct to switch it off. • Check whether any metallic object is placed near the head phone or Console and remove it. • If problem still persists call a technician.
Cassette is stuck and the Eject button does not function.....	<ul style="list-style-type: none"> • Tap gently on the button and press Rewind button. • If problem persists call a technician.
The computer hangs (The Monitor has a still image).....	<ul style="list-style-type: none"> • Try pressing Cntrl, Alt ,Del together on the Keyboard. • If problem persists, restart the computer. • If problem still persists call a technician

How many Lab sessions should a class receive?

It depends on several factors. They include among others: teaching objectives, student level and progress, time available and the integration of Language Lab session to text books prescribed.

How can optimum use of Language Lab be achieved?

- Assign a teacher in charge of the Language Lab.
- Provide the services of a technician.
- Provide funds for maintenance.
- Have a variety of Lab materials for the learners to choose from.
- Collect regular feedback from students about the learning materials and the Lab sessions.
- If students begin to show a lack of interest, identify the causes and rectify the flaws.
- Help learners set goals in the target language and choose appropriate materials for practice in the Lab.
- Help learners choose the material they need for practice.
- Make each student attend three half hour sessions a week on alternate days.
- Make provision for students who miss Language Lab sessions to do the sessions after regular class hours.
- Make the Schedule of Language Lab sessions more flexible for the students.
- Make Lab sessions an integral part of classroom planning and not as something separate which is added to classroom work.
- When monitoring, ensure that students do the exercises of each section well before they go on to the next.
- Congratulate students who do well during Language Lab sessions.
- Give due appreciation for those who show a marked improvement in linguistic competence after regularly attending Language Lab sessions.
- Maintain hygiene in the Lab by cleaning Ear Phones and dusting of Lab equipments.
- Occasionally use disinfectants and Room Fresheners.

Summing up:

Setting up a Language Lab in schools and colleges is a worthwhile investment. Constant listening will build up the ability to understand the foreign language. Practicing sounds and performing drills which have been prepared on some graded scheme helps the learner to improve his/her use of the foreign language.

The Language Laboratory relieves the teacher of repetitive drill work, freeing time for correction work. The decision regarding how to engage the student with instructional process rests with the teacher. The teacher should decide to what extent and with what aim the Language Lab should be used.

Modern Language Labs have learner-centred environments. They enhance the authenticity of the learning process and makes language learning more accessible to learner needs.

References

- Haycraft, John. (1984). *An Introduction To English language Teaching*. Longman.
- National Curriculum Framework 2005: Position Paper: National Focus Group on Teaching of English* NCERT 2006
- National Curriculum Framework 2005 Vol II Syllabus for Secondary and Higher Secondary Classes* NCERT 2006
- Newby, T.J, Stepich, D.A.,Lehman J.D.,& Russell. J.D. (1996) *Instructional (Technology For Teaching and Learning* Englewood Cliffs; NJ: Prentice Hall.
- Shrum, Judith L and Glisan , Eileen.W. (2000) *Teacher's Handbook: Contextualized Language Instruction* 2nd ed. Heinle & Heinle, Thomson Learning.

Websites For Information on Language Lab Materials

www.etnl.in

www.syned.com

www.clarity.com

www.youngindiafilm.com

www.niit.com

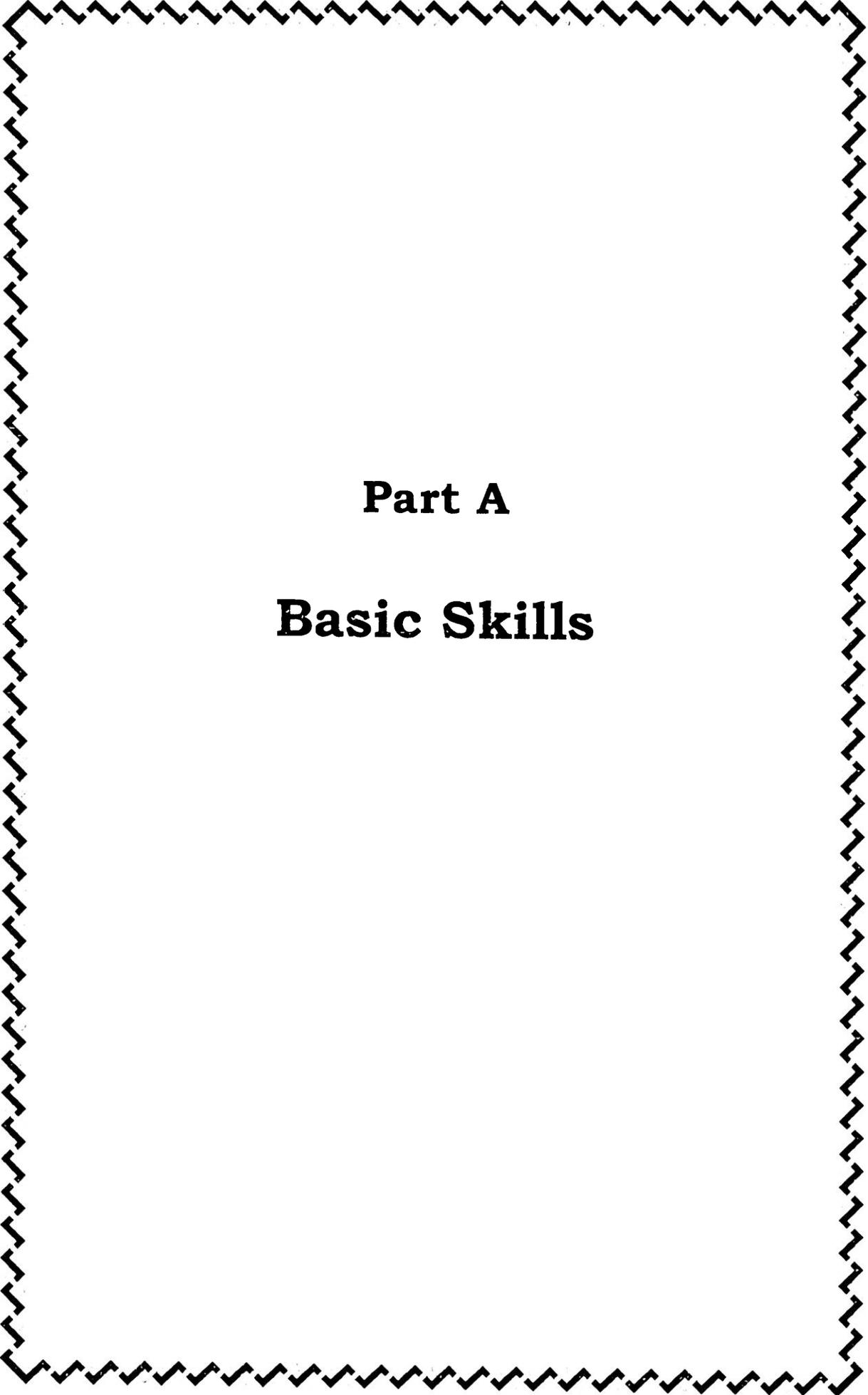
Author's Note:

The entire write up is based on the experience gathered while holding charge of Language Laboratories, both modern Digital Labs and ones using Tape Recorders. Several institutions have made huge investments for setting up Language Labs but they remain underutilized or even used ineffectively. Students in many institutions have shown an initial euphoria in Lab sessions, but, within months, their interest begin to wane. This can be attributed to the following reasons:

- Poor maintenance of the Language Lab.
- Lack of proper planning and managing of the learning resources.
- Lack of language teachers with a passion to improve learners' linguistic competence through Language Lab sessions.

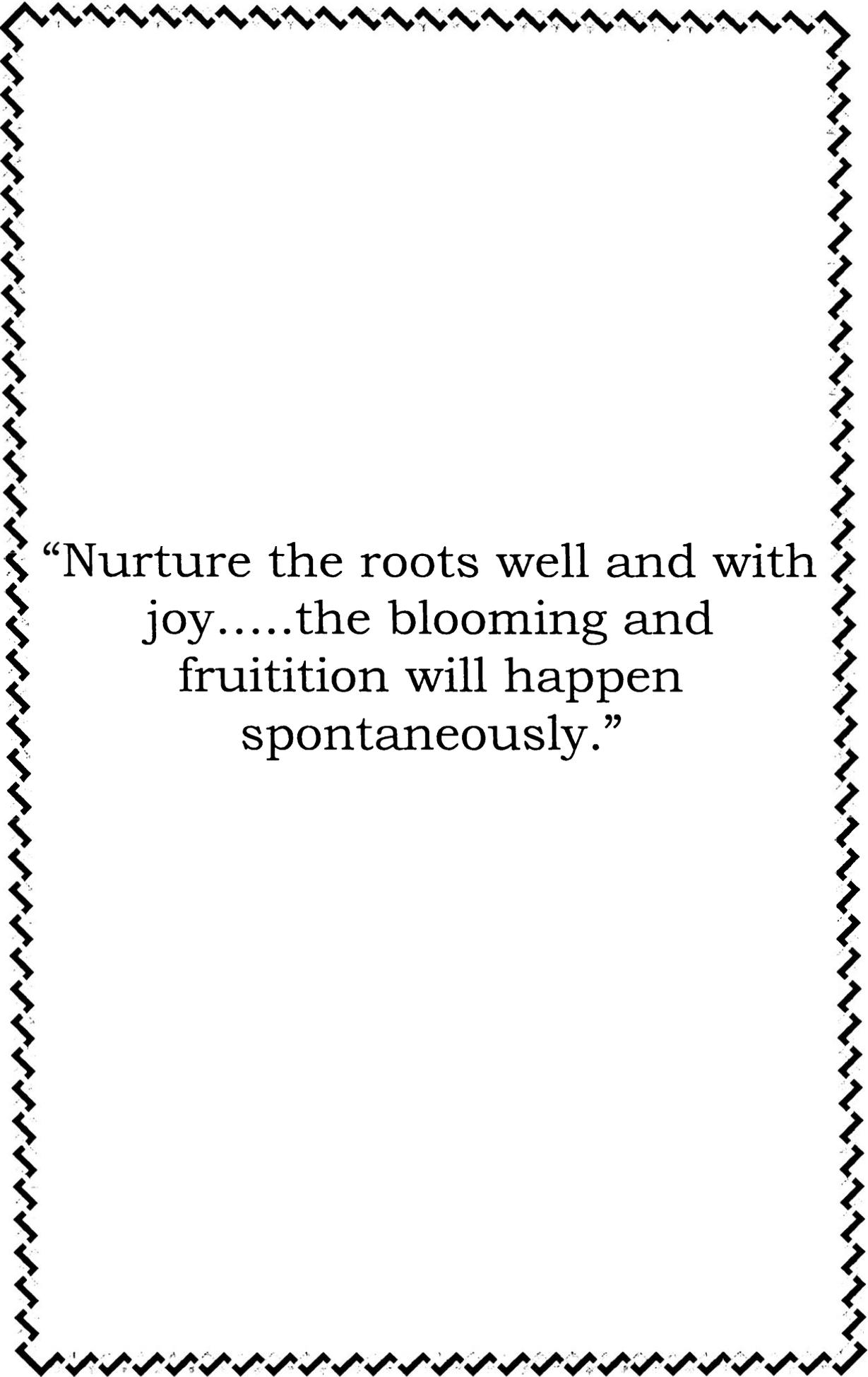
It is worth remembering what Tanya Byron said about technology...

“The technology itself is not transformative. It's the school, the pedagogy, that is transformative.”



Part A

Basic Skills



“Nurture the roots well and with
joy.....the blooming and
fruitition will happen
spontaneously.”

LISTENING SKILLS

1.0 Objectives:

Following are the objectives of this module in the development of listening skills.

- To make the teachers aware of the importance of listening skill.
- To familiarize the sub skills involved in listening.
- To introduce the audio – video media and its usefulness in developing the skill.
- To introduce some activities for the development of listening skill.
- To give the exposure to the teachers to prepare listening materials for the language laboratory and more activities..
- To listen to passages and take notes.

1.1 Introduction:

Language learning is developing language skills in the target language. The four fundamental skills are listening, speaking reading and writing. Out of the two primary skills, namely, listening and speaking, listening is very important and fundamental to the development of all other skills, since language itself is basically sound. Listening to the sounds of speech is an important skill to develop linguistic competence in the language. Further in this world of information and technology we have plenty of opportunities to listen to through radio, TV, speeches in platform and in other places including classrooms. Hence developing this skill in the learners is to be focused.

1.1.1 Listening :

The skill may be further divided into many sub skills/ micro skills.

If we consider the teaching and learning of English, we may plan to develop the skill in the following to start with.

They may be:

- (1) Listening to sounds.
- (2) Listening to the vowels used in different contexts.
- (3) Listening to the consonants in different contexts.

- (4) Listening to contrasting sounds.
- (5) Listening to similar sounds in the mother tongue (to show that there are familiar sounds also).
- (6) Listening to the words which are in contrast and to identify the phonemes of the language.
- (7) Listening to short sentences with intonations and function such as requesting, seeking permission, etc.
- (8) Listening to short conversations.
- (9) Listening to telephonic conversations
- (10) Listening to passages, stories for comprehension.
- (11) Listening to jokes – punch sentences
- (12) Listening to poems.
- (13) Listening to a speech/ a talk/ an interview/ a discussion, etc.

These may be further divided as far as the last four points are concerned into more sub skills based on the genre and varieties and styles involved in that. It is proposed that wherever necessary one may have to prepare remedial materials also depending upon the area of errors that the students make and on the home language of the students.

1.1.2 Audio-visual equipments:

There are a lot of audio-visual equipments available now. The students must be briefed about the use and operations of the equipments so that they will not have any problem in handling the machines while listening and doing activities as well. Take for example,

- (a) tape recorder
- (b) CD player
- (c) language lab (may be computerized)
- (d) TV
- (e) computer
- (f) wireless language lab with head sets, etc.

This is very much essential since simple operation such as putting on/off; winding rewinding finding out correct answer by clicking with a mouse, etc. should not bother and hinder them which may distract their listening.

1.1.3 Using listening activities:

There are plenty of activities available in this field. However, it is proposed to have a few here keeping in view of the students back ground and knowledge of English in mind.

- (a) Listen and repeat (difficult or new sounds, words or sentences)
- (b) Listen to instructions and act accordingly.
- (c) Listen and fill in the blanks (This may be short passage or a long sentence)
- (d) Listen and tick the correct answer (may be true/false) or correlating the pronunciation with a word, etc.
- (e) Listen and answer the questions (comprehension)
- (f) Listen and write (dictation)

1.1.4 Preparing the students for the activities:

The teachers should give the following instructions/information so that the activity goes smoothly.

- (a) A brief introduction to the activity – i.e., what are they going to listen to.
- (b) Information regarding the role of students in the activity what kind of activity/ exercise they would be involved in, What they should take into/for.
- (c) Information regarding the duration and the follow up.

As far as possible the sentence/passage should have very commonly used vocabulary. In case of new words, the meaning should be explained before hand, even if the context may lead them/ give them the cue to the correct meaning. This is a prerequisite that the teachers must have a good knowledge about the passage.

In the first level, the students have to identify the words and phrases: about the interrelationships, of time sequence, modifying terms, and of phrases which are redundant interpolations adding nothing to the development of the theme, etc. to understand the passage well.

Secondly, since the student will be involved in this activity of understanding the structure of the language, he will not be in a position to retain the theme or content of the passage. Hence it is important that he understands the linguistic structures involved in the passage first to get the content of it.

Thirdly, the learner has to understand the purpose of communication/passage. This can be done very successfully by looking at the beginning of the passage. This training of looking at the purpose is to be developed in the students, which leads to presumed expectations.

Fourthly, it is suggested that the students must be trained to develop the skill of forming an auditory image of those utterances and the theme/content of the passage given for comprehension. This may be done very successfully if the teacher trains them from sounds to words to phrases to sentences to paragraphs and finally to passages.

Communication is the exchange of ideas. The students must be trained to get the message expressed. It is only an art which can be developed easily. Finally, practice only makes the students perfect hence more opportunities to listen to should be created.

1.2 Audio - Video Materials:

The materials for the development of listening skill may be of three types.

- (1) Audio materials given in audio cassettes or audio CDs, etc.
- (2) Video clippings with audio.
- (3) Multimedia materials where text, voice, video/graphics, animation and interactivities are available.

1.3 Activities:

A few activities are suggested here. The teacher may also prepare other listening materials based on the need of the students either as activities to develop or as remedial course.

Activity 1.

Listen to the following sounds and repeat

p-b, t-d, c-s, k-g, s-z, f-v, h-k, j-s, j-c,

Activity 2.

Listen to the following words and repeat.

pin- bin	tin –din	man-mane	can –cane
cat- cute	no-know	supply-supplies	
reply- replies	fly-flies	involve-involve	
integrate- integration		count- recount	
music – magic		brought- bought	
bear- beer	deer- dear	future- nature, etc.	

Activity 3.

Listen and tick the correct answer.

a) Teacher: b Answers are b v p
 h k h g
 ch ch jh sh

b) Teacher You should not laugh at others' mistakes.

True false

You should save money.

True false

You should listen carefully.

True false

c) Teacher: Which words have the sound / æ /. Tick the words.

Man, caught, mane, can, sat, seat, cat, caught,

Ban, hand, band, out, cut, nut, done, war

Activity 4.

Listen to the conversation and answer the questions (Listen to the voices only and not the identity of persons who speak.)

Teacher: Have you all understood how to do this type of problem?

Student 1: Yes sir. But I can absolutely sure if you give us more problems of this kind.

Teacher: Very well. I will give you. Do you have any problem in understanding the symbols, Raju?

Student 2: No, sir. We find them very easy.

Teacher: Can you tell me what does it stand for, Geetha?

Student 3. I can explain it sir. This stands for and.

Teacher: Good.

Questions

1. Who are all talking to each other?
2. What are the names of the students?
3. What are they talking about?
4. How would they like to practice?
5. What was the symbol the person gave for recognition?

Activity 5.

Listen to the story and answer the questions that follow.

It's very beautiful

The train has started moving. It is packed with people of all ages, mostly with the working men and women and young college boys and girls. Near the window, an old man was seated with his 30 year old son. As the train moves by, the son is overwhelmed with joy as he was thrilled with the scenery outside.

"See dad, the scenery of green trees moving away is very beautiful"

This behavior of a thirty year old son made the other people feel strange about him. Every one started murmuring something or other about this son. "This guy seems to be a crack.." newly married Anup whispered to his wife.

Suddenly it started raining... Raindrops fell on the travellers through the opened window. The thirty year old son, filled with joy, said, "See dad, how beautiful the rain is ..."

Anup's wife got irritated with the raindrops spoiling her new suit. Anup said, "Can't you see its raining, you old man? If your son is not feeling well get him soon to a mental asylum and don't disturb public henceforth"

The old man hesitated first and then in a low tone replied, " we are on the way back from hospital, my son got discharged today morning, he was a blind by

birth, last week only he got his vision, these rain and nature are new to his eyes. Please forgive us for the inconvenience caused..."

The things we see may be right from our perspective until we know the truth. But when we know the truth our reaction to that will hurt even us. So try to understand the problem better before taking a harsh action.

Questions

1. What is the age of the old man's son?
2. What did he say looking at the scenery?
3. What did the people feel listening to him?
4. What did Anup say to his wife?
5. Looking at the rain what did the son say?
6. Why did Anup react like that?
7. Where did Anup suggest to admit the person?
8. What was the son by birth?
9. What are new to his eyes?
10. What should we do before taking any action?

Activity 6

Listen to the Story and fill in the blanks with appropriate word you have listened to.

A precious body

It was late ----- . The whole city was in ----- . A beggar was shouting in ----- "Oh! God you have done great ----- to me. I do not have a house, clothes, food ... You have given me -----."

A rich man from the same town heard ----- . He called the beggar to his ----- and said, "I will give you ----- but for that you have to give me ----- . Can you?"

The beggar said, "I do not have ----- to give. What can I ----- you?"

The rich man said, "You can give me one of ----- . Now tell me the ----- of it. What would be the -----?"

The beggar said, "-----."

The rich man agreed to it. ----- to his words the beggar said, "No sir, I want -----." Immediately, the rich man agreed for that ----- also. The

beggar was in a ----- . He asked for ----- . Now the rich man said, "Whatever ----- you ask for, I will ----- you."

Now the beggar started ----- of the whole -----and began to calculate 'If one eye costs -----, two will cost two lakhs and if I add the cost of my two -----, two -----, etc., how much will be the ----- of money.' He realized his ----- and pleaded for -----and said to himself 'God has given me a precious body which ----- millions. So I'm also a -----.'

He turned to the ----- and said, "Sir, I am also a -----."

Answer to the story.

A precious body

It was late night. The whole city was in deep sleep. A beggar was shouting in agony "Oh! God you have done great injustice to me. I do not have a house, clothes, food ... You have given me nothing."

A rich man from the same town heard his words. He called the beggar to his bungalow and said, "I will give you money but for that you have to give me something. Can you?"

The beggar said, "I do not have anything to give. What can I give you?"

The rich man said, "You can give me one of your eyes. Now tell me the cost of it. What would be the cost?"

The beggar said, "One hundred rupees."

The rich man agreed to it. Listening to his words the beggar said, "No sir, I want one thousand rupees." Immediately, the rich man agreed for that proposal also. The beggar was in a dilemma. He asked for one lakh rupees. Now the rich man said, "Whatever amount you ask for, I will give you."

Now the beggar started thinking of the whole incident and began to calculate 'If one eye costs one lakh, two will cost two lakhs and if I add the cost of my two hands, two legs, etc., how much will be the amount of money.' He realized his mistake and pleaded for pardon and said to himself 'God has given me a precious body which worths millions. So I'm also a rich person.'

He turned to the rich man and said, "Sir, I am also a rich man."

Activity 7

Listen to the poem and answer the questions

Breathes there the man with soul so dead
Who never to himself hath said,
“This is my own, my native land!”
Whose heart hath ne'er within him burn'd
**As home his footsteps he hath turn'
From wandering on a foreign strand.**
If such there breathe, go, mark him well;
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
The wretch, concentrated all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonour'd and unsung.

- Sir Walter Scott

Answer the following questions.

1. Say whether the following statements are true or false.
 - a. The poet wants the reader to ignore people who do not possess feelings of patriotism.
 - b. The poet feels such people will become famous.
 - c. The poet calls such people 'mean and selfish.
2. Write short notes on -
In the opinion of the poet, what kind of life would an unpatriotic person lead?
3. Can you give the rhyming words in the poem?
4. Do you like this poem? Why?

1.4 Evaluation :

This section gives details of the evaluation to be done at the end as well as during the course period.

1. What are the primary skills?
2. What are the sub-skills involved in the listening skills?
3. Name some audio video equipments.
4. Have you taken notes of what was explained? If so can you write a few words about the possibility of developing listening skills ?
5. Can you list any other modes of developing listening skills?

These are for the teacher trainers. But the trainers should, further, include these points also when they go for evaluation. Information related to the following must find a place in this section of the hand book for evaluation.

- a) Why do we need evaluation?
 - (i) to know the skills achieved by the learners
 - (ii) to know how much the learners have achieved in relation to the aims and objectives prescribed
 - (iii) to classify the learners as per their achievement based on which further follow up action should be taken
 - (iv) to understand the methods of teaching and learning and their impact on the course, etc.

- b) The list should give the features, which are to be evaluated,
 - (i) the skills
 - (ii) the Vocabulary,
 - (iii) the structures
 - (iv) the skill of writing guided and free writing, etc.
 - (v) the inferential
 - (vi) application
 - (vii) language features
 - (viii) the culture
 - (ix) the tradition
 - (x) features like validity, reliability, etc.

- (xi) correction and giving marks
- (xii) instructions necessary to conduct the oral examination, etc.

1.5 Summing up:

This module tried to give information regarding the importance of listening skills and how this skill can be fruitfully developed. Further, it has also suggested some models for testing and for activities. It is requested that the users of this module should prepare themselves activities appropriate to the age and knowledge of the learners.

1.6 Suggested Readings:

- Sasikumar, V. et al (2005). *Listening and Speaking Level I and II*. Chennai : Foundation Books.
- Dutt, Kiranmai, Rajeevan, Geetha and CLN Prakash (2008). *A Course in Communication Skills*. New Delhi : Foundation Books.
- Dutt, M D Gayathri Devi (2001) *Listening Materials in English for Secondary Schools*. Bangalore : Regional Institute of English, South India.

SPEAKING SKILLS

2.0 Objectives:

The general objectives of a language teacher are to prescribe and follow ways.

- to build greater confidence and proficiency in the oral communication of the learners.
- to use appropriate English to communicate in various social settings.
- to equip the learners with essential language skills to articulate their point of view.
- to disseminate the latent ability of a learner to speak accurately, appropriately and fluently and to develop it both face to face and telephonic conversation in academic, social and professional situations.

2.1 Introduction

Language is used in two ways for the purpose of communication – namely, speech and writing. Speech is more important than writing because

- (a) It is primary,
- (b) In the history of any language community, the medium of speech came centuries before the other medium;
- (c) In the history of individual too, speech comes first;
- (d) Speech is much more used as a medium of communication than writing;
- (e) Written language is only an attempt to represent the sounds used in spoken language;
- (f) Modern devices like telephone, radio, tape-recorder, television contribute to the importance of speech, and
- (g) Interviews held on telephones and call centres increase the need of oral communication.

A fairly high degree of proficiency in English and excellent communication skills enhance the learner's employability. Speaking is a SKILL which can be developed to a desired extent by regular training and practice. In addition to the teacher's role, language laboratory, the modern facilitator is also used in the present

scenario to motivate and instill and develop the speaking skills of the younger generation for personal and professional success.

In an interactive approach, the teacher has to facilitate the cognitive, affective and psychological skills of the learners to acquire speaking skills in a language laboratory. By Conversation Practice, the teacher has to make the students learn to divide their utterance into breath/ sense/tone groups.

Hearing their speech being recorded, the learners get a constant training and practice to use language in the context and learn intonation and rhythm gradually.

2.2 Audio- Visual Materials:

- 1) The learners' interaction can be recorded in a tape-recorder. This can be played and assessed. The vocabulary, grammatical units and the intonation can be estimated positively.
- 2) In a computer / LCD projector pictures / slides or cards / words/ written on a card, objects of various natural settings can be displayed and students can speak about each of them.

2.3 Activities:

Activities are used by the teacher to practice new grammar, vocabulary or functional language and pronunciation. Teacher can use the different materials to cue or prompt the activities: the board, flash cards, small cards, computer, LCD, OHP transparencies, the students themselves, students' own ideas and opinions, real objects, pictures, words on the card and so on. The teacher has to drill around the classroom or choose the students at random.

The variety of activities relevant to the students needs and to their daily lives are planned to motivate the learners to speak in English.

To create a positive and relaxed atmosphere in the classroom, warmers can be organized.

I. Warmers:

- (i) Guess the word – One learner has to mime and others have to make out the word.
- (ii) Each student thinks of something they like which begins with the same letter as their name,

For example : My name is Ram and I like roses

My name is Mary and I like mangoes

My name is Ismail and I like ice cream

(iii) I went to market:

Each student has to think of something he can buy at the market. The First student says for example, "I went to market and I bought some fruits" and so on.

(iv) Alphabet chains

The first students says for example "Alexander Fleming invented insulin" , the next student says, "Benjamin Franklin invented electricity from lighting" , Student three says, " Charles Barbage invented computer" and so on through the alphabet other chain names of political leaders.....

II. Practising speaking:

- a) We can use different cue cards to which students respond. These cues can be an object, a word written on a card, a picture on a card and so on.

Happy Face, Sad Face – here the students learn to apply an English word directly to the object or situation.

- b) Guessing games: for controlled drills or advanced fluency activities. For example think of a colour. They have to find out by asking questions:

S: Is it blue?

T: No, it isn't".

S: Is it red?

T: No, it isn't"

S: Is it green?

T: Yes, it is.

Variation 1: Think of an object in the classroom. Students can ask questions such as

Is it round?

Is it flat?

Is it made of wood?

Is it used for...?

Variation 2: You can practice prepositions by pretending you have hidden an object. Students ask questions such as ‘Is it near the door? Is it on the teacher’s desk?’.

Variation 3: Think of a famous person whom everyone has heard of. Invite questions like, Is he alive? Is that a man? Is he famous? and so on (Limit the questions to twenty, this activity is usually called twenty questions).

Variation 4: Say you are a famous person with name – a film star, a politician or a sports person. Ask questions like, Where are you from? Which is your native place? What is your father? When did you come to the field? How old are you?

———— Students can ask Wh & how – questions

This can be repeated for 5 personalities in one session for the students to learn the pattern.

III. Practising Functional Language

Initial Level

1. Greeting

Formal : Good morning, How are you?

Good afternoon.

Good evening.

Glad to meet you!

Informal : Hello! What a lovely surprise!

Glad to see you after so long?

2. Requesting - Modal Auxiliaries

May I help you!

Can you use my pen?

Shall we go to temple?

Will you carry my bag?

3. Introducing oneself

Hello! I am _____

Good morning! My name is _____

I have just joined _____

I'm from _____

I work for _____

4. Introducing someone.

I'd like to introduce you to

Please meet

This is

I am happy to meet you.

Nice meeting you.

5. Inviting Someone.

- inviting for a birthday party
- for a festival
- for a village function
- for a holiday
- Accepting / Declining the invitation

6. Agreeing / Disagreeing

Example of Topics for discussion

- Television is a bad influence on everyone
- Poor People are happier than the rich
- favourite food

7. Congratulating / expressing sympathy / complimenting

Advanced level

1. Welcome Speech
2. Propose a vote of thanks
3. Talking on a Telephone –
 - Making / Receiving calls.
 - Reporting & Leaving a message (Voice mail Box)

IV. Production Phase

1. What happens next?

Read out the first part of a newspaper report of a local incident – It should not be a well-known traditional story.

Students have to discuss the story and predict what happens next. It can be acted out.

Variation – picture story.

Instead of reading a text, show a picture which tells part of a story. The students have to predict what happens next.

2. Modifying

Write / give statements about family and community life which are acceptable in your culture, which will generate some debate

- Children should **always** do what their parents tell them
- Lots of money makes people happy.

write on the board a list of values, such as family, health, wealth, success.

3. Describe a picture that includes features such as a hill, a river, trees, flowers, clouds, houses, people and animals.

4. Selecting

- Holiday choice - Ask students to think of several local places where they would like to visit for a day trip or for a week – end visit.
- favourite colour / food / vegetable / book / famous personality / writer.

5. Using the Text as a Basis for Speaking Activities.

- Word collecting – The learners have to tell all the new words that they have learnt in the lessons.
- Skill work :
 - i) Checking and understanding
 - ii) Asking Yes / No questions
 - iii) Asking Open Questions
 - Tell about a story or about a person / thing from the prescribed essays.
- Fluency :
 - a) Recital of a poem prescribed in the text
 - b) Play the role of any personality in the story / essay / biography.
 - c) Dialogue

VI. Intonation

As in writing, punctuation makes much meaning, intonation in speech makes sense. Moreover we speak in one way and write in another way. For example 'Ulagam' in Tamil is pronounced as 'Olagam' 'Madurai' as 'mathura' and 'nambikkai' as 'nambikka'. Sometimes the same letter represents 2,3 or more sounds in speech:

For instance in 'padam' (g|k;) (d) 'pattam' (g|;lk;) (t) 'pathu' (g|;J) /θ/ and in 'panthu' (ge;J). The above examples show the differences between pronunciation and spelling in Tamil. In Tamil, the differences are few. We must remember that English is a stress – timed language whereas most Indian languages are syllable – timed. So the differences between spelling and pronunciation are numerous. Hence it introduces stress – word stress, sentence stress and intonation.

In pronunciation, the students learn that English has 26 letters but 44 speech sounds - 12 pure vowels, 8 diphthongs (a combination of two vowels, one gliding into the other) and 24 consonants.

In developing speaking skills, it is a necessity to know about stress. Stress or accent is one of the most interesting aspects of English speech. If a word has 2 or more syllables only one syllable is uttered prominently and the other syllables are uttered softly, this is called word stress. Similarly in a 'sentence' only certain words and certain syllables are stressed. This is called sentence stress. The tendency of a non-native speaker is to pronounce all the syllables and all the words with equal emphasis. So the learner has to observe stress when they speak to make their English sound better.

When we speak we lower or raise our pitch. This rise and fall in voice or modulation of tone is called intonation. While in some languages the tune mainly belongs to the 'word', in English, the tone belongs not to the word but to the word group. If you say the English 'No' with different tones it is still the same word. We can say a word group definitely or angrily or hesitantly or kindly or with interest or without interest – these differences are largely made in the tone we use. The words

do not change their meaning but the tone we use adds something to the words; it adds to the speaker's feelings at that moment: this way of using tones is called 'intonation'.

Intonation is not the same for all languages. English intonation is English. For example, 'thank you' may be said in two ways: in the first the voice starts high and ends low, and this shows real gratitude, in the second the voice starts low and ends high, and this shows a rather casual acknowledgement of something not important. A word is considered important when it carries most of the meaning in a word group. For example: 'How was Ram?' The reply was: 'He was in an appallingly bad temper.' The first four words are not specially helpful to the meaning, not important and the last three words are meaningful and important. This can be represented.

- He was in an ap*pallingly*bad * temper

If the question is : Was Ram in a good temper?

Hence 'temper' is in the question it does not add meaning to the answer, Hence

- He was in an ap*pallingly*bad temper

For Intonation drilling, students can retell a story or summarise a lesson.

2.4 Evaluation:

Language evaluation need not be tied to attainment test or achievement test. It must be reoriented to the measurement of language proficiency.

The speaking activities of the students must be recorded so that the proficiency in the beginning of the course and the development can be assessed individually and precisely. This can further help to correct the articulation of individual speech sounds, the correct placement of stress and the use of appropriate intonation patterns. This helps the learners to speak clearly and to become a confident and successful personality.

2.5 Summing up:

The Activities to improve the speaking skills of the students are a selection of tried and tested ways. But every school has a unique situation and the teachers may face unique challenges. The given activities are aimed to facilitate a teacher to expand and enjoy teaching speaking skills with Audio-visuals in a Language Laboratory in ways that are appropriate for the students in their individual context.

2.6 Suggested Readings:

Baker, Joanna and Westrup, Heather. (2006). *Essential Speaking Skills: A Handbook for English Language Teachers*, London : Continuum.

Sasikumar, V. et al., (2005). *Listening and Speaking Level I and II*. Chennai : Foundation Books.

Underhill, Nic. *Testing Spoken Language : A Handbook of Oral Testing Techniques*.

Pillai, G. Radhakrishnan. (2002). *Spoken English for You, Level One and Two*. Chennai : Emerald Publishers.

National Curriculum Framework 2005, Position Paper 1.4 *Teaching of English*. New Delhi: NCERT.

READING SKILLS

3.0 Objectives :

- To bring in awareness among facilitators (teachers) about the effective and efficient use of Language Laboratories as supplementary tool for the development of Reading Skills among High School students.
- To motivate the facilitators to utilize the Language Laboratories for the purpose mentioned above.
- To discuss about various aspects of READING, LANGUAGE LABORATORIES, READING GADGETS (EQUIPMENT) etc. and to familiarize the facilitators with their use and applicability in the context of developing Reading Skills.

3.1 Introduction:

Language learning/teaching primarily involves the development of Language Skills among learners. This includes both Primary/basic Skills and to some extent, Higher Order Language Skills as well. There is no second opinion about the fact that direct class room learning is the most effective source wherein the facilitator is in direct contact with the learners and functions as the 'MODEL' for them. Further, direct monitoring and providing instant remedies for doing away with learners' difficulties/problems is highly effective and possible only in the class room in direct contact with them. However, it could be very difficult, if not impossible, for the facilitator to monitor each individual learner in the class room for the purpose. It is in this context that Language Laboratories become very handy and immensely useful. They will conveniently help taking care of individual learner's needs and requirements. Thus, Language Laboratories are very effective and useful supplementary tools in the context of Language Education.

Most people in the field of education conceive of Language Laboratories as means for the development of spoken skill of language only. Very few realize that they could be as much useful for the development of Written Skills also and more in particular the Reading Skills. Further, the general belief is that the Language Laboratories consist of only tape recorders, CD players, Computers etc, and at the most, a monitoring mechanism for the facilitator which is connected to the individual

learner booths or equipment. In fact, Language Laboratories need to be viewed as something more to what the general belief is like. Reading equipments like Tachistoscopes, Reading Accelerators, Controlled Readers etc., which are specifically meant for furthering Reading Skills. Reading, in any case, is an integral component of Language Education. Language Laboratories without these special equipments could also be used meaningfully for the development of Reading Skills.

3.1.1. Reading Skills :

It may be apt and appropriate to briefly discuss about Reading Skills before proceeding on to think of relevance of Language Laboratories in the context of developing such skills.

Reading is a receptive written skill of language. It has several components like :

- (a) SKIMMING**
- (b) SCANNING**
- (c) RAPID READING**
- (d) CRITICAL/IN-DEPTH READING**

The components mentioned above which could be called 'sub-skills' of Reading are the various kinds or types of Reading methods that are applied and made use of in the reading process which primarily depend upon various purposes of reading, the time available for reading etc.

(a) Skimming

Skimming can be broadly defined as the process of browsing through the reading material without concentrating much or without giving serious attention to minute details. Skimming enables the learner to get a general overall understanding of the written material. In other words, it enables the readers/learners understand and comprehend the gist/summary of the material without reference to minute details. It basically involves the reading of introduction, headings and sub-headings, looking at main ideas in different paragraphs, specifically marked portions in the reading material like headings, sub-headings, and such portions which are in italics, bold types, underlined or otherwise highlighted. This process is normally resorted to while reading news papers, in selecting relevant reading materials, supplementary materials for study etc. Sometimes, it is adopted while reading for pleasure. Looking at it from the point of view of high school students, it could be adopted while reading

supplementary materials or while revising various subjects of study following a thorough and in-depth study and mostly, prior to the commencements of tests and examinations.

(b) Scanning

Scanning refers to the process of locating a specific piece of information without reference to the overall gist/summary. This is generally adopted while locating a particular name or a number in a telephone directory or while referring to a dictionary for the meaning of a particular word or while trying to elicit specific information from a reference book like encyclopedia etc. Thus, scanning focuses around 'specific information' only. An important aspect in this context is that while looking for a particular word in the reading material, noticing the initial one or two letters of the word provides almost definitive clue about the search word in question and such location or identification of the initial alphabets is called 'anticipation'.

(c) Rapid Reading

Rapid Reading is the process of reading the entire text as fast as possible and comprehending it with details but without going into the critical aspects and minute details contained in the text. Information elicited through this process enables the learner/reader to derive the overall summary/gist with major details.

(d) Critical Reading

Critical Reading, otherwise called in-depth or careful reading is a relatively slow process in comparison to Rapid Reading. It involves a careful examination of all the major and minor ideas, facts etc. looked at from the point of view of the author of the material, other possible points of view which might be parallel or contradictory and the reader's own point of view.

Critical Reading is, however, not very relevant for the high school levels. It might, however, be found meaningful and necessary in the context of studying literature etc.

3.1.2 Mechanics of Reading

It is now proposed to briefly discuss about the 'MECHANICS' of reading. They involve EYE SPAN, EYE MOVEMENTS (HORIZONTAL, VERTICAL, DIAGONAL AND ZIG-ZAG).

Normal eye span of an ordinary individual is said to be about 2.5 words of average length. It means that an individual could visually grasp or capture 2.5 words of average length in each jump of vision or movement of the eye. This vision/eye span needs to be improved upon or enlarged so as to capture more than 2.5 words and this could be made possible through constant and consistent practice. Reading equipment like Tachistoscopes, Controlled Readers, Reading Accelerators would facilitate the learners in their efforts to improve upon their eye span and speed of the eye movements. (A brief description of these gadgets is provided in the later pages of this module.)

Horizontal movements of the eye generally take place in reading several scripts/languages written from left to right and top to bottom. However, scripts like Urdu are an exception to this. Some alien/foreign scripts exist which are not only written from right to left and but from bottom to top also. It is not, however, much relevant for the present purposes.

While increasing or improving upon the eye span, it is equally necessary to follow it up by the practice of moving the eyes from top to bottom or in a vertical direction. This could be meaningfully facilitated through the use of the above mentioned reading equipments.

Diagonal eye movement basically refers to the concentration of the eye on portions of the reading text that are distinctly marked such as those containing headings, sub-headings, underlined or italicized or those that exist in bold types. This process could be achieved with the help of Tachistoscopes.

While the diagonal eye movement is almost systematic and organized, zigzag eye movement is unsystematic and disorganized. These two processes could be found relevant and useful while Skimming and Scanning of the reading material.

Tachistoscopes and to some extent, Controlled readers could be meaningfully made use of for these kinds of eye movements.

3.1.3. Reading Gadgets/Equipments

It may now be relevant to briefly describe the Reading gadgets/equipments.

(A) Reading Accelerator

Reading Accelerator consists of page-sized transparent glass plate over which a metallic strip of about 1.5 to 2 inches width gradually slides over the glass plate thus covering up the printed material line by line. It consists of a speed regulator at the top left of the instrument which could be adjusted to match the reader's reading speed and such speed could be gradually increased by the operation of the speed regulator. This instrument is more useful in the context of 'RAPID READING' and to some extent, in the process of 'CRITICAL READING' also. This facilitates individual learners to practice RAPID READING and/or CRITICAL READING.

(b) Controlled Reader

Controlled Reader is a kind of film projector which projects the filmed reading material line by line and a moving shade covers up the material from left to right and top to bottom at a pre-determined speed. This speed could be manipulated to meet the needs of a group of learners.

(c) Tachistoscope

Tachistoscope is also a kind of projector wherein there is a mechanism of projecting every nth word in the reading material thus projecting ONLY selected portions of it. This facilitates the group of learners to capture the selected portions of the reading material and derive the overall gist/summary of the topic dealt with in the text. Projection of selected portions of the text in a diagonal and zigzag manner is also possible through this gadget.

The reading equipment/gadgets described above have to necessarily form part and parcel of Language Laboratories. They are generally NOT thought of in the context of Language Laboratories as some scholars strongly believe that Reading Laboratories are distinctly separate from Language Laboratories. But, from the point of view of Language Learning, Reading equipments/gadgets need to be construed as

integral parts of Language laboratories, as Reading is one of the Basic/Primary skills of language and all the skills of language play an equally important role in the process of language learning.

Reverting to the age-old conviction and belief that Language Laboratories are a mere pool of tape recorders, CD players, one needs to examine how they could be meaningfully utilized for the development of Reading skills. The reading material/text is recorded at an optimum or desired speed of reading on the tape/CD which is made available to the language learners for listening through their individual headphones. The printed version of the reading material is simultaneously provided to the learners. The facilitator directs or instructs the learners to read the printed version while listening to the tape/CD. Needless to state that the speed of the recorded material would be a little more than the reading speed of the learners. The speed of the recorded audio material imposes upon or forces the learners to move their eyes at that speed which is a little more than their actual speed of reading. This process facilitates the learners to increase their eye-span as well as their eye movements. Most important is the caution that the facilitators have to necessarily ensure is 'good comprehension' of the material read on the part of the learners. Material could be recorded at varying and increased speeds simultaneously making the printed version available to the learners. Such materials are generally called 'TIMED READING TAPES/CD's. The integrated application of both the audio and visual processes will undoubtedly help the learners increase their reading speed through increased eye-span and eye movements while listening to and at the same time, retaining or even improving upon their degree of comprehension.

3.2. Language Laboratories and their Use in Development of Linguistic Elements

Let us now examine, in a nutshell, as to how Language Laboratories could be meaningfully made use of for the development of different elements/components of language through the process of reading.

(a) Vocabulary

While asking the learners to 'TAKE NOTE OF' or 'FOCUSS UPON' specific vocabulary items (like nouns, verbs, adjectives, adverbs, structure words etc. while listening to the tape simultaneously looking at the printed version of the text, the

facilitator directs the learners to concentrate upon such items and asks them to provide their meanings, synonyms, antonyms etc., by writing them down on separate sheets of paper or work-sheets. Further, the facilitator's directions/instructions are also recorded on the tape/CD before commencing the reading exercise.

In some cases, the facilitator's instructions/directions to the learners could be 'DERIVE OR GUESS THE MEANINGS' of certain vocabulary items from the context of their occurrence in the reading material and write them down on the work-sheets concerned or on separate sheets of paper.

In certain cases, such instructions could be to 'NOTE DOWN THE DIFFICULT/NEW VOCABULARY ITEMS' and later on 'LOOK UP THE DICTIONARY FOR THEIR MEANINGS'.

These activities take place while the learners listen to the tape/CD simultaneously while reading the printed text. The same kind of activities or similar activities could be applied in respect of phrases, clauses and other higher levels of linguistic structures.

(b) Pronunciation, Stress, Tone and Intonation :

In the process of simultaneously listening to the tape/CD and looking at the printed version of the text, the learners could understand and grasp correct pronunciation patterns, placement of stress, kinds of tones and intonation patterns etc., by carefully noticing them from the tape/CD wherein the facilitators' 'MODEL' utterances exist. The learners are expected to closely follow and imitate the 'MODEL' utterances which are believed to be exact, natural and ideal. They are also expected to record their own utterances in the space provided on the tape/CD for the purpose which could be later compared with the facilitator's utterances whereby the learners could make note of their lacunae/defects and/or mistakes which, in turn, facilitates them to take relevant and appropriate remedial steps. Further, the facilitator could explain the roles of PUNCTUATION, PAUSES etc. which play a prominent and significant role in oral expressions.

3.2.1 Types of Reading

Broadly speaking, 2 types of reading could be thought of. They are: (a) SILENT READING and (b) LOUD READING.

(a) Silent Reading is the process of reading wholly within without oral utterances. This kind of reading is preferred to as Silent Reading is normally much faster for the reason that the eye movements are much faster compared to speech and lip movements. There are, however, two main distracters possible that could adversely affect the speed of Silent Reading. They are: ((i) Vocalization and (ii) Sub-Vocalization.

(i) Vocalization

Vocalization is the process of orally uttering the printed word though not very loudly. It is believed that oral utterances are much slower compared to the eye movements and these factors contribute to the speed of reading. If both the processes take place simultaneously, the slower pace of vocalization will limit or adversely affect the eye movements. In other words, Vocalization contributes to reduction in reading speed. Therefore, the learners need to be discouraged from the habit of Vocalization.

ii) Sub-Vocalization

Sub-Vocalization is the process of moving the lips, movement of head horizontally or vertically while reading. These processes are also much slower compared to the movement of eyes. This being the case, even sub-vocalization also contributes negatively to reading speed. Therefore, the learners need to be dissuaded from developing the habit of sub-vocalization to make sure that they become better readers with good speed and comprehension.

Developing Rapid Reading among the learners necessarily involves good comprehension. It is a well known fact that reading without comprehension has no meaning and such reading serves no useful purpose. Therefore, in the context of reading – be it of any type/kind – COMPREHENSION needs to be ensured at any cost. It has, therefore, to be realized and taken note of that rapid reading or good reading has to be developed gradually through constant and consistent practice. The

well known proverb 'PRACTICE MAKES A MAN PERFECT' befits and holds good in the context.

(b) Loud Reading

Loud Reading involves clear and fairly loud utterances of the material read. This kind of reading, though relatively very slow in comparison with silent reading, helps the learners to understand and appreciate their lacunae/deficiencies in their utterances at the levels of pronunciation, stress, tone, intonation and all such segmental and supra-segmental elements. Loud reading is generally recommended at the primary and secondary levels of schooling and may be, to some extent, at the high school level particularly in the context of poetry reading etc. But, this has to be gradually avoided to become good rapid readers or fast readers of course with good degree of comprehension. An advantage in loud reading is that the facilitators could monitor the learners' pronunciation etc. and provide on-the-spot remedial measures. Such activities on the part of facilitators could involve various kinds of 'DRILLS AND EXERCISES' relevant to language teaching in the context of development of oral skills. This aspect, being beyond the scope of the present module, is consciously NOT dealt with.

3.2.2. Reading Material

The reading material provided on the tape/CD along with the printed version needs to be such that it contains texts consisting of various styles and registers. This would facilitate the learners in getting exposed to such styles and registers and consequently, they get a good feel of 'language use' in different domains besides the knowledge of linguistic knowledge. In other words, the learners get to understand the language as such and also about the language.

Further, such materials selected from various disciplines will enable the learners in properly understanding the proper sequencing and arrangement of ideas, good paragraphing and coherence of expression and develop their own speech or writing. In other words, such reading material should expose and enable the learners to suitably and properly make out ideal format of a good text and consequently, the learners become capable of developing good COMPOSITION/ESSAY etc.

3.2.3. A Word about Computers in the Context of Reading

Computers could, perhaps, be made use of as an integrated tool in the context of developing rapid reading skills. The audio component of the text on CD's could, perhaps, be played over the computer while the printed version appears on the screen. The learners have to read the printed version appearing on the screen at the pace of the audio version of the material. The feature applicable to RAPID READING TAPES.

3.3 ACTIVITIES

Activity 1

Read faster comprehend better

Read and record the passage given. Note your time of beginning and ending.

Read again, increasing your speed. Third time listen to the master's voice and read along with the recorded voice to achieve the desired speed.

Answer the questions which evaluate your comprehending skill also.

Note : The passage has 675 words. Approximate time for reading is 6 minutes.

Newspapers

They appear early in the morning, on railway bookstalls, at street corners, through letter boxes, with the morning cups of tea, folded in briefcases and tucked in shopping baskets. Snippets from their contents are excitingly displayed on billboards and shouted from the pavements. Newspapers are an integral part of our everyday routine, to be read in bed, at the breakfast table, in the bath, on the bus, train and on the underground. The businessman faithfully follows the ups and downs of the stock market, the Dow Jones index and the crossword, the young girl measures the ups and downs of the hemline of the fashion pages and the disciple of the stars anxiously deciphers his horoscope.

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The main function of newspapers is to inform. The immediacy of such information has been overtaken by the radio and the television with on-the-spot coverage. Newspapers record news in a way that is assimilated more slowly and most have a policy that is set by the editor and his staff, a character that colours the presentation of the material. This editorial policy usually has a political bias with emphasis being laid on the strategies of one party. It is difficult to estimate how much influence this has or whether the policy is slowly modified to suit that of its readership.

218

Each newspaper has its own special format but the main news is always on the front page and sports coverage is usually on the back page. Other items are kept in approximately the same place each day and the reader becomes familiar with the layout. Eyewitness accounts are often accompanied by photographs

and reports may be 'angled' for dramatic effect, pathos or to amuse. Many papers have special features such as an advice bureau for consumers, articles on the home, fashion and dress, travel, books, the theatre and art. Goods may be bought and sold, flats and bedsitters rented, and jobs filled through its classified columns. To boost sales, some papers run 'special offers' from photographs of foot ball idols to colour television sets.

342

Newspapers are read for entertainment and some papers give much more space to items which, although politically and economically unimportant, are unusual, amusing or scandalous. Thus, the space allocated to the same event will vary and it is possible to find the same number of column inches devoted to, say, the story of a chimpanzee that has had a baby at the zoo, as to the account of a crisis in the Middle East. Some occurrences, such as traffic jams on Bank Holidays, have topical importance.

428

Newspapers have to compete with the radio and the television for attention and also contend with a decline in the habit of reading. The policy and contents of a newspaper are of necessity moulded and selected to suit the tastes of a particular section of the public. Much of a paper's revenue is obtained from the space it sells to advertisers and a good circulation has to be maintained to attract these companies.

501

The economic necessity to attract readers causes some papers to be sensational and titillating; headlines may be misleading and the accuracy of reporting occasionally takes second place. Emotive presentation emphasizing the 'human angle' is good for circulation but may detract from the fundamental issues and blur constructive thinking. Thus, the picture and story about an orphaned child or a starving old man immediately provoke interest and sympathy but do not indicate how the war which produced these victims can be brought to an end. In a well balanced newspaper, such methods of reporting are used to describe events in terms that the reader can understand and feel while the editorial leader discusses the deeper political, economical or social issues involved. Nevertheless, reporting from the human angle is a very powerful weapon and is often used to highlight social problems and injustices.

642

Newspapers are a venue for readers' views through the letters that are printed. Bureaucratic pomposity and inefficiency can be exposed and ridiculed in the press and the power of publicity can strengthen the individual's claim to justice.

675

Answer the following questions:

1. What is the main function of newspapers?
2. Which part of the news you like more?
3. Can you tell me the layout/ format of a newspaper you read?
4. Which media do the newspapers compete with now?
5. What will we achieve by writing for reader's views?

Activity 2

Reading with pauses, punctuation marks

Listen to the passage carefully. It is read slowly so that you may be able to mark the punctuations.

A text without any punctuation marks is given to you. Mark them as per the voice you listen to.

Compare your markings with the original (That will also be provided). Now along with the original text, listen to the Master's voice and read.

Record your reading and compare it with the Master's Voice.

The Adventure

Jayant Narlikar

The train stopped beyond the long tunnel. It was a small station called Sarhad. An Anglo-Indian in uniform went through the train checking permits.

“This is where the British Raj begins. You are going for the first time, I presume?” Khan Shahib asked.

“Yes’. The reply was factually correct. Gangadharpant had not been to this Bombay before. He ventured a question: “And, Khan Sahib, how will you go to Peshawar?”

“This train goes to the Victoria Terminus*. I will take the Frontier Mail tonight out of Central”.

“How far does it go? By what route?”

“Bombay to Delhi, then to Lahore and then Peshawar. A long journey, I will reach Peshawar the day after tomorrow”.

The train now passed through the suburban rail traffic. The blue carriages carried the letters, GBMR, on the side.

“Greater Bombay Metropolitan Railway”, explained Khan Sahib. “See the tiny Union Jack painted on each carriage? A gentle reminder that we are in British territory”.

The train began to slow down beyond Dadar and stopped at the Victoria Terminus.*

** now known as Chattrapati Shivaji Terminus*

As he walked along Hornby Road, as it was called, he found a different set of shops and office buildings. There was no Handloom House Building. Instead, there were Boots and Woolworth departmental stores, imposing offices of Lloyds, Barclays and other British banks, as in a typical high street of a town in England.

“I wish to meet Mr.Vinay Gaitonde, please”, he said to the English receptionist.

She searched through the telephone list, the staff list and then through the directory of employees of all the branches of the firm. She shook her head and said, “I am afraid I can’t find anyone of that name either here or in any of our branches. Are you sure he works here?”

This was a blow, not totally unexpected. If he himself were dead in this world, what guarantee had he that his son would be alive? Indeed he may not even have been born!

He thanked the girl politely and came out.

Yes, to his relief, the Town Hall was there, and it did house the library. He entered the reading room and asked for a list of history books including his own.

Activity 3

Reading and Comprehending or Reading Comprehension

Read the passage and record it. Once the reading is over, answer the questions which evaluate your comprehension skill. Listen to the Master’s Voice and read along with it to develop your reading skill.

**“We’re not afraid to die....
if we can all be together....”**

Gordon Cook and Alan East

Our boat Wavewalker, a 23 metre, 30 ton wooden-hulled beauty, had been professionally built, and we had spent months fitting it out and testing it in the roughest weather we could find.

The first leg of our planned three-year, 105,000 kilometre journey passed pleasantly as we sailed down the west coast of Africa to Cape Town. There, before heading east, we took on two crewmen – American Larry Vigil and Swiss Herb Seigler – to help us tackle one of the world’s roughest seas, the southern Indian Ocean.

On our second day out of Cape Town, we began to encounter strong gales. For the next few weeks, they blew continuously. Gales did not worry me; but the size of the waves was alarming – upto 15 metres, as high as our main mast.

December 25 found us 3,500 kilometres east of Cape Town. Despite atrocious weather, we had a wonderful holiday complete with a Christmas tree. New Year’s Day saw no improvement in the weather, but we reasoned that it had to change soon. And it did change – for the worse.

At dawn on January 2, the waves were gigantic. We were sailing with only a small storm jib and were still making eight knots. As the ship rose to the top of each wave we could see endless enormous seas rolling towards us, and the screaming of the wind and spray was painful to the ears. To slow the boat down, we dropped the storm jib and lashed a heavy mooring rope in a loop across the stern. Then we double-lashed everything, went through our life-raft drill, attached lifelines, donned oilskins and life jackets – and waited.

The first indication of impending disaster came at about 6 p.m. with an ominous silence. The wind dropped, and the sky immediately grew dark. Then came a growing roar, and an enormous cloud towered aft of the ship. With horror, I realized that it was not a cloud, but a wave like no other I had ever seen. It appeared perfectly vertical and almost twice the height of the other waves, with a frightful breaking crest.

The roar increased to a thunder as the stern moved up the face of the wave, and for a moment I thought we might ride over it. But then a tremendous explosion shook the deck. A torrent of green and white water broke over the ship, my head smashed into the wheel and I was aware of flying overboard and sinking below the waves. I accepted my approaching death, and as I was losing consciousness, I felt quite peaceful.

Unexpectedly, my head popped out of the water. A few metres away, *Wavewalker* was near capsizing, her masts almost horizontal. Then a wave hurled her

upright, my lifeline jerked taut, I grabbed the guard rails and sailed through the air into *Wavewalker's* main boom. Subsequent waves tossed me around the deck like the rag doll. My left ribs cracked; my mouth filled with blood and broken teeth. Somehow I found the wheel, lined up the stern for the next wave and hung on.

Water, Water, Everywhere. I could feel that the ship had water below, but I dared not abandon the wheel to investigate. Suddenly, the front hatch was thrown upon and Mary appeared. "We are sinking" she screamed. "The decks are smashed; we are full of water". "Take the wheel", I shouted as I scrambled for the hatch.

Larry and Herb were pumping like madmen, Broken timbers hung at crazy angles, the whole starboard side bulged inwards; clothes, crockery, charts, tins and toys sloshed about in deep water.

I half-swam, half-crawled into the children's cabin. "Are you all right?" I asked. "Yes", they answered from an upper bunk. "But my head hurts a bit", said Sue, pointing to a big bump above her eyes. I had no time to worry about bumped heads.

After finding a hammer, screws and canvas, I struggled back on deck. With the starboard side bashed open, we were taking water with each wave that broke over us. If I could not make some repairs, we would surely sink.

Somehow I managed to stretch canvas and secure waterproof hatch covers across the gaping holes. Some water continued to stream below, but most of it was now being deflected over the side.

More problems arose when our hand pumps started to block up with the debris floating around the cabins and the electric pump short-circuited. The water level rose threateningly. Back on deck I found that our two spare hand pumps had been wrenched overboard – along with the forestay sail, the jib, the dinghies and the main anchor.

Then I remembered we had another electric pump under the chartroom floor. I connected it to an out-pipe, and was thankful to find that it worked.

Answer the following questions.

1. What is the name of the boat?
2. Where did they pick up the American and Swiss crewmen?
3. Explain the 'gales' which disturbed them.
4. What happened on January 2?

5. What happened after the 'Ominous Silence'?
6. 'Water Water Everywhere' – This statement conveys the agony. What happened to the ship?
7. How was the hand pump useful for them?
8. Could he find out an alternate for the pump?

Activity 4

Reading a poem

Read along with the pre-recorded poem.

Take care of your pronunciation, vocabulary, rhyme, rhythm, intonation, etc.

After reading along with the Master's voice, you read yourself and record it.

Now compare your reading with the original recorded Master's Voice.

Read again and again till you achieve the exact or at least nearer to the Master's voice.

The Daffodils

(2 stanzas first and the other 2 later)

I wander'd lonely as a cloud
That floats on high o' ver vales and hills
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay;
Ten thousand saw I at a glance
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Outdid the sparkling waves in glee:
A poet could not but be gay
In such a jocund company!
I gazed – and gazed – but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye

Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

-William Wordsworth

Answer the following questions:

1. What does the poet compare himself to?
2. What is the meaning of 'ten thousand'?
3. What seemed more joyous, the waves or the daffodils?
4. What did he see at once?
5. What does 'bliss of solitude' mean?

Activity 5

Read and record the passage. Give back the passage. Answer the following. In case of doubts rewind or fast forward your recording and find out the answer. After answering read along with the recorded Master's Voice and check the answers.

The Black Tuesday

A Day of Terror

It was Tuesday, 11th September 2001 and the sun rose in all his glory over the cities of New York and Washington. The dawn promised a new world, but within hours everything changed. With the kind of tactical precision that a trained commando unit could only dream of, a cell of terrorists had turned four jet airliners into guided missiles and destroyed the most iconic symbol of American capitalism, the World Trade Centre and damaged the nerve center of U.S. Military might, the Pentagon, instantly killing over 5000 innocent men and women.

At 9.00 that morning the two mighty towers of the World Trade Centre which stood majestically almost kissing the sky, came down like a house of cards at 10.28 sending a giant wall of dust and smoke racing through the canyons of lower Manhattan as thousands of terrified pedestrians ran for cover.

The whole American nation, why the whole world except those who supported terrorism were bewildered at the worst instance of man's cruelty to man. It is

believed that the hijackers were trained pilots and they picked large planes packed with jet fuel (about 60,000 pounds) for long flights, and converted them into flying bombs. When the planes hit the two towers they exploded and the gushing jet fuel from the suicide planes, burning at more than 1000°C, melted the steel that held the building together. Both the giant towers came crashing to the ground.

Jeremy Davids, a pedestrian, was walking near the World Trade Centre and witnessed a horrifying scene. He says, “I saw atleast 15 people jump to their death. You’d hear a gasp go through the crowd and then you’d look up and you’d still be able to watch them fall for about 10 seconds. Some people were flailing their arms, some had stiff arms, atleast one couple held hands”.

Can we save the world from such disasters as this? If someone really wants to kill himself in order to blow up a building, there is no level of sustainable security in any country that could prevent it. It was mass destruction without weapons of mass destruction. We can only pray to God to prevent such a disaster.

1. Give the contextual meaning of the following :
 - a) flying bombs
 - b) man’s cruelty to man
 - c) stood majestically
 - d) kissing the sky
 - e) suicide planes
 - f) horrifying scene
 - g) jump to their death
 - h) ran for cover

2. Find out the synonym of the following words in the text. Locate and write the sentence in which they are used.
 - a) protect =
 - b) stop =
 - c) immediately =
 - d) fame =
 - e) strong =

3. Find out the antonym of the following words in the text. Locate and write the sentence in which they are used.

Below	×
Old	×
Dusk	×
Upper	×

On	×
Best	×
Distant	×

3.4 Evaluation

Evaluation of Reading Skills primarily involves 2 components : (a) Reading Speed and (b) Reading Comprehension. It is a well-established fact that 'READING WITHOUT COMPREHENSION' boils down to naught and that such reading has no meaning or in other words, reading without comprehension serves no useful purpose. Therefore, whenever READING in the context of education is thought of, one needs to make sure that both reading speed and level / degree of comprehension is integrated together to assess the READING EFFICIENCY of an individual.

While READING SPEED involves motor skills like eye and head movements (both horizontal and vertical and may be, diagonal and zigzag), READING COMPREHENSION involves understanding / grasping the meaning of the text read wherein the CONTENT WORDS and SPECIALLY MARKED VOCABULARY ITEMS (like headings, sub-headings, underlined and italicized portions and those in quotation marks etc.) and such items which are eye-catching, play a very significant role.

In the context of EVALUATION of reading skills, the above two aspects have to be integrated and looked at.

While speed of reading could be assessed in the language laboratory with the use of READING ACCELERATORS and other timing devices like STOP WATCH etc., the number of questions answered correctly by the learners could assess READING COMPREHENSION. Reading Comprehension tests include a Reading Text (of the learning level of the subjects) followed by Comprehension questions like (a) short answer questions, (b) true-false questions, (c) matching type items, (d) synonyms, antonyms and several other objective type of test items. Reading Comprehension ability is normally calculated in terms of percentage values arrived at depending upon the correct responses of the subjects. To be precise and brief, it could be conveniently stated that all types of testing strategies, techniques and test items

made use of in the class room for testing of various language skills could be made use of through language laboratories by taking extreme care of providing precise, clear and unambiguous instructions to the subjects and simultaneously providing relevant and appropriate response sheets. Testing mechanisms are applicable to the assessment of Reading Skills through language laboratories. Specially in digital labs, evaluation is part of computer programming wherein even report cards exist.

3.5 Summing up:

- (i) The above discussion amply makes it clear that Language Laboratories as supplementary tools to language education could undoubtedly and positively contribute to effective development of reading skills.
- (ii) Language Laboratories need to be conceptualized as effective tools NOT merely for the development of spoken skills but also for the development of written skills.
- (iii) Good integration of audio tapes/CD's with the printed version of the reading material has to be made sure of.
- (iv) The facilitator's oral utterances on the tapes/CD's provide a 'MODEL' reading for the learners to carefully observe and imitate and produce their own utterances.
- (v) Reading equipments like Reading Accelerators, Controlled Readers, Tachistoscopes etc. should find a place in the Language Laboratories. In other words, such equipment along with the conventional tape recorders, CD players etc. together need to be considered as part and parcel of Language Laboratories. However, now it is possible to digitalise these equipments in digital labs.
- (vi) The directions/instructions of the facilitators should be precise, specific and unambiguous.

3.6 Suggested Readings:

Athreya. *Read Faster, Read Better*. M.M.C.School of Management, Bombay.

Bhatia, B.D. *An Investigation into the Reading interests of High School Students*.
Delhi

Berg, Paul C. *Efficient Reading*. Central Institute of Indian Languages, Mysore

Chandru, S. *The Problems of Teaching Rapid Reading in High Schools*. Patna.

- Dube, V. *An Experiment in Hindi Reading*. Gorakhpur.
- Dobbyn, Michael N. *Language Teaching Tapes*. Central Institute of Indian Languages, Mysore.
- Lingajammani, A. *An Enquiry into the Reading interests of pupils at different age levels in some Secondary Schools of the Mysore State*. Madras.
- Narasimha Rao, KVVL & Chinna Oommen. *Read Faster, Understand Better*. Central Institute of Indian Languages, Mysore.
- Narayana K. *An Enquiry into the Reading interests in Tamil Among some High School Children of the city of Madras*. Journal of Educational Research and Extension. Madras.
- Narayanaswamy, K.R. *Reading Comprehension at the College Level*. Central Institute of English, Hyderabad.
- Philip, A.R.S. *An Investigation into the Reading interests of High School Pupils*. Madras.
- Raji, K. *Reading Skills Work-Book in Tamil*. Central Institute of Indian Languages, Mysore.
- Singh, N.P. & U.D. Pandey. *A Correlational Study of Reading Speed, Academic Achievement and Intelligence of University students*. Journal of Education and Psychology.
- Developing Better Reading Interests*. Teacher Education. NCERT, New Delhi.
- Developing Reading Interests*. NCERT, New Delhi.

HANDLING PRONUNCIATION

4.0 Objectives:

- To provide technology supported learning experience to correct faulty pronunciation of the 44 English phonemes
- To introduce the learners to the learning resources available to reform their pronunciation.
- To offer optimum opportunities to practice individuals sounds and sound sequences not only through CALL but also through the teacher and task.
- To enable the trainees to develop confidence through fluency practice.
- To introduce the trainees to available values of word stress in English through multimedia kit.
- To provide practice in acquiring feature of connected speech such as weak form.
- To develop their personal and professional confidence in pronunciation to which they will be able to transfer to their students.

4.1. Introduction:

4.1.1. Why should we focus on pronunciation?

This section is about developing a good pronunciation. Pronunciation is important for intelligent communication. Bad or Wrong pronunciation could lead to embarrassment and even to break down in communication as in the case when a person is talking about 'beaches in Goa' but if he does not say it properly, the listener could be thinking about the 'bitches in Goa'. Secondly, a good pronunciation is a kind of a status symbol, revealing that the speaker has got good educational or family background. Would you for example, consider someone educated and of good status if he says 'the ischool istarts Englis medium nexet year'? These days when many multinational companies are seeking to employ Indians in many corporate sectors, a good pronunciation can open doors to good jobs. Since a good pronunciation enjoys greater social acceptability, it can lead to making friends with people of other nations. Finally a good pronunciation can give the speaker greater social confidence, thus enhancing one's self esteem.

English pronunciation often seems illogical because there is no one-to-one correspondence between English spelling and its sounds. You can read about it in the awareness building activities. Further English stress is a unique feature which many Dravidian languages do not have. So we need to study consciously these features. Hence, a study of pronunciation is warranted. Good pronunciation needs to be learnt and learnt thoroughly to make it automatic.

4.1.2 What kind of pronunciation?

The goal of pronunciation had been the Received Pronunciation (R.P) that is, the way educated English people from southern England i.e., Oxford and Cambridge University graduates spoke. 'Received' means a widely accepted and well received pronunciation and not a regional dialect which was considered substandard. This pronunciation was also expected of the people in the countries which were once colonies of the British Raj. But Hollywood and the television of the U.S, which have a strong group of teenagers as clients have been marketing American pronunciation. Indians, speak a mix of both, with their own mother tongue interferences and influences. In literature, Indian Writing in English has become a genre by itself. So also we can try for a General Indian English (GIE) pronunciation since R.P is an almost unattainable goal for many Indians. Further our goal is achieving intelligibility among the educated Indian speakers of English. The R.P can still be our frame of reference but our target is to be as close to it as possible, but not to worry if we cannot pronounce /θ/ in thank you as most Indians would not fail to recognize, 'thank you' however badly pronounced, But if we say 'sip' instead of 'ship', it can lead to confusions. So our aim here is to first attain intelligibility and motivated individuals can try for R.P. once they know the basics.

4.1.3. Why language Laboratories for Pronunciation?

Language laboratories can present good models, both in R.P + GIE through CALL, Video & Audio cassettes, and other technology available such as LCD Projector, OHP, linguaphone, cassettes and film CD, TV telecasts through ETV etc, in an atmosphere most conducive to observing and imitating the sounds. Further it caters to individual needs, offering extended scope for private and personal practice without the fear of being laughed at by their peers. Lang. Labs offer good models, privacy for practice without inhibitions and are also more interesting with computer

graphics, pictures and with in-built pronunciation practice and tests for self-assessment.

The most needed components are to be handled by teachers of English with great skills in improvising with available learning resources and highly motivated learners with determination to polish up their pronunciation. To provide maximum help to the resourceful teacher and a determined learner, we would need a special room with provision for either individual cubicles or shared cubicles with programmed computers or just a room, with an LCD Projector which can project even on a wall, the software with language input such as a CD Rom, audio and video CDs, or even a tape recorder with audio cassettes and a public address system. If none of these are available an OHP with pictures and practice tasks in transparencies, and some mirrors, for the students to model their pronunciation as they speak out will do. As stated earlier, a resourceful teacher and determined students can improvise and innovate for 'Where there is a will, there is a way'.

4.1.4. Some guiding principles:

Spoken English is a composite skill, requiring expertise in several areas but our time with the students is limited. So we need to have a list of priorities, based on the need of our students, and the time available. Daniel Jones' latest dictionary lays down some priorities, a selection of which is given below.

1. All consonants should be pronounced clearly.
2. Special practice should be given to problematic sounds such as Z, ʃ, ʒ etc.
3. Consonant clusters should be concentrated on.
4. Vowel duration as in the words nurse, girl, and in words such as in 'ship' and 'sheep' should be maintained and practiced.
5. Attention should be paid to word stress
6. Students should be helped to read aloud with proper pause, stress and intonation.
7. Features of connected speech such as weak forms, connectives, linking words should be introduced. (Roach et al, 2006:594)

M. Hewings (2004:15) gives a list of top 5 things that should be focused on while teaching pronunciation. In addition to that, Roach et al adds selection of tonic words that is, whether to say for example 'QUITE expensive' or quite expENSive.

Among lower priority he says the following (p15, 16)

- ‡ the exact shape of vowels (for example, saying the vowel in 'caught' like the vowel in 'cart') weak and strong forms (for example, saying/ frəm, frm/rather than / frɒm /)
- ‡ using features of connected speech (for example, linking words with an sound: saying far away as /fɑ:.ə'weɪ/ rather than /fɑ:.rə'weɪ/)
- ‡ tones (for example: using a falling-rising tone rather than a rising tone)
- ‡ the overall pitch range of the voice (for example, using a narrower pitch range than would a native English speaker).

Finally Roach et al focus on the role of listening in shaping one's pronunciation.

My final advice is 'Try try try again and you will triumph at last!'

4.2. Activities:

Unit I

Activity for Creating Awareness of English Pronunciation

I.1 Who can pronounce well?

Organize the class into groups of five, who stand in a line in their groups. Give a list of words to the first student (S1) to read aloud fast and loud enough for the group to hear.

Then (S1) gives the list to (S2) who also reads it aloud. The rest of the group should vote for one whose pronunciation is better. If S2 beats S1, S1 goes to the last place and S2 should move to the first position. He reads the list to S3. If he beats S2, he moves forward, if not S2 is challenged by S4. Like this all in the row read and the one who has the best pronunciation is identified. All the best readers then come and stand in a line. The list of words should contain words often mispronounced.

For instance such as

Zoo
Question
Stove
Film
Water
Word
Swan
Tour
Treasure

Who is the next best reader?

Finally the teacher stands first in the line and reads aloud correctly. The students repeat one by one and the others find out who reads almost like the teacher.

After this the teacher can invite questions from the students about their doubts in the pronunciation of words, and clarify them.

I: II Pitfalls in Pronunciation

Here is a dictation exercise. Listen carefully and write what you hear.

Pair, Sharp, confusion, bird, wash, spray, think, women, ago, export

Exchange your paper with your neighbour and correct the answers.

How many of you got all 10 words correct? 7? 5? Less than 5?

Now I shall read aloud the words one by one. Repeat after me.

L & R (Teacher reads and students repeat.) Find out which words were not written correctly by many. Ask individual students to repeat the problematic words. Ask them why some words are difficult to pronounce.

Explanation:

English has a peculiar quality in its spelling system. There is not always a one to one correspondence between spelling and sounds of words. English has 44 sounds but only 26 letters. So do not worry if you go wrong sometimes but try to correct wrong pronunciation by listening carefully and repeating as closely to the correct sound as possible.

I.III (R) Read aloud the following words.

Rose, sing, sugar, music, vision

Which letter occurs in all four words?

Say how the letter 's' is pronounced in these words.

(rəʊz/sɪŋ/ʃʊgə/ˈmjuːzɪk/ˈvɪʒ.ən/)

Now read aloud the following words.

city, busy, women, pretty, village.

(ˈsɪt|.i

ˈbɪz|.i

ˈwɪm.ɪn

ˈprɪt|.i

ˈvɪl.ɪdʒ)

Listen and find out which sound is common to all the words?

Ans : /i/

The vowel /i/ is represented by the letters I, Y, U, O, E and A.

Explanation:

The reason why some of us have problems with English is because all letters do not have the same sound. One sound can be written by many letters and one letter can stand for many sounds as we just saw. Sometimes in the same words a letter may have different sounds e.g. Cucumber/ˈkjuː.kʌm.bə/. Not all double letter words have the same sound. Compare good, food, poor; book. Nook

Another reason is some English sounds do not exist in our mother tongue. So it is difficult for us to get our mouth and tongue to pronounce these sounds. Listen carefully for these foreign sounds.

I.IV I shall read out a word and then a particular sound in it. Tick () if that sound exists in your language.

Zoo - /z/

Leisure - /ʒ/

Thin - /θ/

Those - /ð/

Sheep - /ʃ/

Walk - /ɔː/

Care - /e ə/

Girl - /ə:/

How many sounds do you have in your language? All? Some? None? Listen again now

Explanation:

To overcome the difficulty of these strange sounds sometimes we substitute the English sound with a sound from our own language. E g. Pleasure. /ʃ/ for /3/ thank 'th' for /θ/, Our own people can understand what we are saying but foreigners sometimes cannot. So we should take care to pronounce words as correctly as possible.

Sometimes the arrangement of sounds in one's language may be very different from that of English which makes its pronunciation difficult. For example, the arrangement of two or more consonant sounds without a vowel occurs in English as in sprain, station, film etc. So we try to add a vowel before or between and say isprain, istation. Or a satation, filim. Remember, "Practice makes you perfect."

Unit II

Correcting Specific Vowels

Time : 30 Minutes.

Objective:

To contrast the vowel sound in 'shot' and 'short' and to give practice in both sounds.

Read this sentence aloud ----- The lost doll cost a lot.

2 .I. Listen to the following dialogue.

Keerthi : Pop is short (shot)

Nanda : Oh my God! Why? How? When?

Keerthi: What do you mean Why? God made him so.

Nanda : How can you be so insensitive? Has he been taken to the hospital?

Keerthi: Is their a cure for being tall or short? (shot)

Nanda : Oh, did you mean `short' as in s-h-o-r-t? I thought you said s-h-o-t.

Keerthi: I meant s-h-o-r-t.

Nanda : But you said it as 'shot'. I almost had a heart attack.

Keerthi: Can a small sound make such a difference?

Nanda : Of course yes. Round your lips and use the back of your tongue

Keerthi: I will try.

2.II. Listen and repeat.

Dog, Cot, Cough, Swan, Want, Cauliflower, Stock, Lock, Pot, got, office, Oxygen, Odd, College, Wash.

2. III. The teacher can explain that when we say this vowel, the jaws are open, lips are slightly rounded and the back of the tongue is open without touching the teeth.

The teacher can use a picture or OHP to show the position of the mouth parts and point out why our sounds are often mispronounced.

- We do not open the mouth fully
- We do not round our lips
- We do not use the back of the tongue to say this sound.

2.IV. What did you hear?

You will now listen to the following sentences from a Cassette. Show on your worksheet by ticking (V) what you hear.

1. What's the cost / coast like?
2. They shot/shut the door?
3. I walk / woke the dog.
4. She cleaned the cod/ card.
5. I see the dock / duck.
6. Will you lift the box / barks?

2.V. Repeat this after your teacher.

(Forward Chaining)

A pot

A hot pot

A hot pot of cod

A hot pot of cod on top

1. Buy me a cod/ cord please -----
2. The dog was shot / short -----
3. The crab is in the pot / port -----
4. Paul / Poll called all of you -----
5. The value of stocks/ storks has gone up.

Check your answers.

Unit: III
Pronunciation of the Diphthong /ei/

Time : 30 Minutes

Objectives:

To create awareness in the double vowel quality of diphthongs and to contrast between a single vowel and a diphthong such as in 'get' and in the pronunciation of /ei/ as in 'gate' and to give practice.

3. I. Listen to this nursery rhyme from the CD

Pat a cake, pat a cake
 Baker's man
 Bake me a cake as fat as you can

3. (II). Listen again to the rhyme.

Pick out the words which have an /ei/ sound

Ans: cake, bake, baker.

3. (III). Give other words which have a similar sound.

Make, take, lady, break, name, weight, paint, day

3. (IV) Read about the following words

(i) Table, gate, late, pray

Now, listen and repeat after the teacher the words you just read aloud.

Listen and repeat.

(ii) Table, gate, late, pray

3. (V) Listen and repeat

Dame, lame, crane, Jane, tame. The 'a' in these words is pronounced almost like the Tamil 'Va;', Say these words again.

3. (VI) Now read this limerick from the screen

My dame hath a lame tame crane

My dame hath a crane that is lame

Pray gentle Jane. Let go my dame's lame, tame, crane.

3. (VII) i. Listen to the words in the box

Main – Men	Weight – Wet
Waste – West	Fail – Fell
Late – Let	Pain – Pan
Gate – Get	paper - pepper

Now you read aloud these words.

3. (VIII). ii Listen. The speakers will now say two words from the box. If you hear the word twice write S (Same). If you hear two different words, write D (Different).

Men, Main

Late, Late

Pain, Pen

Weight, Wet

Gate, Gate

3 . (IX) You will now listen to some short sentences.

Listen carefully and choose the sentence you heard from your worksheet.

Worksheet

1. Ravi wants some pepper/ paper.

2. Bose wants to sell/ sail.

3. It is a rake / wreck.

4. I would like to tread/ trade

How many did you get correct? Practice the sounds where you went wrong.

3. (X) Now repeat this after your teacher

They painted

They painted the table

They painted the table grey

The painted the table grey the other day.

3. (XI) Now listen to the nursery rhyme. Repeat after the teacher

Rain, rain go away

Come again some other day

Little Johnny wants to play

Rain, rain, go away

3. (XII) Listen or Watch this and repeat

The rain in Spain flows mainly on the plains.

Unit: IV

Time : 20 Minutes

Objectives: To give practice in the sounds /ʃ/s/.

4. I. Listen to the dialogue.

Priya: Happy New Year, Raju.

Raju: Thank you, Wish you the Shame.

Priya: What! You wish me 'shame' in the new year?

Raju: I'm sorry. I have a problem 's' and sh'. After 'wish', my 's' also came out as 'shame' but don't worry, I wish you all the best of happiness.

Priya: Thank you, I wish you the shame.

Explanation:

Some people cannot differentiate between 's' and 'sh'. This can be embarrassing. All-'tion' words should be said as shn. Other sounds in English also have 'sh' sound. So let us practice them. As /s/ is not difficult for us, let us concentrate on /sh/.

4. II. Listen and repeat the following words.

Sharp, social, English, action

Shoe, machine, wash, nation,

Shine, mission, fish, portion

Ship, ocean, clash, examination

Sheep, conscious, rush, celebration.

4. III. Now try and say this alliteration.

It is more a tongue twister but you will have a great sense of achievement when you master it. **'She sells the sea shells on the sea-shore. The shells she sells are sea-shells'.**

4. IV. Now say this after the tape/ your teacher.

Shall I show you?

Shall I show you the shop?

Shall I show you the shop for shoes?

Shall I show you the shop for shoes and sheepskin?

4. V. Write same (S) or different (D) according to the words you hear in each group.

Sun, sun, shun -----

Sue, shoe, shoe -----

Sigh, sigh, shy -----

Sort, sort, sort -----

Said, shed, shed -----

Ass, ass, ash. -----

4. VI. Fill in the blanks the word you heard.

Their ----- (sins/shins) were great.

What an ----- (ass/ash) he is.

This is a fish ----- (sop/shop)

Unit: V

Is it a Hiss or buzz?

Time : 20 Minutes

Objective:

To train the learners in the pronunciation of '/z/' in words and sentences to discriminate while listening and to train them to use the /z/ sound in commonly used words and in sentences.

5. I. Listen to the dialogue.

- Balan : Mam, where can I donate my ice (eyes)?
- Teacher : Ice? I don't think you can donate ice. Who would want ice?
- Balan : Many blind people can get their vision if they get new eyes.
- Teacher : Oh, you mean eyes, as in 'he gave us eyes to see them'?
- Bala : Eyes! But I thought it was ice.
- Teacher : No. ice is, ice, you add to lime juice. But 's' in eyes is said with a 'z' sound.
If you say 'ice' for 'eyes' you can be misunderstood
- Bala : My goodness; will you help me with that sound?
- Teacher : Don't worry Bala. May be the sound is not used in your language but in English many words with an 's' in the spelling are said with a 'z' sound. You say 'z' in the same way as 's' but you only add voice to it. You'll understand when we practice. Have you heard the 'bees' buzz?
- Bala : Yes, They make a..z.z.z.z.....sound.
- Teacher : Now say buzz.
- Bala : Buzz.....z..z...z.....z
- Teacher : Excellent. That's the same sound, we are going to practice. Ready? Listen and repeat after me.

5. II. Zoo, Zero, Music, Zinc, Rose

- Bala : But I have been saying these as / dʒ/ and rose with an 's' sound.
- Teacher : Yes. These are common words you use in the class. That's why you must get it correct. Come on repeat after me, with the buzzing sound. O.K? Start.Zoo, Zero, Zip, Zinc, rose, lose, Price, Knees, please, lazy.
- Teacher : Good, Now say this after me, Bees buzz, but snakes hiss.
- Bala : Bees buzz, but snakes hiss.
- Teacher : Beez.
- Bala : But that is plural 's'.

Teacher : Its plural but plurals which come after a voiced sound should be said with a 'z' sound.

5. III. Listen to the plural sound and repeat. Remember to use a 'z' sound.

Pens, Pencils, Dogs, Bags, Scales, Flowers, Coins, Songs, Poems, Heads

These are words which we use everyday Remember the words 'these', 'those', and 'use' are also said with a 'z' sound.

5. IV. Now, listen to the sentences given in your task sheet. If you heard the same word write 's'. If not write D. Example, Zip, Zip, Sip (D).

Knees niece knees ()

Prize prize price ()

Rise rise rise ()

Lazy lazy lacey ()

Peas peas peas ()

5. V. Now, listen to the following sentences and fill in the blanks choosing the word you heard.

Eg: I hear a buzz (bus/buzz)

She hasn't seen the ----- (plays/ place) yet.

The sculptor will get a good ----- (price / prize) for his work

I wish to see the ----- (race/ rays)

I can not ----- (Zip / sip) this up.

Mother wants some (peas/ peace)

5. VI. Now you read about these words,

Zoo, buzz, girls, maize, goes, rose, lose, noise, zebra

5. VII. Now read aloud these sentences.

I went to the zoo to see the zebra. The Zebras were full of zest. The whole zone was noisy. I love the zing in the drink I had in the zoo.

5. VIII. Now carefully read aloud the pair of sentences.

1) a) He's a very jealous man

b) He's a very zealous man

- 2) a) Ravi is full of zest
b) Ravi is full of jest.
- 3) a) He wants to see Joan
b) He wants to see the zone.

Unit: VI
Consonant Clusters

Time : 30 minutes

Objective:

To create awareness about consonant clusters and to provide practice to rectify two common problematic clusters.

6. I. Listen to the dialogue.

Sathyan: Teacher Isreedhar has isprained his ankle. In the pilay iground. We need the ispray from the first Aid kit.

Teacher: Please istop. S low down. Between your panting and pronunciation I can't get what you're saying. Who needs the spray?

Sathyan: Isreedhar, sorry sareedhar.

Teacher: Come on. When you are not so anxious, I know you can speak well. Is it Sreedhar?

Sathyan: Yes mam. Sridhar has isprained his ankle in the isports field.

Teacher: You seem to be out of breath. Usha, you take the kit to the play ground. Class, now is the time to repair one of our speech habits.

6. II. Now, listen to me read aloud some words that Sathyan has been saying. Just listen first. Sprain play ground spray sports. Listen to some other common words.

Station, Train, Drain, Drive.

In all these words, the first two letters do not have a vowel sound. All have two consonants. In our language we do not have such an arrangement of sounds. So we find it difficult to say them and we add a vowel before as in ischool or between as in filim.

6. III. Now all of you say s.s.s.....s..... Next say s.s.s. and then stop the 's' with a /p/ sound. Lets try s....sport, sport, spray, sprain, scam, school, screw, stupid, street. Remember to draw out you 's' and then stop it with t or k

6. IV. Now repeat after me.

Spine, sky, start, scale, small, spell, state, smile, slate, sting .

6. V. Good. Now Listen to words with 3 consonants together.

Spleen, splendid, screen, students.

Spree, spring, string, strap, strain, straight, sprint.

Now repeat after me.

Spree, spring, sprint, string, strap

Strain, straight, scream, Screen, square

6. VI. Some consonant clusters come at the end of the word as in film.

Listen and repeat.

ask, task, mask, flask, risk

film, realm, self, wolf, elf.

6. VII. Some of you add a 'U' sound after the past tense form such as helpedu, pickedu,. Now first you have to leave out the last 'U' sound. Secondly, try to say P and D or K and D, quickly, immediately after the first sound.

Listen and repeat

Helped, picked, walked, talked, worked.

Now listen again for the last sound. Through the spelling is 'D' the sound is /t/.

6. VIII. Repeat some more past tense verbs, where 'ed' is said with a /t/ sound.

Asked, risked, picked, pushed, laughed.

6. IX. Listen now to some other past tense forms where the last sounds are 'bd' or 'gd' or 'vd'.

/-bd/

Rubbed

/-gd/

begged

/-zd/

confused

/d3d/

judged

Robbed	bogged	terrorized	bulged
Mobbed	bagged	minimized	edged
Bribed	rigged	agonized	hedged
Climbed	rugged	familiarized	ridged

6. X. Now let's form a word tower. You can do this in groups. I shall write a word on the board. You can, one at a time add a consonant to the left or to the right of the word to make a new word, with consonant cluster. Here is an example with a cluster in the beginning and at the end of a word.

Am
 Ram
 Tram
 Tramp
 Trample
 Tramples

You try one with an /i/ in the centre. By filling in the blanks to get a new word.

_pi_t_
 s_l_t
 _p_t
 _i_t
 ,t
 /i/

Unit: VII
Word Stress

Time : 30 minutes

Objectives:

To familiarize the students with the concept of word stress and to give practice in reading aloud some common words with stress.

7. I. Listen to the following words. Find out how this reading is different from how you read the words.

a'go be'fore
a'bove behin'd
a'lone be'tween

Do you hear a part of the word said louder than the other part(s)? Listen again to the same words, paying special attention to the words in capital letters.

aGo, beFORE
aBOVE, beHIND
aLONE, beTWEEN

Explanation:

The part in capital letters are said with greater breath force, with extra force. So it is heard louder than the other part. In our language the words are said with the same level of force or stress. But in English they sound longer. Such parts are called stressed syllables. English speech gets its characteristic sound because of its rhythm created by the arrangement of stressed and unstressed words occurring at regular intervals.

7. II. Listen now to a different pattern of word stress.

'water, 'answer
'Teacher 'grammar
'Question 'Atlas
'Paper 'Kompass
'Pencil 'Prayer

In which part did you hear the extra loudness?

The first part. Yes. Now try to say these words with stress on the first part of the words.

7. III. Now listen to a different pattern, to the words ending with 'tion'. Here the syllable before the 'tion' part is stressed.

'nation trans'lacion exami'nacion
'notion inte'gration cele'bration
'Station congratu'lacion felici'tation.

7. IV. You have listened to different patterns of words stress. Listen to the following words and underline the part where you heard the stress.

Example. 'dentist

Doctor	village	devote
Farmer	arrange	erase
Master	contain	subtraction
Accountant	ration	calculation
Electrician	wicked	addition.

Repeat these words after your teacher.

7. V. Stress is always marked with a little straight dash above the syllable to be stressed.

Look in a dictionary and add the stress mark in the following words.

Table	electric
Cupboard	laboratory
Assembly	Headmaster
Stadium	leader
Translation	announcement

Here are some rules about word stress. Read the rule, look at the example and mark stress in the following words.

I. Words ending in – graphy, -logy have stress on the syllable before these parts.

Example. Bi'ology

Zoology, geography, photography

Psychology, philosophy, geology

II. Words ending in _eer or ee have stress on these endings.

Example: engi'neer

Career, compeer, employee, trustee, degree

III. In disyllabic words ending in in _ate, the stress is on these endings.

Example. Re'late

Narrate, translate, migrate, vibrate, rotate, calculate.

IV. Words ending in _teen are accented on these endings but words ending with _ty, the stress is in the first syllable eg. thir'teen 'forty. Now repeat after me.

Eighteen, thirty, sixty, nineteen.

Here is a game. Look at the board and choose any 5 numbers and write them down in your notebook. 13,14,15,16,17,18,19,20,30,40,50,60,70,80,90.

The teacher will call out any five numbers at random. If you have that number written down, write it with the right stress. The first person who has all the 5 numbers written calls out 'Bingo' and is the winner.

V. Mark stress on the following words and read them aloud.

Power, report, potatoes, coffee, lesson, experiment, composition, progress, record (n), record (v), project.

7. VI. In addition to word stress, we should try to read words in chunks, but that is beyond the scope of this unit. But we can give some tips.

I. Read the following phrases in one breath. In spite of, even though, all the same, in the event of, for better or for worse.

II. The following phrases are usually considered as one item and must be said in one breath Cup'n saucer, bread'n butter, fish'n chips, knife'n fork, sugar'n spice

III. The 'n stands for 'and' and should be pronounced as 'n. Check up other words with apostrophe. Eg. I've, I'll, you're, I'm, I'd, etc.

IV. Roach et al give the following exercise.

Try to repeat them after you teacher.

1. CATS CATCH MICE
2. CATS CATCH the MICE
3. the CATS CATCH the MICE
4. the CATS can CATCH the MICE
5. the CATS can CATCH all the MICE
6. the CATS can just CATCH all the MICE

Note: Each activity will have a specific objective such as using the consonant clusters correctly and confidently.

4.3. Evaluation

It is immediately noticed if a letter, word or tonal patterns in a sentence are mispronounced by the learner, the teacher and also the peers can detect it. However, if a student's voice is recorded then the learner can compare with the original. An oral test can easily be designed by the teacher and criteria for marking is correct pronunciation. In a language laboratory, the students can even evaluate themselves when they record their voice and crosscheck with the original. Digital labs indicate it on screen.

4.4. Summing up

Good pronunciation does not mean just making correct individual sounds. All users of English must know

- The sounds of English
- Stress i.e., which parts of a word are spoken loud and longer
- Which parts of a sentence can be more heavily stressed
- How to connect or link sounds together in a sentence
- Basic intonation and how it can change meaning.

The structural approach stresses presentation, mime, memorize and pattern practice, positive reinforcement and consolidation. All these are possible at the differential speed of individual learning at his own pace and space.

Often there is tension between accuracy and fluency. The basic premise is that a lot of skills in language is a matter of habit. Many features of pronunciation are connected with habit formation. Pronunciation is one such domain. It is a matter of conditioning our speech organs to behave in a particular way. For instance, to produce a correct fricative sound, the active and passive articulators have to come in such close contact that the air stream passes through them with audible friction.

To produce /V/ correctly the upper teeth and the lower lip need to come very close but many Tamilians do not bring the upper teeth close. So sometimes their /V/ sounds like /b:/ so /Vsen/ can be understood by a listener as 'brew'. Language labs provide optimum opportunity to understand as one can display on the computer or television or even on a wall how the vertical section view of the human face will look

like while pronouncing a particular sound. So the learners can imitate the face on the screen and position their speech organs accurately.

Such a practice – with pictures / graphics showing position of speech organs for at least problematic sounds, if not all the 44 phonemes, will also help them to unlearn and get rid of wrong pronunciation habits. For instance, some Tamilians find it difficult to pronounce consonants such as /ʒ/ /ʃ/ /ʒ/ and try to substitute them with /s/ or /dʒ/. The CD by Sashikumar et al in *A Course in Listening & Speaking 1*, in Unit 2, 'Go to the Zoo' presents dialogues, which show how confusion is caused when a speaker says 'Jew' instead of 'Zoo' and 'ship' instead of 'sheep'. This unit can also be played to create awareness among the learners on how mispronunciation can lead to confusion and breakdown in communication.

A sound theoretical principle based on psychology of language learning is listening before speaking; recognition before repetition. So listening attentively must precede speaking. Language laboratories enable this to happen in a learner friendly environment.

4.5. References

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4.6. Reading list:

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4.7. Practice Books (with recordings)

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BUILDING VOCABULARY

Lexical knowledge is now acknowledged to be central to communicative competence and the acquisition and development of a second language

- NCF 1.4 P 10

5.0. Objectives:

- To familiarize teachers with the importance of vocabulary in language learning.
- To introduce teachers to ways of enriching vocabulary of learners.
- To enable teachers to identify ways of making use of the Language Lab for vocabulary enrichment activities.

5.1. Introduction:

Vocabulary, the range of words we can use is a vital component of language. Vocabulary plays an important role in communication. The larger one's vocabulary, the better one's performance in all aspects of language use.

While learning to read books particularly text books, the child will realize that it cannot do well in comprehension without a large vocabulary. This is because the reading passages and the questions that follow involve a range of words much wider than that of daily conversation.

While attempting to write, we easily recognize that a large vocabulary will help us to express our ideas precisely, vividly and without repeating ourselves in our composition. In summarizing, we need to condense, and if we have an ample stock of words, it becomes possible to make an apt selection .

In short, a rich personal stock of words coupled with the ability to use them effectively gives confidence and commands respect.

5.1.1. Theoretical background:

Morris (1956) rightly pointed out: "What matters most in speech as a school subject is the manner, not range of utterance. By manner is meant fluency, correctness of articulation, pronunciation, intonation, etc. The process of acquiring correct speech

habits demands careful training under competent instructors.” Fromkin and Rodman (1974) state: “Learning a language includes learning the “agreed upon” meanings of certain strings of sounds and learning how to combine these meaningful language units which also convey meaning...”. According to Schmitt(2000:40), even in a first language , “...whereas the grammar of a language is largely in place by the time a child is 10 years old... vocabulary continues to be learned throughout one’s lifetime”. The growing child also realizes that a good command of words add greatly to its capacity to deal successfully with situations.

Vocabulary teaching is not an isolated activity. It should be closely connected with the teaching of grammar and phonetics. For this, the intuition of teachers working with learners, informed by direct knowledge of the social spheres can help determine the immediate language needs of students.

5.1.2. Significant developments in the teaching of English vocabulary during the mid 20th century

- In 1944, Edward L. Thorndike and Irving Lodge brought out **TWB ,The Teacher's Word Book of 30,000 words** containing lists of the most frequent words written in English.
- In 1953, Michael West published **GSL, A General Service List of English Words**
- In 1960, Dolch published **BSV , A Basic Sight-Vocabulary of 220 words** . It had considerable influence in the teaching of reading at elementary level in the United States. ‘Sight words’ are words whose meaning the reader grasps so rapidly. They are so common in reading matter that all children should know them instantly by sight. It is ‘basic’ because it includes the service words that are used in writing whatever the subject: conjunctions, prepositions, pronouns, adverbs, adjectives, auxiliary verbs and some regular verbs. No nouns are included.
- **Longman Dictionary of Contemporary English** published in 1974 uses a defining vocabulary of 2100 words. These are the words used in formulating the dictionary definitions in order to make them comprehensible to learners from non English language backgrounds.

English has an enormous vocabulary and contains far several times the number of lexical items that any native speaker will manage to learn in their lifetime. So even the best list of lexical items may not necessarily offer learners a complete solution especially if they are planning on higher education.

Fortunately, those involved in computational linguistics have categorized corpus data so that syllabus and lesson planners can focus vocabulary selection on particular occupational and social fields. There are now several concordancers (some available on Internet web sites) which allow users to target categories of corpus data which come closest to meeting their needs.

5.1.3. Teaching Vocabulary

The English language having borrowed from plenty of other languages, is rich in its vocabulary. The range is vast and words have shades of meanings. So teaching vocabulary consumes a considerable amount of time.

In L₂ classrooms, particularly in India, teaching of vocabulary doesn't receive great importance. Vocabulary is taught to help remove difficulties in understanding the meaning of passages in text books. Teachers often ignore the fact that making learners understand the meaning is only one aspect of learning a word.

If the word has to become part of the learner's vocabulary, students should be helped to master spelling, pronunciation and usage (ie; custom or convention in language use).

In teaching vocabulary, teachers should also have clear grasp of the following aspects:

- The kind of vocabulary suitable for teaching especially the content words, structure words, active and passive vocabulary.
- The relative importance of words and the implication of teaching them.
- Various techniques of teaching vocabulary.

During the 1960s and 70's approaches to vocabulary selection in English language teaching emphasized the following criteria:

- Frequency of use
- Which style/register? Speech or writing?
- Difficulty - appropriateness to level, Learnability & Teachability, Memory Load.

5.1.4. Some ways of teaching Vocabulary

The approach the teacher chooses for teaching vocabulary should depend on whom they are teaching and what the teaching aims at. Some popular ways of teaching vocabulary is given below:

- Teaching English words by using word-formation.
- Teaching English words by using their synonyms and antonyms.
- Teaching new words by offering homonyms.
- Teaching English words by offering words which have the same semantic field of function.
- Teaching English words by making sentences.
- Teaching new words by asking students to read additional English articles.
- Teaching new words by listening to the tapes for English textbooks.
- Teaching English words by stick drawings, models, slides, films, videotapes, radios and TVs

The last two ways, it may be noted, can be adapted to fit into the learning activity normally provided in the Language Laboratory.

5.2. Materials:

Besides the Black Board, teachers can employ the following materials for teaching vocabulary:

- **Realia**

Bringing real objects to classroom such as postcard, book, pen, schoolbag, vegetables and in fact everything that is worth to be brought to the classroom.

- **Pictures**

This is incredibly efficient for the reason that it facilitates the process of learning especially for children. According to Wright (1989) “the things we see play an enormous part in affecting us and in giving us information”. Teachers who have used pictures for teaching have pointed out that, “A

picture is worth a thousand words. Nowhere is this more true than in an ESL classroom.” [Handbook 1993:147]

One great advantage of using modern Language Laboratories is the provision for providing visual inputs. One way of exploiting this feature is to make use of still pictures or video.

The Internet we know is a minefield of resources for the teacher. Millions of pictures are just a click away and can be easily downloaded by the teacher for use in the classroom for developing vocabulary.

NCF [Syllabus P148] makes special mention of areas to be focused on in the language classroom :

- “Language class rooms and texts have a lot of scope to make students sensitive towards surroundings people and the nation.”
- “Language classrooms can be an excellent reference point for familiarizing students with out great culture, heritage and aspects of our contemporary life”.
- “In a language classroom, a student should get ample space to develop his imagination and creativity.”

So in choosing pictures, the areas identified above may be taken into consideration while assigning vocabulary tasks. For an illustration of the use of pictures for use in the Computer Lab / Language Lab, available as Power Point presentation, please view the CD supplied with this module.

- Today, most dictionaries have CD ROM’s. Given below are titles of a few dictionaries available on CD ROM’s :
 - * Random House Compact Unabridged Dictionary
 - * Oxford Advanced Learners Dictionary
 - * Cambridge Advanced Learners Dictionary
 - * Webster’s New World College Dictionary

If such CD ROM's are loaded on to the PC in the Computer Lab or Language Lab, learners can besides learning the meaning, use them to learn ways of articulating the word without the teacher's help.

5.3. Activities:

In a regular class room, there are several activities which teachers can give to strengthen learners' ability to recognize words when they listen and read (decode) and use more precise and vivid words choices when they speak and write (encode). Block (1999) for instance, suggests the following:

- Teaching students to anticipate word meanings as they read and listen as well as when teachers read aloud to them.
- Making semantic maps.
- Teaching content-specific words.
- Learning basic sight words, phonics and generalizations, structural analysis, semantic and syntactic context clues.
- Using dictionaries, thesauruses, and electronic books.
- Asking a friend or teacher.

There are several other activities which teachers have employed in the classroom successfully. Some of these are given below:

- Mime and pantomime: It can be done with the help of gestures and facial expressions and also through actions
- Play: Numerous educational games for learning vocabulary is available on CD ROM
- Practice in using good dictionaries and thesauruses: This activity in the English language classroom has its own advantage. However, encouraging learners to memorize word lists from the dictionary, can lead learners to use words in a ludicrous fashion. Instead, in addition to developing the habit of using the dictionary or thesaurus, learners should be encouraged to make their own list of words they have learnt. This will help them recall a word when needed. It has also been pointed out that there are English words in use, only in India and that "...standard dictionaries currently have supplement of words

commonly occurring in English used in India... [NCF 1.4 P20]. So learners can also be given tasks to refer such supplements of India English word lists.

- Interactive approach to building vocabulary: Perhaps the best way to help learners enrich their vocabulary is through the interactive approach. This activity will help build the students' content area vocabulary through fun and interactive experience. Students won't even realize that they are building their vocabulary. Most vocabulary learning software available in the market is interactive in nature.

5.3.1. Building Vocabulary in the Language Lab

With a little bit of planning and creativity, the teacher can make use of the Language Lab materials for helping the students to build their repertoire of vocabulary. Some tasks to be given for using electronic dictionaries/thesauruses in the Language Lab are given below:

- The teacher identifies a list of words normally mispronounced. Students are asked to find the right way of pronouncing them. For instance, words in which, some sounds are silent, or words borrowed from other languages.
 - Here the student using the CD ROM, learns the correct pronunciation and stress. The use of the words in different contexts can also be learned through illustrative sentences. He /She may even explore the way the word is pronounced in both American and British English.
- Provide samples of prefixes and suffixes and ask students to find words for each prefix and suffix.
- Students may be asked to complete a list of words on a given theme.
- Students may be asked to find antonyms for given words.

5.4. Evaluation:

Selected word lists running to nearly three thousand words, considered to be essential for using English, have been identified by experts. Activities that help learners master them have to be given. But it is important to realize that focus on quantity is not enough. We should develop in learners the ability to use them effectively for sensible communication. Enriching vocabulary and appropriate use should be maxims for teaching of language.

In evaluating the ability of learners to perform tasks using pictures, the focus on evaluation should be to check whether the responses given by the learners confirm to the task specified and is accurate and appropriate.

In using vocabulary learning software, the time spent for each activity should be taken note of. Further, after a period of time, the ability to recall and use the words learnt through vocabulary teaching software, should be checked, to ensure learning really takes place and learners do not merely engage themselves in playing language games.

5.5. Summing up:

Students need a good repertoire of words to express ideas or to understand passages they read. Helping the learners to acquire a rich vocabulary is a task that teachers ought to undertake. The new technology which includes, CD ROM's, Language Laboratories and Online dictionaries have made the teacher's job of helping learners acquire vocabulary a less strenuous one. But, it is the teacher's responsibility to identify and provide vocabulary enrichment tasks, considering the productivity, range of applicability, frequency and usefulness of words. Proper monitoring of the vocabulary learning activity especially while using vocabulary teaching software is essential to ensure that learners do not get carried away by the in-built game element in the software.

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5.8. Websites for learners to develop Vocabulary

ESL Quizzes

Dictionary .com

Thesaurus.com

BBC Learning English

About.com's Quizzes

Thinkmap Visual Thesaurus

AskOxford

5.8.1. Interactive Vocabulary Sites

http://www.teach-nology.com/themes/lang_arts/vocabulary/

<http://www.zdaily.com/vocabulary.htm>

<http://www.syvum.com/squizzes/vocabulary/>

<http://quizhub.com/quiz/f-vocabulary.cfm>

<http://www.funbrain.com/vocab/index.html>

GRAMMAR IN USE

6.0. Objectives:

To familiarize the teachers with

- the grammatical patterns in English. Attention is given to structures most commonly met with in the language.
- grammar in use and interactive sessions in language laboratory.

6.1. Introduction:

The place of Grammar Teaching

OPINIONS ABOUT THE TEACHING OF GRAMMAR

Extract 1 :

The important point is that the study of grammar as such is neither necessary nor sufficient for learning to use a language.

(from L.Newmark, 'How not to interfere with language learning' in Brumfit.C.J. and Johnson, K. (eds.) *The Communicative Approach to Language Teaching*, Oxford University Press, 1979, p.165)

Extract 2 :

The student's craving for explicit formulization of generalizations can usually be met better by textbooks and grammars that he reads outside class than by discussion in class. (ibid).

Extract 3 :

The language teacher's view of what constitutes knowledge of a language is ...a knowledge of the syntactic structure of sentences.... The assumption that the language teacher appears to make is that once this basis is provided, then the learner will have no difficulty in dealing with the actual use of language....

There is a good deal of evidence to suggest that this assumption is of very doubtful validity indeed.

(from H.G.Widdowson, 'Directions in the teaching of discourse' in Brumfit, C.J. and Johnson, K. (eds.) *The Communicative Approach to Language Teaching*, Oxford University Press, 1979, pp.49-50)

Extract 4 :

The evidence seems to show beyond doubts that though it is by communicative use in real 'speech acts' that the new language 'sticks' in the learner's mind, insight into pattern is an equal partner with communicative use in what language teachers now see as the dual process of acquisition/ learning. Grammar, approached as a voyage of discovery into the patterns of language rather than the learning of prescriptive rules, is no longer a bogey word.

(from Eric Hawkins, *Awareness of Language: An Introduction*, Cambridge University Press, 1984, pp.150-1).

Adapted from Penny Ur, '*A course in Language Teaching*', pp.30-31.

The term 'Grammar' is used here to refer mainly to syntactic structures since you have already been introduced to morphological structures or grammar of word and lexical structures or vocabulary. Grammar is not a collection of hard and fast rules to be memorized and followed strictly. It is a system of patterns duly internalized by all of us who have sufficient exposure to the language. Teaching of grammar should, ideally, be making you aware of such patterns, helping you recognize them and giving you adequate practice in following them in receptive as well as productive use of language. Naturally, this will enhance your receptive and productive competence resulting in over all development of communicative competence.

6.2. Audio-Visual Materials:

These are specified in each frame. The teacher can design tasks or the suggestions given. Some samples of interactive grammar from NIIT, Chennai, K-12 package are also provided.

6.3. Activities:**Recognition and Practice of Sentence Patterns****I. SV**

(i) fly, sleep, run, study, rise, girl

(ii) Audio-Visuals to be added:

bird flying, child sleeping, train running, boy studying, sun rising, girl smiling

II. **SVO**

(i) play, touch, stitch, driver , boil

(ii) Audio-Visuals to be added:

The boys play football.

The girl touches the flower.

The tailor stitches the cloth.

The driver drives the car.

The cook boils the milk.

III. **SVOO**

(i) buy, ask, show, give, brings

(ii) Audio-Visuals to be added:

Mother buys the child a balloon.

The driver asks the traffic police direction.

The teacher shows the child the picture.

Father gives the child a toy.

The post man brings him a letter.

IV. **SVC**

(i) seem, grow, turn, be, become

(ii) Audio-Visuals to be added :

The child seems happy.

The plant grows bigger.

The horse turns back.

The floor is slippery.

The plate becomes hot.

V. **SVOC**

(i) elect, paint, find, name, appoint

(ii) Audio- Visuals:

The students elected him leader.

He painted the wall white.

The child finds the biscuit tasty.

He named his house *Nandanam*.

The Director appointed her his secretary.

VI. SVA

- (i) 'be' verbs, stand, lean, think, sleep
- (ii) Audio-Visuals:
 - The lion is in the cage.
 - The boy stands on the bench.
 - The girl leans on the wall.
 - John thinks about a solution to the problem.
 - The baby sleeps well.

VII. SVOA

- (i) put, keep, place, tell, inform
- (ii) Audio-Visuals:
 - Father put the kettle on the stove.
 - Mother keeps the money in the table.
 - The child places the spoon on the plate.
 - The teacher tells the class to keep silence.
 - Gopal informs the Director the situation.

6.3.1. Interactive Grammar

In digital language laboratory it is possible to facilitate interactive grammar in the language transaction. This multimedia software package is student centered and learner friendly. It is easy to operate by the learner and caters to individual learner as well as enables pair work. Let us take a look at some samples from NIIT, Chennai K-12 package.

6.3.2. Class 9---- Passives

It opens with Learning Outcomes as the title. The page is presented thus:

Learning Outcomes

- Use passive forms of regular and irregular verbs in context.
- Use in context
 1. Passive forms of verbs in present perfect tense
 2. Passive forms of verbs in past perfect tense
 3. Passive forms of future and modal verbs .

- Write diary descriptions, reports, warning labels and classifieds using passives.
- Discover Rules you can use.
- Access a list of irregular past participles.

Read a summary of all you need to know about passives.

A picture is shown. Next is sample of an advertisement in a paper entitled The Talk.

On the side is written information----

You are familiar with WANTED advertisements,
Aren't you?

Read this one.

Volunteers needed at the International Airport to give information to visitors.

If you expanded the sentence how will it read?

Volunteers are needed at the International Airport to give information to visitors.

This is followed by a picture of an airport. The sentence is repeated by a question.

Can you highlight the subject in this sentence?

The next page tells us that the focus is on volunteers and not on who wants to employ them. This is shown as example of sentences in passive voice.

After this there are many exercises.

6.3.3. Modals

The first page is thus:

Learning Outcomes

In this module you will -

Reading and Listening

Read and listen to a fascinating puzzle while learning to use modals.

Grammar

Recall all that you already know about modals

- Practice using modals in context

- LEARN POLITE WAYS OF PUTTING ACROSS UNPLEASANT pieces of information
- Learn to use abbreviated forms
- Learn to avoid some common errors
- Learn Rules You Can Use

Vocabulary

Improve your vocabulary with words from the Blue list.

Check your progress so far with a Timed Test.

There are 25 pages .The first page has a conversation. A cart is shown. One has to drag and drop modals from the conversation into the cart. This exercise continues till 7 pages.

The eighth page has an exercise on it. The cart is full of modals like—can, could, might, shall, would, should, oughtn't, couldn't. One has to drag the modal from the cart and take it to the blank spaces in the sentences, which are based on the earlier conversation. If the answer is right a smiling face appears, if wrong a sad one comes. The correct answer is provided if one gives a wrong answer.

Page 9 shows an exercise where one has to match sentences in Column A with situations in Column B.

Column A	Column B
1. Pencil.	A. You are asking your friend politely for a pencil.
2. May I use your pencil?	B. You are asking formally for a pencil.
3. Can I have your pencil?	C. You are asking a stranger for a pencil.
4. Could you lend me your pencil, please	D. It is an emergency. You need a pencil at once.

6.3.4. Class 10. Conditionals -3

Reading

Listen to a conversation in practical conditioned structures.

Grammar

Learn to use:

- If +past perfect+ would have conditional sentence pattern.
- If +past perfect+ modal conditional sentence pattern.
- The progressive forms of the past perfect.
- Learn to distinguish between conditionals you use to express possibility and ability.
- Discover patterns of use.

Vocabulary

- Improve your vocabulary by learning words related to heritage sites from the Blue Word list.

Page 1 has map of Italy in background with few sentences on it

Page 2 has a conversation between three characters on Leaning Tower of Pisa.

(Picture shown in background)

One of the sentence has if clause in it.

Till page 7 the conversation continues-Several conditionals are seen in the conversation.

Page 8 has an exercise.

Page 9 contains explanations of use of If +past perfect+ would have.

Page 12 has an exercise where from three sentences one has to identify If clause and main clause.

There are several exercise with scores provided in them.

6.3.5. Prepositions

Learning Outcomes

Listening and Reading

- Listen to a conversation and check your listening skills.
- Read extracts and check your understanding.

Grammar

- Learn about the most commonly used prepositions of time and place.
- Discover patterns of use that will help you.
- Learn rules you can use while using prepositions.
- Use prepositions of time and place in context.
- Learn how to avoid some common errors in usage.

Vocabulary

- Improve your vocabulary related to travel.

Check your understanding

- Complete crossword on prepositions.

There are twenty-six pages.

Page 2 : A picture of a family- Scene of dining.

Only listening to the conversation- No write up on screen.

Page 8: Write up beneath.

Page 9: Exercise- True or false.

Page 10 : Provide title to a Newspaper article.

Page 11: Highlights prepositions in the title.

Page12: Tips given on use of 'on'. With revision option

Page 13: Exercise on preposition- Fill in the blanks in a given passage.

Score board provided.

Page 14: Gives definition of a preposition. Preposition of place explained.

Use of 'on'. A sentence given-

The cat is on the mat

It shows a picture of a cat on a mat.

Page 17: Use of 'in' shown. Map of India is shown. Several pictures shown.

Match the different sentences where 'in' is used.

Page 20 : Confusions are cleared between the use of beside and besides.

Page 25 : It has a fun crossword.

6.3.6 Additional Grammar

Active and Passive voice

Introduction

Active and passive voices are two forms of a meaningful sentence that gives the same meaning but the focus is different. The sentences follow the subject verb object pattern. Look at the following examples and note the difference in focus and think of apt contexts where the different forms can be used.

The cat killed the rat.

The rat was killed by the cat.

There are three elements to be noted in the above sentences in connection with the action expressed. The action, the actor or doer of the action and the receiver of the action or the object acted upon. In the first sentence the actor is the subject and the emphasis is on the actor and not on the receiver, the rat. In the second sentence the subject is the receiver and one can see the focus shifting to the receiver instead of on the actor. But both the sentences convey the same meaning only.

Objectives

To

Make the learners understand the basic sentence pattern –svo

Make the learners identify the change in structure in both the voices

Make them analyze the change in the tense form

Make the learners select the apt voice as per the context

Make the learners differentiate the concept of focus and semantics

ACTIVE AND PASSIVE VOICE

Let the learners be asked to analyze the three elements in a sentence as a basic step to gain knowledge of a basic sentence structure as given in the instruction. Analyze the following sentences which are in active voice and identify the subject, verb and the object.

Ram hit the ball.

I wrote a letter.

Given below are some incomplete sentences in a column. Identify the subject, verb and objects and complete the sentences with the necessary category.

Thesang a song.

The doctorthe pressure of the patient.

..... wrote the letter.

The hunter chased

After completing the above sentences observe the verb forms. Note that the verbs are in the active form. Now let us analyze sentences in the passive form.

The diamonds were stolen by the thieves.

The girl was teased by the senior students .

The award was received by the Chief Guest.

In the passive form the receiver of the action becomes the subject of the sentence. Do a simple exercise of completing the sentences with the passive form of the verbs.

The boy by the dog.

The lesson by the teacher.

The cake by the girls.

Now look at the following paragraphs

Take a cup of water.

Mix it with a cup of milk.

Boil the mixture for two minutes in a gas stove.

Add tea powder in proportion to the mixture.

Allow the mixture to boil for a minute.

Filter the content and add sugar as per the need.

The verb forms are changed as follows in a passive form:

A cup of water is taken.

It is mixed with a cup of milk.

The mixture is boiled for two minutes.

Tea powder is added in proportion to the mixture.

The mixture is allowed to boil for a minute.

The mixture is filtered and sugar is added as per the need.

After having gone through the two ways of demonstrating the preparation of tea you would have understood how to frame the passive verb form.

Tense And Voice

The tense forms undergo a change while there is a change in the voice of the sentence. The following examples will show you how the tense form gets changed.

Present Tense

She teaches English---Active

English is taught by her---Passive

Present Continuous

She is teaching English ---Active

English is being taught by her---Passive

Simple Past Passive:

She cooked food—Active

Food was cooked by her-Passive

Present Perfect Passive:

He has paid the advance money-Active

The advance money has been paid by him---Passive

Past Perfect Passive:

They had taken the bag-Active

The bag had been taken by them-Passive

Future

She will complete the accounts-Active

The accounts will be completed by her-Passive

Modals and Passive

The car ought to be painted.

The candidate must be warned.

Sentences without actor or subjects need to be changed in the following way

Open the door.

In the above sentence the subject that indicates the doer of the action is not mentioned. The word let has to be added and the passive form will be

Let the door be opened.

Interrogatives

In the question form the wh question word has to be retained and the rest of the sentence has to be changed.

Can you give me a cup of coffee?-Active

Can a cup of coffee be given to me by you?-Passive

Intransitives

The change in the voice is possible only with a transitive verb that takes an object. With an intransitive verb the sentences cannot be changed into passive form. Note the following sentences:

She sings well.

The boy looks good.

She is lying on the mat.

As the verbs in these sentences are intransitive they cannot take an object and hence the parallel passive form is not possible.

Exercises and Activities

1. Select any passage from your English text book where you can find at least two active form of the verbs and change that sentences in passive form.
2. Bring out a remarkable change in the focus using the voice with suitable examples.
3. Change the Voices In the following sentences:
 1. She likes gold jewels.
 2. The picture was painted by an ordinary laborer.
 3. The teacher has punished Nikkil
 4. I had been asked to read by my teacher.

Conditionals

Introduction

The sentences that exhibit any action based on conditions then it is termed as conditional clause. If you look at the pattern of such sentences you can see two parts, one a dependent clause with the word “if” and the other part is an independent clause.

If I come early I will join you.

The communication meant here is not a positive one. It is doubtful whether he will be able to come early and the possibility of joining is also less. Several meanings are indicated through conditional sentences.

Objectives

To

Make the learners comprehend the structure of a conditional sentence

Make the learners understand the communicative value of the conditional sentences

Make the learners apply apt conditionals to exhibit their intended message

Conditionals

Conditionals have a rich utility value and if applied properly it effectively conveys the message giving no way for ambiguities. Conditionals can be of two types, that which are real and that which gives unreal improbabilities. **Some conditionals are open with both possibilities negative or positive.** Note the following examples

If you help me in this crisis I can reach my destination.

If I plan from now and execute it promptly then I can win the award.

There are some conditionals expressing general truths

If a plant does not get enough sunlight it dies.

If you do not work hard you cannot come out successfully .

If the rain fails the farmers will suffer.

There are some sentence which talk about impossibilities and unrealities.

If I were a bird I would fly over the Himalayas

What would you do if there is a strike tomorrow?

If I were the Principal of this college I would have declared a holiday today.

All these sentences talk about unreal conditions which are imaginary ones. There are more examples:

Situation: You have always wanted to be the owner of the five-star hotel. What would you do if won a million rupees?

Answer: If I won a million rupees, I would build a five-star hotel.

There are conditionals not fulfilled in the past time and hence became an unreal condition.

If they would have tried they would have won.

The sentence informs that they had not tried and so they did not win. Look at similar sentences:

If I had been there I would have prevented it.

If I had met him earlier I would have instructed him to be careful.

There are some sentences which talk about the real possibility as in the following sentences:

If you pay well you can get sincere laborers.

If you identify your weakness you can progress well by strengthening yourself.

If the weather is chill I catch cold easily.

Conditionals can also be expressed using words 'unless', 'when', 'provided', as long as

Unless I get good marks I will not be able to get into a good college.

I will intervene when there is a necessity.

The candidate will be selected provided he/she is proficient in typing.

As long as the sugar level in the blood is under control you need not worry.

Rules to remember while using all the above mentioned words

1.If+negative verb is replaced by unless+ affirmative verb.

If you don't give me my share of money I will not leave the place.

Now," if "is replaced with "unless"

Unless you give me share of money I will not leave the place.

2.Provided is used when there is a strong idea of restriction and limitation.

You can come with me provided you behave properly.

General rules to remember

!.Conditions expressing general truth

i. If/when clause in the present tense+ main clause in the present tense.

If you heat the ice it melts.

2. If clause in the present tense +main clause in the imperative form

If you go to kanyakumari visit the devi temple there.

3.If clause in the present tense+ main clause with wh word in the beginning.

If you win the lottery what will you do with the money?

4.If clause in the present tense+ main clause with may /'can as auxiliaries

If I get the scholarship I may go abroad for higher education

Conditions With Possibility

1.If clause in the present tense+main clause with will/might as auxiliaries

If we work as per our schedule we will finish the work on time.

The Unlikely Conditionals and Unreal Conditionals

1.If clause in the simple past+ main clause with would/might as auxiliaries

If I won the lottery I would build a factory.

2.If clause with were followed by subject+ main clause with would/could/should as auxiliaries

If I were the president I would declare an emergency rule in this situation .

The Impossible Conditional S

1.If clause in the past perfect tense +main clause with would have/could have/should have/might have +verb (3rd form)

If I had paid the fees I would have written the examination.

Exercises And Activities

Pick out newspaper passages and ask the learners to identify the conditionals and the intended message.

Provide certain messages to be conveyed and ask them to frame conditional sentences.

Make the learners prepare a script with dialogues using conditional sentences for given contexts.

MODALS

Introduction

Modals are grammatical categories that express the attitudes and personal feelings of the speaker/writer and is pragmatically utilized for eliciting the apt reaction of the opponent or reaching out to the listeners or the audience precisely. As we are familiar, the modals are can, will, Shall, may, could, would, might, should, ought to, dare.

Objectives

To

Make the learners identify the purpose of using modals

Make the learners differentiate the subtle feelings expressed through different modals

Make the learners communicate the sense precisely using modals

MODALS

Modals express different kinds of attitude. Will and would talk about the habits past and present.

He will carry a torch in hands always.

He would get up very early (implying that in the past he used to get up earlier but not now)

Modals referring to the past are might have/should have/could have/ought to have.

Modals referring to the future are will and could have. The modals that talk about the present are must, ought to, need not. Can talks about the ability of a person. May, might, can, could talk about possibility. Might suggest less possibility than may.

The news may/might be a pleasant surprise to many.

While asking questions about the possibilities could is made use of and not may.

Could it be that you don't want the audience to leave now?

May/might+ have+ past participle combination is used to say that by some time in the future it is possible that something will have happened.

By tomorrow I might have completed the assignment.

Apart from expressing ability can and could are used to seek permission and refuse permission.

Can I have your company today?

Couldn't we stay away from home today?

I am sorry, you can't use my personal copy.

When we offer a help or suggestion can, could are used.

You can knock at my door anytime for any help.

Could I help you for a second serve?

Shall and should are also used in a similar way.

Shall I come with you?

Should I pass the message to our neighbor?

Should and ought to are used to give advice or make a recommendation, hinting at responsibility and possibility.

We should finish the work as early as possible.

Public should be/ ought to be warned of the impending danger due to global warming.

We ought to have completed the homework now.

The films directed by Manirathnam should be good.

Exercises and Activities

Fill in the blanks with suitable modals:

Our school cricket is a strong team. I am sure that we ----- win over the local teams easily and ----- snatch the trophy. But if we -----to face the interschool meet then our team -----to work really very hard. Last year they -----have won easily but for their negligence. Now they-----follow very regularly the progress of each member in each area and -----try to perfect themselves. Only then they -----expect victory. If they -----trained systematically they ---won last time. The lack of proper training ----- the cause of the failure last year.

Give the learners two or three passages and ask them to underline the modals.

Make the learners do role play for given dialogues –between a father/mother and son/daughter, teacher and a student

Provide a context (interview) and ask the learners in groups to frame the dialogue and use appropriate modals

TENSES

Introduction

Tense is a grammatical category that tells about the time of an action and inflects on the verbs as for as English language is concerned. Though it talks about the time they are not one and the same. Time is a different concept. In English we have two tenses past and present. Future time is indicated by modals. But the progressive aspect with - ---ing added to the verb and perfect with ---ed added to the verb are called as aspects which talk about a particular time in the duration of the action. Let us deal with the tense in detail.

Objectives

To

Make the learners differentiate the concept of time and tense

Make the learners know the form and usage of the different type of tenses

Make the learners correlate time and action using the correct form the verb

TENSE

Now let us deal in detail the tense forms in English. Tense categories that inflect on the verbs need to be analyzed.

Present tense

1. Simple present is used

to express habitual actions as in

She goes for an early morning walk.

to state universal truth

Oxygen is less as we go high in altitude.

For a dramatic narrative, running commentaries of sports events etc:

Here comes the boy with his gifts.

Now the ball flies, the captain runs fast to catch it but fails.....

To talk about a planned future action

We reach madras next week to do the marriage shopping.

In conditional sentences:

If you give me the notes I will give you my new pen.

Present Continuous Tense

This tense form is used to express actions that are happening in the immediate present:

I am reading a novel.

It is used to indicate an action that falls in a span of time that also includes the time of speaking :

She is learning music.

It is used to tell about a planned immediate future action:

I am leaving for Delhi today afternoon.

Present Perfect and Simple Past

Study the following sentences:

India has won many gold medals in the Olympics since 1980

India won many gold medals in the 1983 Olympics.

The present perfect tense denotes past actions for which the time is not specific or it is indefinite. The past tense denotes a past action happened in a specific time.

The present perfect tense indicates a recent past action(time not given) as in

I have gone through your assignment but I need time to mould it.

If the past action has some connection with the present time then the present perfect is used.

I have come across a police booth in the junction.

It is used with “just “ to indicate a recently completed action.

She has just submitted her assignment.

It is also used with words like yet, lately, recently etc.

I have met the Chief in the city recently.

I have not yet finished cooking.

With a time expression the tense is used to denote an action that has begun in the past but still continuing at the time of speech as well as that which gets over at the time of speaking. Have a look at the following examples:

I have followed the principles of Lord Buddha all through my life.(still following)

I haven't seen you long.(but I see you now)

It is used with time expressions like for and since.

I have worked in this institution for ten years(and is still working here).

He has been waiting here since morning(and is still waiting)

In newspapers we often come across sentences like

The torrential rain has caused heavy damage to crops and the house in the low lying areas. It rained heavily yesterday continuing for more than ten hours.

Present Perfect Continuous

The present perfect continuous talks about an action that started in the past and continues at the time of speaking. Here the action is focused whereas in the present perfect tense the effect of the activity is being focused.

I have been noticing his behavior.(the action of noticing is focused)

I have noticed his behavior.(focus is on the effect-after noticing the reaction to be expressed in action or in words)

Past Perfect And Past Tense

This tense form is used to denote a past action that took place before another past situation or activity, or before a particular time in the past .

I had gone out when the phone rang.

The film had already begun when we reached the theatre.

Future Tense

Shall and will are used to indicate future action.

I shall attend the function.

It will rain tomorrow.

Future aims and predictable events are indicated through simple future tense. To talk about an action that will be in progress at some point in **future progressive** is used.

My daughter will be visiting India in the month of December (Spoken before December)

Future Perfect

An action likely to be completed in future is denoted using the future perfect.

She will have completed her degree by next June.

Going to Form

This form is used to indicate a planned future action

She is going to Delhi next week.

Exercises and Activities

Give the situation and ask the learners to select apt tense form to express the time of action ---- 1. your regular habit, two past actions, an action that happened somewhere in the past.

Choose some passages in any literary text and ask them to change the tense forms to note the change in the inferred message.

Make the learners give a running commentary of any sport event and observe the tense form.

QUESTION TAGS

Introduction

When a question is tagged to an affirmative and a negative sentence an added emphasis is given to the statement and this category is identified as question tags. It is different from an interrogative sentence.

Objectives

To

Make the learners differentiate an interrogative sentence and the sentence with a question tag

Make the learners frame question tags for imperatives and negatives

Question Tags

Look at the following examples:

Are you writing?

You are writing, aren't you?

In an interrogative form an answer positive or negative is expected. Whereas in a question tag it only a confirmation as well an emphasis exhibited.

RULES to REMEMBER:

An affirmative sentence takes a negative tag.

A negative sentence takes a positive tag. Look at the following sentences:

You can help me, can't you?

You can't help me, can you?

If the verb in the sentence is a do verb then does/doesn't, did/didn't, do/don't must be used.

Seema sings well, doesn't she?

They acted well, didn't they?

You didn't allow me to speak, did you?

Exercises and Activities

Give the learners dialogues with blanks at the end of the sentences to be completed with question tags.

Ask the learners to read aloud some lines of a poem and provide question tags to observe the communicative value and the focus with the usage of the question tags.

Direct and Indirect Speech

INTRODUCTION

A direct speech is a direct statement as spoken by the speaker whereas an indirect speech is a report made by another person other than the speaker to offer information.

Objectives

To

Make the learners understand the intensity of the statements made directly in certain contexts

Make the learners select appropriate form of statements to use while speaking

Make the learners proficient in vocabulary changes to transform the statement form.

Make the learners observe the tense forms in both the forms

Direct and Indirect Speech

“I bought a new bike today” said Raj.

This is a direct statement made by Raj. If it is reported by another person then the report goes as

Raj said that he had bought a new bike that day.

Where you can note some changes in the tense form ,in the time adverb , in the person and the punctuation mark. One has to be careful about these changes and follow the rules to change a sentence from one form to the other.

Rules to remember:1. Tense has to be taken care of.

- 1.Present tense in the direct speech is changed to past tense in the indirect speech
2. If the sentence is in simple past in the direct speech it is changed to past perfect in indirect speech.
3. The present progressive in the direct speech is changed to past progressive in the indirect speech.
- 4.A sentence in the past progressive indirect speech is changed to past perfect progressive in indirect speech.

The reporting verbs should express the sense of the statement. Use the following words as per the sense exhibited in the direct speech—request, command, order, instruct, exclaim etc.

Note the change in words:

DIRECT SPEECH

Here

Will

This

Can

Shall

INDIRECT SPEECH

there

would

that

could

should

Now	then
Today	that day
Yesterday	the previous day
Tomorrow	the next day

Note: The present tense in the direct speech is changed to past but if it is a valid statement till the present the tense need not be changed.

She said, "I prefer coffee" can be reported as

She said that she prefers coffee.

Note that if the reporting clause is in the present tense then the tense does not change when it is changed into indirect speech.

Teacher says, "I am satisfied with your work".

Teacher says that she is satisfied with our work.

Exercises and Activities

Pick out passages from the text and ask the learners to change from the direct speech to indirect speech and vice versa.

Ask them to write a short story of a page or two and incorporate direct speech in appropriate places.

Make the learners narrate an incident and ask them to note the utilization of indirect speech

6.4. Evaluation:

The following two criteria are relevant in this connection:

- (i) Conformity to the pattern specified.
- (ii) Whether the output is acceptable on the basis of its grammaticality.

6.5. Summing up:

The seven sentence patterns and examples given above for each together with indications of audio-visuals desirable in each case are illustrative only.

Any part of grammar or for that matter information relating to any domain of knowledge, if reduced to handy sections, can be handled more effectively in a well equipped language laboratory than otherwise.

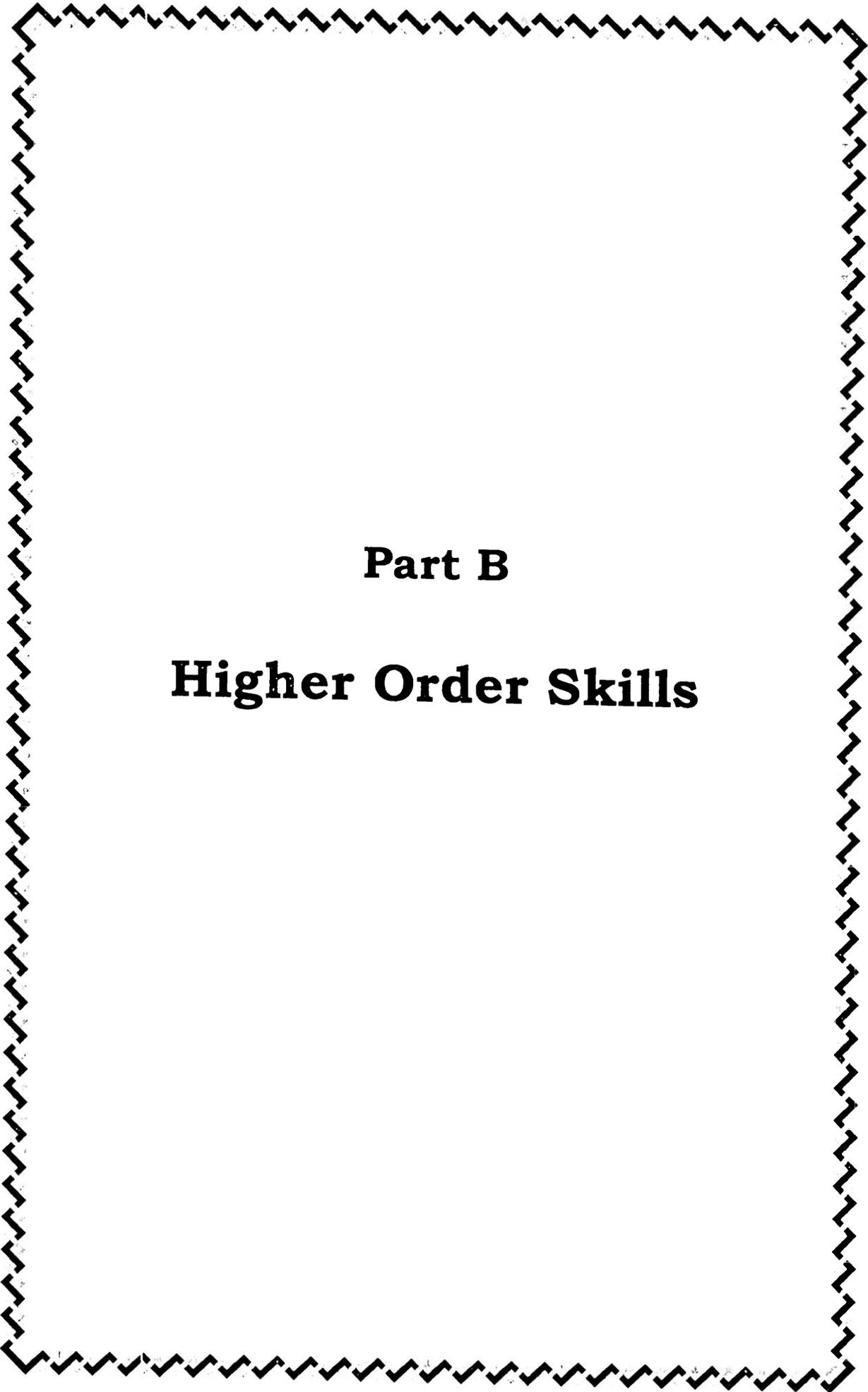
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Ur, Penny. (1999). *A Course in Language Teaching*. Cambridge : Cambridge University Press.

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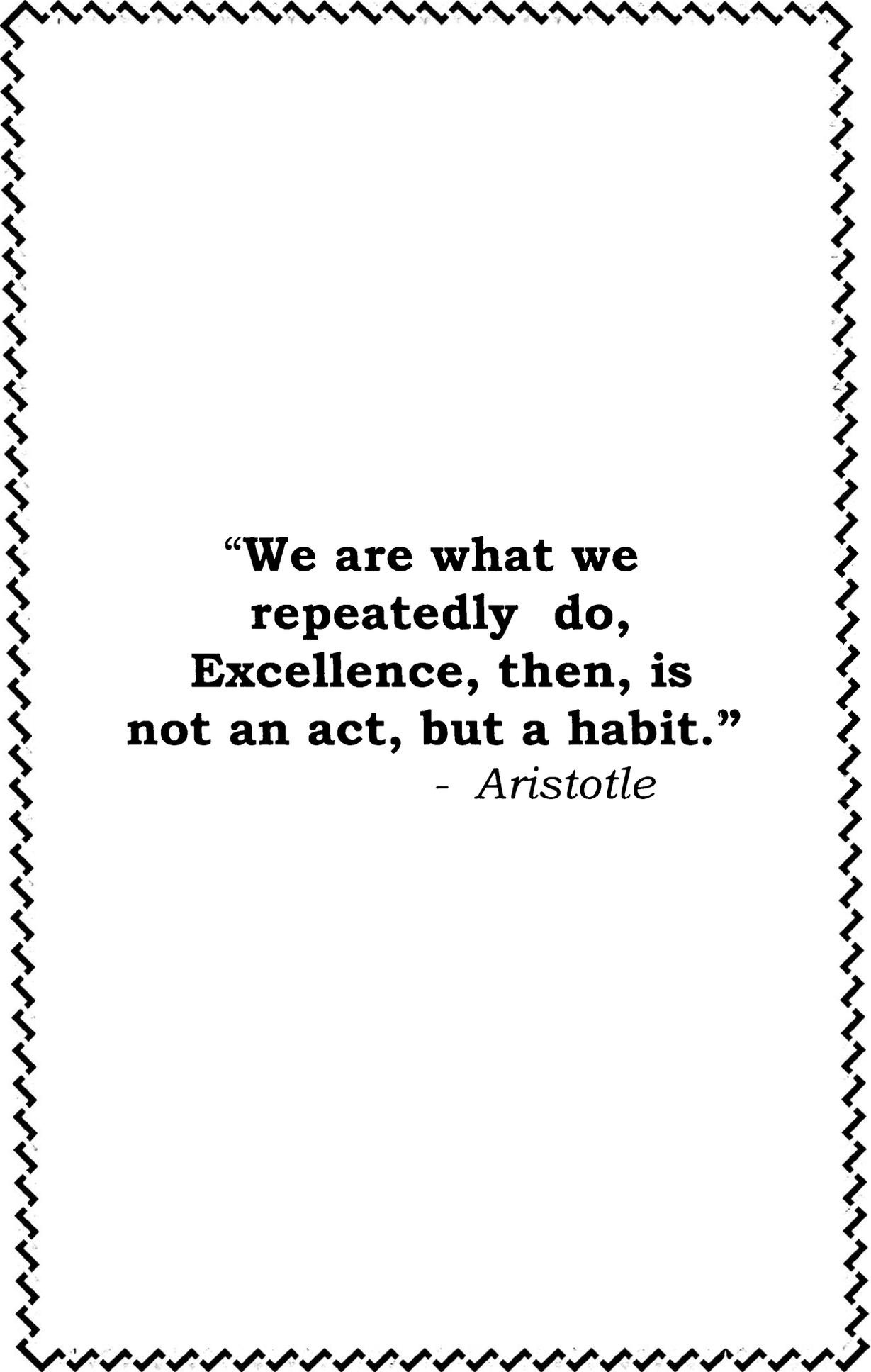
English [Reader and Supplementary Reader] Standard IX, First Edition 2003, Tamilnadu Textbook Corporation, Chennai-600 006

This volume is the source of all the patterns and most examples given above. Teaching materials relating to grammar are amply adaptable for use in frames of lessons in language laboratories. They are available in plenty in this book. It is such materials collected from carefully compiled Indian textbooks like this which deserve to be used in preparing lessons for language laboratories in India.



Part B

Higher Order Skills



**“We are what we
repeatedly do,
Excellence, then, is
not an act, but a habit.”**

- Aristotle

PUBLIC SPEAKING

7.0 Objectives :

To give

- theoretical information on various aspects of public speaking beyond language skills,
- models of famous speeches,
- some tips on preparing for speeches
- some examples in school situations.

7.1. Introduction

India has produced many powerful orators in regional languages. It has also produced orators in English. You may have heard of 'Silver-tongued Shastri', Nehru, V.K.Krishna Menon who talked non-stop in UN General Assembly and of course Arignar Anna who founded a unique style of public speaking. Mrs.Indira Gandhi's last speech to the soldiers is a masterpiece. Coming from such a nation, I am sure you can also make a mark in public speaking.

Public speaking requires many skills, skills of language, psychological skills such as stage presence, confidence, the gift of the gab, charisma and presence of mind. Many avoid speaking, but our students have to develop this skill because often in English literary association meetings and other functions they have to deliver several speeches. They may need to welcome everyone or introduce the speaker or propose the vote of thanks. They may also be taking part in interschool competitions. Good speaking skills will give them confidence. Many ministers became so because of their skill in public speaking.

Here are a few guidelines that would enhance one's oral skills

1. Read books on public speaking and oral communication and about great orators.
2. Read the works of great speakers and prominent thinkers.

3. Listen to well-known news presenters who have made a mark. (Watching BBC, CNN or STAR news would remarkably improve your pronunciation skills).
4. Prepare two-minute mini speeches on various topics and practice.
5. Follow the rule : When you have something to say, say it with conviction and with appropriate supporting evidence.
6. Tape your own speech and listen to it and observe your drawbacks.
7. Volunteer to participate in various speaking engagements.
8. Be open to criticism and suggestions from your friends, relatives and instructors. This would help you to analyze your strengths and weaknesses and improve your style and mannerisms.

The professional may be asked to speak at a convention or a seminar or to the general public sometimes at short notice. But a well-prepared topic may be received poorly if it does not effectively reach the audience and strangely enough, even a mediocre paper may be well received if properly presented. Hence presentation and style play a prominent role in turning the speech into a success.

7.2 Requirements for good public speaking :

a) Integrity

Whalen says, “The words you say are less than ten percent of the message”. Integrity is a pivotal requirement in asserting the credibility of the speech. It is every good presenter’s job to

- a) Capture the attention of the listener
- b) Dominate the room and take control of the meeting
- c) Build a good rapport with your listeners, for yourself, and if you are in a team, for your team mates.
- d) Respect yourself and the audience you are addressing because sincerity and knowledge lay the foundation for really successful speakers.

Hence, believe in what you speak about. Your personal conviction will impact your delivery.

b) Voice

Many have the erroneous notion that only if you speak with a deep manly voice and thump the table, you can be considered a great orator. On the contrary, a pleasant voice is a great asset and unless there is a physical speech defect, you can improve your voice quality through regular practice and a conscientious effort. May be that is why the proverb says 'speech is silver' mellifluous, like a silver puja bell. Sound relaxed, free of tension and fear. Identify your weaknesses and strengths. A speech may have excellent content, points which others have not presented; good substantiation, yet it would not capture the listener's attention because of poor voice, 'speaking through the nose' and a number of other factors. In order to correct such aspects, it is important to seek the help of a speech therapist who would aid you in overcoming various speech problems and would also improve the quality of your voice through training.

c) Volume

A good speaking voice has adequate volume. Adjust the volume of your voice to the environment. A large audience requires a high volume. So, put force and vigor in your voice wherever necessary. While talking to a large audience, look for inattentiveness and boredom and check if you can be heard at the back. An occasional pause is effective, especially in the afternoons when people tend to get drowsy. The pause will serve to make the audience more attentive. Voice modulation will make your speech more effective. So, break the monotone, if any, in your voice.

d) Pitch

Most people have a wide range in pitch. The normal pitch is usually midway between low and high. A shrill tone would have a jarring effect and that would lead to the audience shutting their ears and screwing their faces in irritation!!! Use a normal pitch and at the appropriate time heighten and lower your volume to ensure attention. Never speak in a singsong fashion.

e) Speed of delivery

Many first-time speakers may sometimes speak too fast as they might be anxious to get over with it. They may not even dare to look at the audience. The normal rate of

speech is between 120 and 180 words a minute. Find your optimum speed. Don't run on and gasp for breath nor be too slow making people irritated with you. It is better to be slow than to lose clarity. A slow speech will be clear and be absorbed better; the voice will be deeper and more impressive.

If the topic is technical, and your audience is not technically oriented, you should speak slowly because you are speaking for the sake of the audience and it is imperative that you make yourself understood. This would brand you as an effective speaker. Since variety is the spice of speech, rush through the familiar parts of the speech, which your audience are already aware of but never rush through unfamiliar areas or dense topics.

f) Enunciation and Pronunciation

Enunciate means 'to pronounce clearly and distinctly'. A particular word may sound similar to some other words. So what is needed is that the audience gets the right word. So we have to give thought to the way we enunciate. Referring through a phonetic dictionary would give us the knowledge of how to pronounce an unfamiliar word.

g) Accent

Accent is the vocal emphasis given to a particular syllable or word, which confers a character and distinctiveness to speech and conversation. Even though the British and the American speak English, their accents differ. In India, there are 16 to 20 major linguistic groups; people from all these groups speak the English language in their own way and with varied accents. It is important for speech makers to be conscious of this truth because with the influence of the western culture many of us tend to copy the accents of the westerners. If your accent agrees with that of the listener, there is no problem. But if your accent is different then it is high time you rectify it!

For instance, a European visitor to Australia was asked by his acquaintance, an Australian, 'You came here today?' which almost sounded like 'to die'. He replied. 'No, I came here to live' because he had come for a surgery which can save his life.

Have you heard of vocal cosmetics? Just as we have facials, facelift, our voice can also have a lift through practice.

7.2.1 Public Speaking Stress – “Help for a shaky voice”!

Sometimes when we get on stage our voice becomes shaky because during stress, the diaphragm muscles contract, breathing becomes shallow, the heart beats faster and we cannot get enough breath to support the voice. This problem requires a two-step approach. First, do relaxation exercises before a speaking engagement and second try to figure out why you are so nervous in the first place.

Burst Stress before Stress bursts you! Relax!

Here are a few relaxation techniques:

1. **Quiet Breathing**

Before speaking, find a quiet place and sit quietly with your eyes closed. Place both feet comfortably on the floor, with your hands resting gently on your knees, tongue lightly touching the roof of your mouth. Breathe effortlessly and slowly through your nose with your mouth closed. Relax your body and let the stress flow out with each exhalation.

2. **Exercise your vocal chords.**

Rotate your neck slowly from up to down then left to right and right to left.

3. **Sing, for singing relaxes your vocal chords and improves your voice quality.**

4. **Burn some Adrenaline**

Take a brisk walk around a park or the meeting hall or go up and down the staircase before you speak. This will help burn off some of the excess adrenaline and make you feel more comfortable. You can also do some isometric exercises, tensing and relaxing your muscles by pressing your feet against the floor and your elbows against the arms of your chair while you wait for your turn to speak.

5. **Move slowly to the platform.**

Don't forget to breathe. The adrenaline will tend to propel you to the front of the room like a rocket. Walking slowly and deliberately will counteract this urge.

6. Breathe before you begin to speak

When you get to the front of the room, pause for a few seconds, face the audience, smile, gather your thoughts and breathe as you look around the room. Taking a deep breath before you begin to speak assures that your voice will have enough support and won't sound shaky.

Even seasoned speakers feel a bit nervous before a speech. Some feel so stressed as to get a tongue tied feeling. Some of the most common reasons for excessive speaking stress are :

1. Perfectionism

A speech can never be perfect, only optimal. Having unrealistic expectations about your performance and then beating yourself up when you don't meet them is extremely stressful.

2. Focusing on yourself instead of the audience

The novice speaker will often forget that the purpose of a presentation is to give something to the audience. This can be inspiration, motivation or information. But whatever it is, you must always put the needs of the audience above your own personal desire to look good. The more you can forget about yourself and focus on giving to others, the more relaxed and energized you will feel.

3. Procrastination and lack of preparation

Waiting until the last minute is really stress inducing. If you are a habitual procrastinator, you should take a look at why you want to sabotage yourself. Hard to see, but a very worthy exploration.

7.2.4 Here are some more tips from the Internet.

Hidden causes for Public Speaking Stress

1. Thinking that public speaking is inherently stressful (it is not!)
2. Thinking you need to be brilliant or perfect to succeed (you don't!)

3. Trying to impart too much information or cover too many points in a short presentation.
4. Having the wrong purpose in mind (to get rather than to contribute).
5. Trying to please everyone (this is unrealistic)
6. Trying to emulate other speakers (very difficult) rather than simply being yourself (very easy).
7. Failing to be personally revealing and humble.
8. Being fearful of potential negative outcomes (they almost never occur and even when they do, you can use them to your advantage).
9. Trying to control the wrong things (e.g. the behaviour of your audience).
10. Spending too much time over preparing instead of developing confidence and trust in your natural ability to succeed.
11. Thinking your audience will be as critical of your performance as you might be.

Some key principles to always keep in mind

- Speaking in Public is NOT inherently stressful.
- You don't have to be brilliant or perfect to succeed.
- All you need is two or three main points.
- You also need a purpose that is right for the task.
- The best way to succeed is NOT to consider yourself a Public Speaker!
- Humility and Humour go a long way.
- When you speak in public, nothing "Bad" can ever happen!
- You don't have to control the Behaviour of your Audience.

7.2.5 Diction

By diction we mean the appropriate word and its usage. Using the right word at the right occasion should be our primary rule for both oral and written communication. 'Heartfelt congratulations' is not quite all right but 'Hearty Congrats' and 'Heartfelt Condolences' are apt. While the written word can be correct easily for diction, spoken words disappear unless taped. The speaker may not be aware of the slips she makes.

The right word for the right topic should be our watchword. Do not use slang or informal speech for a formal topic. Fit your words to your topic and avoid clichés. Use appropriate analogies. Never use big words to impress your audience. Use words and expressions that are understood by your audience because understanding leads to appreciation.

A lady rushed into a dinner party and said, “Oh, I am ravished!” shocking everyone. What she meant to say was, “I’m famished!” You can imagine the scandalized stares of the other guests if you know the meaning of ravished.

7.2.6 Body Language

Wouldn’t it surprise you to know that when we communicate something face to face.

- only less than 10% of the message is understood through the actual words we use.
- Nearly 40% of the tone of voice accounts for the reception of the message and
- Posture and gesture account for 50%

If body language accounts for 50% of the reception of our message, don’t you think we should know what it is and how best we can use it to our advantage?

The study of body language is called KINESICS. Body language means more than simple physical posture. Mannerisms, eye contact, speed and tone of voice, facial expressions, even our sighs and yawns signal information to others. Let us see what some business experts say about body language.

“When people don’t know whether to believe what they are hearing or what they are saying, they go with the body language; it tells the truth”.

- Nancy Austin, Management Consultant

“We talk with our vocal cords but we communicate with our facial expressions

our tone of voice, our whole body”.

- Paul Ekman, Psychologist.

7.2.7 Eye Contact

The eyes, along with eyebrows, eyelids and the size of the pupils reveal our innermost feelings. Raised eyebrows and eyelids with dilated pupil mean the speaker is surprised or excited or even frightened while closed eyebrows and lids may mean the person is angry or in pain. Along with these features, the movement of the eyes and eye contact shows our interest in him or her. Eye contact usually influences along with facial expression.

Eye contact is a fundamental part of getting on with people and gaining their trust. If the person does not look us in the eye, we often think that he has something to hide. Eye contact regulates the flow of communication. Studies have shown that we maintain eye contact with people 40% of the time while we talk to them and 75% of the time when we listen to them. It is courteous and important to let people know that we are listening to them. Further it can tell us how sincere the speaker is. We assess them by watching their body language. One fact that has to be kept in mind is not to let the audiences' eyes wander too long away from you, the speaker, not even to look at the graphics you are presenting. Remember YOU are the most important visual aid.

People who maintain eye contacts are seen as more persuasive, truthful, credible, well informed, honest, friendly and confident. So the next time you have to make a presentation follow these do's and don'ts.

7.3 Do's and Don'ts

- Prepare thoroughly and use cue cards and speak to the audience. Don't read word by word from your paper, bending down your head, as your voice will not reach out and you only be making eye contact with your paper and not with your audience. Don't look at the wall opposite or fix your gaze at a distant point either.
- Do spread your gaze on most of the audience. Don't look at just one favorite person, as this will shut out the others.

- Don't look too tense. Try to look relaxed. Stand with your feet apart, hold to the table or podium if necessary, to stand erect. Dress elegantly, tastefully. Do not over and under dress. Now most women and men of course use what is called 'power dressing' that is if you are an executive, do not dress like a fashion model or like a poor community health worker. Use appropriate dress sense and wear designer clothes, which sit well on you and give your confidence.

7.3.1 Facial Expression

You know 'the face is the index of the mind'. Our faces reflect often how we feel. But for most business transactions a face, which is transparent, that is, which reveals to the onlooker that you are frightened or shocked, is not helpful, nor is what we call a 'dead-pan' expression, revealing nothing. Neither the dropping of a jaw in shock nor the tight gnashing of teeth in anger can clinch a deal. Have a relaxed face, a pleasant smile which help people to feel comfortable with you. Do exercises that help to relax the facial muscles. Frequently frowning or even giggling or clearing the throat or using the handkerchief to the face can all be annoying to the onlooker.

7.3.2 Gestures

Bodily movements, especially of the hands and legs are called gestures. We all have seen politicians; pounding the table or using raised hands or waving to the audience, which inspire the audience. We do not like people who often scratch their heads. We do not know whether the scratch is due to dandruff or lice or due to some confusion. Scratching your head signals to an European that you are puzzled, while to a Japanese, it may signal anger. Some others hold on tightly to the table or podium for dear life, then their tension is transparent to the audience. It is said that even a warrior like Napoleon was afraid to hold out his hands. He always kept his hand near his chest, under his coat opening.

Standing on one leg or shuffling the feet or unnecessarily walking up and down the stage, can mean that we are nervous. Similarly raising the hands too much, particularly with brightly varnished long and sharp nails can make us look like a tomcat

with outstretched claws. Men often keep their hands within their coat pockets but we women do not have such a facility. A judicious use of gestures must be cultivated. But gestures are culture specific. A handshake can reveal much about a person, which is if your handshake is firm and warm, you are reliable but wet limp palms may mean you are nervous. Some go on pumping the hand of their guest, some others hold too tight that your palm aches and some show their difference by just withdrawing the hands too soon as if you are afraid the other person may steal your rings! Remember our actions speak louder than our words do.

We said earlier that gestures are culture specific. Most foreigners appreciate the Eastern people's folded hands greeting. While most Westerners shake hands, the French bow or kiss the hand of women, the Arabs embrace and the Eskimos rub noses. So we need to know which gestures are culturally appropriate and acceptable.

7.3.3 Posture

Standing straight, feet apart, looking at people all tell the audience that we are confident. Body thrust forward, with tightly clenched fists and a tight, frowning facial expression may mean that you are angry. Study the following pictures and what they signal.

Sitting on the edge of the chair during an interview can signal that you are nervous. So sit well back into the chair, with your shoulders resting evenly on the back of the chair. Keep your hands relaxed on your lap.

Crossing your feet in some cultures looks sexy, in ours very proud or shows disrespect while in certain other culture it signals that you are relaxed.

7.3.4 Task

What does drooling on a paper or fiddling with your pen mean while somebody is talking to you?

When do you bang the table?

A thumbs-up sign in Nigeria is considered rude, in Germany it means in a restaurant that you want 'one' drink. What does it mean in India?

7.3.5 Appearance

Shakespeare said that the apparel i.e. the way we dress 'off proclaims the man'. Our Tamil proverb also endorses this by saying 'our dress is half our personality'. Our clothing, hairdressing, use of cosmetics, and jewellery, our handbags and footwear all say something about our taste and inform about our personality. That is why a famous writer once advised 'DRESS AND THEN ADDRESS'. We have already mentioned about overdressing and power dressing. You can always tell a medical representative from his dress.

What do you think is an ideal dress for an Indian woman executive? If you wear a sari, what can you do to ensure that you don't all the time keep adjusting it over your body?

A lot more can be written about each aspect of body language but it is beyond the scope of this unit. But you can learn more about it on your own by observing people, analyzing successful people's body language and discussing with your peers about how they perceive your body language.

7.3.6 Some tips about Body Language

- Mind your body language
- Maintain eye-contact
- Be careful with gestures, handshakes
- Communicate at all levels of person before you repeat key phrases to reinforce your message with a well-modulated voice.
- Use careful movements, confident posture and visual aids that do not eclipse you.

7.4 Techniques for Public Speaking.

Some like to startle or shock the audience to capture their attention. Some keep the audience in suspense by making them wonder what their punch line is going to be. Break the suspense at the right moment skillfully and carefully.

7.4.1 Do not draw attention to your own drawbacks

Some people start with, "I did not have time to prepare a speech, as I was very busy with my work and traveling, so kindly bear with me...."

Your audience is not there to listen to your excuses for a poor speech. Never confess or apologize.

7.4.2 Have self-confidence

Confidence in tone, poise and delivery comes with experience. Good public speakers are really good because they have done it lots and lots of times. It is natural to be scared, what's more, many professionals are terrified before they speak. Stage fright is common, particularly when the speaker has not prepared well. One way of overcoming this fear and conquering the butterflies in your stomach is to invite criticism before the actual delivery of the speech. No one is perfect, why should you be? Go on practicing because that is what makes you perfect. When you gain confidence and words do not fail you and you are sure of what you are saying you can introduce a couple of anecdotes and gauge the mood of your audience. If you get a favourable reaction, try another towards the end of your speech at the appropriate time. That does not mean you can introduce jokes in a formal speech!! That will definitely turn out to be a disaster. So please reserve them for a get-together or a birthday party or wedding receptions.

Memorizing prepared speech is fine but extreme stage fright can sometime create a mental block making you speechless literally. An immature person once wished to impress his audience with high-sounding words and memorized it. He spoke well but half way through it he got stage fright. He said 'I conceive...I conceive...I conceive' and could not remember a word after that and left the stage in shame. One veteran in the audience said, "He conceived three times but could not deliver!!" The moral is,

Don't memorize mindlessly. Train yourself to speak extempore.

There are a few major steps in the preparation of a speech. Here are a few golden rules that should be kept in mind.

7.4.3 Before a Speech

- Know your audience and assess the occasion
 - Raise questions before the organizers about the composition of the audience.
 - Who are attending?
 - What is their educational background?
 - Can everyone understand the language?
 - How many of the audience are men and women?
 - Are there children in the audience?
 - Is it a very large, small or medium gathering?
 - What are the physical features of the hall? – Is it huge? Is the acoustics good? Are there sufficient chairs? Will there be a public address system/OHP facilities, Power Point presentation or use of charts/ graphics, etc.
- Create a rapport with the audience

It is necessary that one should familiarize herself with the audience by walking around, greeting familiar faces, get introduced to a few others; exchange pleasantries before the meeting begins.
- Make sure the organizers have provided the communication you have asked for and if the technical facilities for connecting them are in working order. Check if the overhead projector, TV monitor, computer, VCR etc. are ready and that you have someone to assist you to operate the equipment.

- **Collecting the material**

The material needed for a speech can be collected through reading, library research, group discussions and from personal observation and past experience. The best presentation will emerge from personal experience or from first hand knowledge.

- **Organizing and outlining the speech**

An outline for a speech is as necessary as organizing our thoughts while preparing a report. A speech without an outline is not only difficult for a beginner to deliver but also gives the impression of confused thinking. An outline helps the speaker to present the speech in a logical manner, with emphasis on the relevant ones. But more importantly it boosts one's self-confidence and helps in the recollection of important points.

7.4.4 During a Speech

- When your turn comes up, open with a word of thanks for the organizers.
- Announce what you intend to say and why. This will create a friendly atmosphere and pique the audience's interest on what you are about to say.
- If you hear someone in the audience expressing valid views either in support or against it; refer to it.
- Ensure attention by giving some particularly interesting or familiar examples connected with the topic. Use some anecdotes related to the topic. Winning the audience over is a pivotal step. In order to achieve this you have to have an insight into what the possible attitude of the audience towards the subject and you is. Will you be facing a hostile or cooperative audience?
- Depending on the occasion, be it condolence, congratulations, farewell, new job or explaining organizational policy to colleagues or to protest against some procedures and act, the tone and nature of the speech will vary. You have to know whether the audience will expect an entertaining light-hearted speech or a more formal serious lecture.
- Do not accept speaking engagement if you are not an authority on the topic of your speech or if it carries no interest.

- There are time constraints for every speaker. Some managers regard colleagues and superiors as a captive audience and tend to ramble on without even glancing at the clock! The time limit solely depends upon the topic and purpose of the talk. If the topic is a serious one, then the speech has to be based on researched material, you may have to talk for at least thirty minutes and invite questions at the end of it.
- If the speech is to bid farewell or congratulate someone upon a promotion, limit your speech to ten minutes especially when there are other speakers.

7.4.5 The Delivery

- Your delivery should be poised and natural.
- Never let the audiences sense your discomfort.
- Stand erect, exuding self-confidence, be at ease with yourself and your subject.
- Do not try to memorize. Do not read out from a paper unless it is a research or technical one where mathematical accuracy is a must.
- Do not stutter or stammer.
- Avoid manners such as scratching your head or holding the mike or clearing your throat or hemming or hawing.

First time speakers get hot flushes, cold feet and even cramps. Though a little bit of trembling and wobbly knees are quite natural, you can overcome them eventually with good practice.

7.4.6 The final section of the Delivery

Here you should summarize your arguments and ideas and firmly establish your main points. End with an appeal or a strong plea for the audience's concurrence with your thinking. To drive home the point, use an apt quotation or a dramatic incidence well known to the audience. Never bring in a new point at the final stage even if you remember one suddenly.

* **Winding up**

Never state that you are winding up your speech unless you mean it. Some speakers use 'finally' indiscriminately. The audience who is expecting you to end your speech after you first 'finally' might turn visibly impatient. Many have problems in concluding. Be sensitive to the audience's mood and make an effective exit line.

Stand up, speak up and then shut up!

* **Question Time**

In the informal situation, there can be a question time. Keep your answers brief, but cover all the points necessary. If you are not clear regarding certain points, be honest and admit your inability to give a full answer. If there is any conflict between the questioner's views and your own, recognize it with humility and objectivity. Do not allow any questioner to monopolize the situation. Gently point out that there are others waiting for their turn.

Never ridicule a questioner even if she poses an erroneous question or raises one whose answer is quite obvious to everyone in the audience. Maybe the questioner's attention had slipped when the particular point was being discussed. So take the question seriously and answer it.

7.4.7 After the speech

Receive feedback objectively. Be courteous to critics as well as admirers. Introspect and analyse what more you could have said or left unsound. Learn from your experience and enhance your strengths and decrease your weaknesses. Remember, public speaking is an art and a science and your conscious study of your delivery will improve your talent.

We close with some excerpts from famous speeches of celebrities. Read them aloud, and try to picture yourself as the celebrity and deliver speeches.

7.5 Excerpts

Franklin D.Roosevelt For a Declaration of War

Mr Vice President, Mr.Speaker, members of the Senate and the House of Representatives,

Yesterday, December 7, 1941, - a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation, and, at the solicitation of Japan, was still in conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And, while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack....

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake island.

And this morning the Japanese attacked Midway Island.

Japan has therefore undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation....

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph. So help us God. I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war existed between the United states and the Japanese Empire.

Franklin D. Roosevelt – December 8, 1941.

John F. Kennedy

Berlin Address

I am proud to come to this city as the guest of your distinguished Mayor, who has symbolized throughout the word the fighting spirit of West Berlin. And I am proud to visit the Federal Republic with your distinguished Chancellor who for so many years has committed Germany to democracy and freedom and progress, and to come here in the company of my fellow American, General Clay, who has been in this city during its great moments of crisis and will come again if ever needed.

Two thousand years ago the proudest boast was “civis Romanus sum”.

Today in the world of freedom, the proudest boast is “Ich bin ein Berliner.”

I appreciate my interpreter translating my German!

There are many people in the world who really don't understand, or say they don't what is the great issue between the free world and the Communist world. Let them come to Berlin. There are some who say that communism is the wave of the future. Let them come to Berlin. And there are some who say in Europe and elsewhere we can work with the Communists. Let them come to Berlin. And there are even a few who say that it is true that communism is an evil system, but it permits us to make economic progress. Lass'sie nach Berlin kommen. Let them come to Berlin.

Freedom has many difficulties and democracy is not perfect, but we have never had to put a wall up to keep our people in, to prevent them from leaving us. I want to say, on behalf of my countrymen, who live many miles away on the other side of the Atlantic, who are far distant from you, that they take the greatest pride that they have been able to share with you, even from a distance, the story of the last 18 years. I know of no town, no city, that has been besieged for 18 years that still lives with the vitality and the force and the hope and the determination of the city of West Berlin. While the wall is the most obvious and vivid demonstration of the failures of the communist system, for all the world to see, we take no satisfaction in it, for it is, as your Mayor has said, an offense not only against history but an offence against humanity, separating families, dividing husbands and wives and brothers and sisters, and dividing a people who wish to be joined together....Freedom is indivisible and when one man is enslaved, all are not free. When all are free, then we can look forward to that day when this city will be joined as one and this country and this great Continent of Europe in a peaceful and hopeful globe. When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades.

All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words “Ich bin ein Berliner”.

7.6 Introducing the Chief Guest

I am really honoured to introduce our chief guest. She is now an Honourable Justice of our High Court. But what is of special pride and joy to us is the fact that she is one of our former students. Shall we give her a big hand? (Applause) Even as a student, she won many prizes and brought laurels to our school. She stood first in our State in both the SSLC and higher secondary examinations. She chose to study law, especially to defend the poor and the victims of oppression. Soon she rose to the position of justice and has been helpful in getting the poor to get justice. She is a role model for all of us. I am sure she will one day become the Governor. We are privileged to have her with us.

Here is a format you can fill in and practice.

SPEECH OF INTRODUCTION OUTLINE FORM

We are fortunate to have as our speaker today

_____, _____
(full name)

(descriptive phrase about position, accomplishment, etc).

His/her qualifications and experience in this field include :

This topic is important because _____

All of us will benefit from hearing what _____

has to say because _____

_____ **is a native of** _____

and a graduate of _____

Also, _____

_____ **'s speech is titled** _____

(name)

Please join me in welcoming _____

(speaker's full name)

(Lead applause, shake hands with speaker when it seems natural and be seated).

7.6.1 Some usual speeches

1. Welcome Speech

Good evening to you all. It is my pleasant privilege to welcome you to this evening's programme. First I would like to welcome our Correspondent/ Headmaster and also request him to preside over today's programme. I welcome you Sir/Madam. I have great pleasure in welcoming our Chief Guest, the Honourable Justice Gomathy of our district who readily accepted our invitation. We welcome you madam. A special word of welcome to the President of our PTA who always graciously accepts our invitation. I also welcome all parents, all our teaching and non-teaching staff.

I also extend a warm welcome to the students who are going to present a delightful cultural programme. I welcome our students and other guests. I welcome each and every one of you. Thank you.

2. Vote of Thanks

On behalf of our headmaster, staff and students, I extend our thanks to the Chief guest of our Sports Day for accepting our invitation and for gracing this function. I would like to thank the DSP of our district Sri Nanda for accepting the athletes' march, for lighting the Olympic torch and for hoisting our flag. We are really indebted to Mr. Wesley and Mr. Mani both Physical Directors from our College who helped our teachers to conduct the various events. A special thank you to our own physical education teachers for training us for the impressive march past, for the fantastic mass drill and for conducting the events. We are specially grateful to all the parents who sponsored many cups and medals and who also helped in their distribution.

We thank our teaching staff for their help in judging various events. We thank our non-teaching staff for their cheerful cooperation.

On behalf of the Sports Committee, I thank all our volunteers who made the day a grand success. I thank the media for their presence and for the press coverage. Our sincere thanks to our headmaster for all the support and encouragement he gave us. Being a great sports lover, he made all the arrangements for this great day. I would be failing in my duty if I do not thank all the competitors who made their event such a great success.

Once again I thank each and every one for making the day an enjoyable and a memorable one.

Thank you all.

Use the speech organizer form given below as a checklist for preparing your speeches.

<p style="text-align: center;">SPEECH ORGANIZATION FORM</p> <p>Title</p> <p>What is the purpose of my speech ?</p> <p>How will I open the speech to get my audience's attention?</p> <p>What is my statement of purpose?</p> <p>What three to five main points do I want to make?</p> <p>What examples, anecdotes, humour, statistics, quotes, etc., can I use to support my main points?</p> <p>How can I summarize briefly what I have said to make my audience remember my main points?</p> <p>How will I close my speech ?</p>

7.7 Evaluation

The teacher can prepare the students for public speaking tasks and evaluate each student under oral assessment in the classroom.

7.8 Summing up:

Public speaking, being a higher order skill prepares the students to face large audience for different social purposes. After exposure to video speeches of famous personalities in the language lab where the students get to observe the body language, the facial expressions, tone of the speaker and the effective use of language, they find it easy to use these role models and prepare themselves for public speaking.

7.9 Suggested Readings:

- Barker, Larry L. (1978) *Communication*, New Jersey: Prentice Hall, Inc. Englewood cliff.
- S.K. Mandal. (2007) *Effective Communication and Public Speaking*, Mumbai: Jaico Publishing House.
- Dutt P. Kiranmai, Rajeevan Geetha and Prakash C L N. (2008) *A Course in Communication Skills*. Cambridge : Cambridge University Press.

PRESENTATION SKILLS

8.0 Objectives

- to inform
- to persuade
- to entertain
- to meet and get on with your audience
- to report

To inform : Depending upon the context, you could inform your audience about the benefits of using a particular system, about the new procedures, etc. It is valuable to break the information talk into different kinds: straight facts (data), stories (a more refined term would be reports), descriptions and explanations.

To persuade : The chief purpose of many business presentations is to persuade the audience to do something: buy your product, sign up for a different way of doing things, and agree to a particular course of action. Even a college lecture can be persuading in nature.

To entertain : Most often, entertaining the audience will not be the primary aim of a presentation, unless it is a personal party, an after-dinner speech, or a comedy show. It is however, an important secondary aim in any presentation as it makes the primary aim of informing or persuading very much easier.

To meet and get on with your audience : This kind of presentation is required when a new audience has to be met, for example, a new manager may set up a meeting with those he or she will be working with. If your presentation is to people whom you meet on a regular basis, you need to keep in mind your continuing relationship with them.

8.1 Introduction

The ability to make a presentation on a specific topic is an important skill nowadays, required everywhere, be it, education, corporate communication,

sales/marketing, travel, tourism, hotel management, etc. Spoken presentation demonstrates one's ability to communicate one's ideas clearly and precisely. Speaking fluently without nervousness in front of an audience is one of the attributes of a confident and successful person. Many people who are good at written presentation fail at oral presentations, because oral presentations involve more than words arranged neatly.

In spite of similarities between them a presentation is different from a lecture or a speech, depending upon the aim of the speaker, the type audience and their expectations, the information presented and the extent to which the interaction with the audience takes place.

Presentation	Public speech/Lecture
1. The audience is homogeneous and the speaker and the audience have a common focus.	1. The audience is mostly heterogeneous.
2. A topic of common interest to speaker and audience is dealt with thoroughly.	2. Audience expect to listen to a general talk without getting into too many details.
3. The speaker uses visual aids like an overhead projector or a LCD.	3. Such aids are not generally used.
4. Speaker interacts with the audience.	4. The session is less interactive.

Any oral presentation is not an in born talent; it is a skill that can be acquired through training and practice. As Bernard Shaw put it, "I am the most spontaneous speaker in the world because every word, every gesture, and every retort has been carefully rehearsed."

A good presentation has two important stages: 1) Preparation, and 2) Delivery.

<p>1. Preparation</p> <ul style="list-style-type: none"> a. purpose b. audience c. structure d. communication aids

<p>2. Delivery</p> <p>Body Language</p>
--

8.1.1 Purpose

It is important to begin any speech or oral presentation with a clear statement of intention in a simple and concise statement so that the audience understand the main objective.

8.2 Audience

After locating the purpose, it is important to determine how best to achieve it, keeping in mind the audience you are going to address. It will be useful to get an idea of the number of people of attending the event, their average age, level of knowledge, how much they already know about the topic of your presentation and their possible attitude towards it. If the needs of the audience are analysed this way, you have a greater chance of gaining their attention. Analysis of the audience is crucial because presentations on the same topic can vary depending on the audience. For example, a presentation on pollution would vary in extent and depth depending upon whether the audience comprises students from a school, undergraduate students, postgraduate students, research scholars or scientists.

8.2.1 Structure

At the outset, it is essential to collect as many ideas as possible on a given topic, because the richer the ideas, the richer the presentation. However, you cannot use all the information you gather, and you should not. The next step is to carefully select those ideas that are relevant to your presentation and arrange them. Your selection will be guided by the purpose and the audience analysis you conducted.

A typical presentation would have the following parts:

Introduction: Greet the audience, introduce yourself, announce the topic, explain the purpose of the presentation, mention the duration of the presentation, specify when you would like the audience to ask questions, and give an outline of your presentation.

This must be completed in thirty per cent of the total time of the presentation. For instance, if the total time available is twenty minutes, your introduction should not take more than six minutes. Some useful phrases are given below:

Greeting	<i>Good morning/afternoon/evening, ladies and gentleman/everyone</i>
Introduce yourself	<i>I am . . . / My name is . . .</i>
Announce the topic	<i>I am going to talk to you about . . .</i>
Explain the purpose	<i>The reason why I am . . . / What I want to do this morning/afternoon. . .</i>
Length of the talk	<i>My presentation will take about 20 minutes/ I will take about 20 minutes of your time.</i>
Questions	<i>I will be happy to try and answer any questions at the end of the presentation.</i>
Outline	<i>My presentation is divided into four parts—in the first part . . . secondly . . . next . . . finally. . .</i>

Exercise: Prepare an introduction to your presentation. Practice it in front of your class or some of your friends and ask for their feedback. Do it a number of times until you can do it fluently without looking at your notes.

Main Body: This section is very important and you should devote about 60% of the time available for it. You should focus on each of the points outlined in the introduction one by one and develop them logically and rationally, showing the relationship between the themes and arguments.

Ending the introduction	<i>That's all for the introduction . . .</i>
Beginning the main body	<i>So, to begin with . . . / so, first of all. . .</i>
Ending parts within the main body	<i>So, that's all then, that's about . . .</i>
Beginning a new part	<i>Let's move on to . . . / So, now we come to the question of . . .</i>

Exercise: Develop the main body of your presentation. Think about how you can make your presentation listener-friendly by signalling and linking the different parts together.

Conclusion: You conclude a presentation by summing up the main points, reiterating the central message, offering comments/suggestions or making recommendations. Thank the audience for listening to you and invite questions from them.

Exercise: Try writing down your ideas on how you would like to end your presentation.

Questions and responses: The presentation is incomplete without inviting questions from the audience. A confident way to deal with the questions from the audience involves: i) anticipating questions, ii) listening carefully to the question, iii) repeating or rephrasing the question, if necessary, iv) address the entire audience.

Your audience analysis should help you to identify—the areas where they are likely to ask questions and the kinds of questions they are most likely to ask you. When you answer a question do not look only at the person who asked it, address the entire audience instead. But keep your answers short and to the point.

Exercise: Now practice the entire presentation. You can do it several times on your own, record it, if you like. When you feel confident, make the presentation in front of your class and get feedback from the class and the teacher.

8.3 Audio-Visual aids

An excellent speaker can communicate effectively without using aids. However, aids like overhead projector or PowerPoint slides enhance the quality of the presentation. They enable the audience to remember and recall main points and reduce the amount of time a speaker spends presenting information.

Some of the most popular visual aids are:

- PowerPoint
- Overhead Projector (OHP)
- Flip Charts
- Whiteboards
- Slides

Since these aids are to be given only a supportive role, they must be used effectively and here are a few tips:

- Let the number of visual aids be minimum. The speaker is more important than the aids.
- Limit one idea to one slide. Do not fill a slide with too much information, because it will confuse the audience.
- If you want to include graphs, there must be one graph or chart per slide.
- The font size should be appropriate enough for even the last row to read it.
- Vary the type of slides to break the monotony.
- Give the audience some time to take in what they see on the slide. If you talk to them at the same time they will not know whether to read or listen.
- Avoid reading out from the slide, but talk to the audience about points on the slide.
- Use charts, bar graphs or pie charts to present numerical information.

8.4 Audio-Visual Materials

The book *Professional Presentations* brought out by Cambridge University Press has a VCD which can be easily used by teachers in a language lab. for whole class transaction if LCD is used or for pair work if it is a digital lab. It has different sections which focus on Performing the Presentation, A Bad Dream, The New Product Line and An Interview about Presentations. The book provides clear guidelines on how to prepare the students for presentations. The video shows two good presentations and also a bad presentation (A Bad Dream). The viewing of this VCD provides sufficient exposure to

students which any amount of lecturing by the teachers can never suffice. Instead of activities, there are viewing tasks.

8.4.1 Viewing Tasks :

Task 1 :

First Viewing

Watch the video and put these in the order they are mentioned in the extract.

Schedule handouts purpose questions main points

Second Viewing

1. What responsibility does the presenter have ?

2. What is the purpose of presentation?

3. How long will it last ?

4. Are there any handouts?

5. When can colleagues ask questions?

6. What are the main points of the presentation?

7. How does the presenter get the attention of the audience?

Third Viewing

1. here/ today / tell about

2. Presentation / 20 minutes

3.and to / questions that you may / please/free/interrupt/point

4.I/ some handouts here, that/prepared, that I/distribute/end

5. I /divided/ presentation/four parts

Task 2 :

First Viewing

In the video extract, Robin Drake summarises four rules for successful change. What are they?

1. -----

2. -----

3. -----

4. -----

Second Viewing

1. Circle the words below which best describe the language of the presenter.

formal informal simple complicated unclear clear

2. Circle where we are on this 'map' of the presentation.

Introduction → First main point → Second main point → Third main point →
Fourth main point → Conclusion → Questions

3. What words tell you where we are in the presentation?

Third Viewing

Watch the extract again and answer these questions.

1. Robin Drake uses a rhetorical question. Write it here.

2. What comparison or analogy does she use?

3. What two questions does she use to check if the audience has understood?

4. Which of these linking words does she use?

*however so but although and moreover then
therefore*

Task 3

Viewing Task

Watch 'A Bad Dream' and use this table to give your assessment of the presenter's performance under the six categories.

	What did he do wrong? / What could he do to improve?
Beginning	
Language	
Visual Aids and Body Language	
Voice	
Ending	
Questions	

8.4.2 Your Presentation

Presentation 1

Language – the don'ts
<ul style="list-style-type: none">* Avoid jargon* Avoid complex phrases* Avoid being too formal* Avoid long sentences

Language – the dos
<ul style="list-style-type: none">* Use everyday language* Use concrete words* Use rhetorical questions* Use dramatic structures

Signposting
<ul style="list-style-type: none">* Signpost* Summarize* Use check-up questions

Making it Interesting
<ul style="list-style-type: none">* Stories/ anecdotes* Explain by analogy* Involve them<ul style="list-style-type: none">- ask questions- pause until reply

Your Presentation

1. Make a checklist of points you should remember about Language to use in a presentation.

Language Checklist	
1.	-----
2.	-----
3.	-----
4.	-----
5.	-----
6.	-----

2. Think of jargon which is common in your profession or company and write it down. Next to each word or expression, write an explanation that anyone would be able to understand. Then practise explaining the jargon orally.
3. Now practise one part of your presentation, standing up. If it is possible, do this in front of a friend or colleague and ask them to give you feedback based on your **Language Checklist**. You can also do this exercise on your own and record yourself.

Presentation 2

Flip Chart & Whiteboard

- * Big and Bold
- * Use drawings
- * Face audience, talk, write, talk.
- * Flip over/wipe off when finished

Overhead Projector

- * Use a mask to show one point at a time.
- * Use a pen or pointer on the machine
- * Switch it off so that they focus on you.

Making Transparencies

- * Use Software and/or write with special pens
- * Use landscape
- * Max. 8 lines
- * Use keywords

Body Language – the dos

- * Move hands & arms
- * Move around the room
- * Move towards audience
- * Move your eyes around the audience
- * Moving is normal

- * Use pictures
- * Use colours

Body Language – the don'ts

- * Don't point at anyone.
- * Don't rock backwards & forwards.
- * Don't stand rooted to the spot.
- * Don't leave your hands to your sides.
- * Don't avoid eye contact

1. Make a checklist of points you should remember about Visual Aids and Body Language

Visual Checklist

1. -----

2. -----

3. -----

4. -----

5. -----

6. -----

2. Design an interesting visual for your own presentation. If you have got overhead projector transparencies, you can transfer it when you have finished.
3. Now practise this part of your presentation with the overhead projector, a flip chart/ whiteboard or a computer. If it is possible, do this in front of a friend or colleague and ask them to give you feedback based on your *Visuals checklist*.

8.5 Delivery

a. Body language

The use of appropriate body language is also important to make a positive impact on the audience. Eye contact, gestures, posture and voice are especially important in an oral presentation.

When you make complete *eye contact* with the audience, it will convince them of your honesty, openness and confidence in the objectives of your presentation. You can enhance your rapport with the audience by establishing eye contact with each and every member of the audience as often as possible. Try to hold your gaze fixed in a particular direction for five or six seconds at a time. Also, a slight smile will convince people in that direction that you have acknowledged their presence. Therefore, speak and do not read out from your notes or from the slides on the screen as they can interfere with eye contact. Try to make each person you look at feel that you are talking to them personally.

While addressing the audience, it is important to use *positive gestures*. Do not gesticulate excessively with your hands or fiddle constantly with some object. Keep your hands still except when you are making appropriate gestures in synchrony with what you are speaking. Use positive gestures to reinforce your points. For example, pointing to a slide, or a member of the audience, counting on the fingers, holding up and showing an item, etc.

A right *posture* impresses the audience. Stand up straight and do not slouch. Keep your feet just a little apart—shoulder width—to maintain an easy balance. Let your ears be in line with the shoulder, do not stick your neck out as this might sometimes affect your voice and you might sound squeaky.

The two most important aspects of *voice* for a speaker are, it must be audible and it must have variety. Audibility is largely a matter of speaking somewhat louder than is usual in conversation. A monotone will bore the audience; therefore, it is important to try to vary the pitch and pace of your speech. Give a pause before you make a new point and bring in a change in tone to highlight the transition. You can achieve emphasis on key ideas by pausing, stressing on important words, speeding up on the line is highlighted, slowing down on the important word/words, repeating important words and stretching vowels.

Exercise:

1. The teacher can do a presentation and show practically how the above points work in a presentation.
2. Create an opening slide for a presentation on the topics given below. Make sure that each slide has a heading and a one-line sub-heading.
 - a. Globalization: its advantages and disadvantages
 - b. Terrorism
3. Write the introduction for a presentation on the following topics:
 - a. Football. Your audience comprises students who are new to the sport.
 - b. Pollution. Your audience comprises college students.

8.6 Evaluation :

Students can assess the presentations they see using the viewing task sheet in Task 3. It can be used for peer assessment when their classmates make presentations. If it is possible to record the presentations using webcam, then self-assessment is also possible.

8.7 Summing up :

Presentation skills occupy an important aspect of personality development. If the teachers enable the students to view presentations in a language lab, it makes the classroom lively and also allows the students to observe body language and voice modulations. The audio-visual aids used by presenters in the presentations can also be minutely seen and understood by the students. This in turn helps them to plan effectively for their presentations. Hence, language labs enhance the process of learning.

8.8 Sources:

Seely, John. *The Oxford Guide to Writing and Speaking*. Oxford: Oxford University Press.

Taylor, Shirley. *Communication for Business*. Pearson Education.

Goodale Malcolm (2006). *Professional Presentations*, Cambridge : Cambridge University Press.

APPRECIATION OF POETRY

9.0 Objectives :

To enable the students to appreciate

- the sound, rhythm and tone of poetry as it is recited,
- the rich tapestry woven through images and symbols in poems,
- the aesthetics that are integral to poetry,
- the tender issues in a poem and also to sensitize them towards the theme they relate with,
- the creative dimensions that are part and parcel of poetry.

9.1 Introduction

Poetry is close to human heart. It finds an easy outlet in lyrics. The fact that it has an ancient tradition in the folk songs and religious hymns adds to its perennial charm. Hence, many teachers find it easy to start with an interesting poem because students respond to it easily. But, the task of sensitizing the learner to the fine nuances of poetry is often a challenging one. Recitation calls for practice. However, an ape like imitation may not prove right, if poetry has to be appreciated properly. How can a teacher help the student to visualize and feel as the poet does? For instance, Wordsworth's 'Daffodils' may lose its visual charm for a rural child of India.

Hypertext and hypermedia grant users access to the many dimensions of a text: linguistic, literary, cultural, historical. A hypermedia poem, for instance, is not simply a poem. With the hypermedia application, Talking Poetry, developed by Edna Coffin at the University of Michigan, students of Hebrew can have the poem read, record themselves reading the poem, paying attention to the sound, rhythm, individual phrases and new words and their effect, decipher the poem on both literary and poetic level; learn about poetic devices and traditions; learn about the poet, his biography, anecdotes about his life, important personal documents; have access to the historical context in which the poem was written; have access to other poems written about the same topic; have access to a bibliography of critical essays about the poem, etc.

The task of sensitizing the young learners to the myriad range of poetry becomes a delightful experience in a language laboratory. There are immense possibilities before an enthused teacher to experiment with when engaging classes in a language lab.

Teaching Poems in the Language Lab

While preparing Language Lab materials, a few points ought to be kept in mind:

- The age, previous experience and stage of development of the learner should be given due consideration.
- Materials which include texts, images, and audio files that help connect the poem with the learner's experiences and feelings have to be identified and included with discretion.
- The teacher can do without pictures if the word-pictures in the poem is vivid and effective.
- A parallel poem may be used to draw the attention of students and to create an atmosphere for teaching the new poem.

9.2 Audio-Visual Materials

If digital language laboratory with Internet facility is available, the teacher can use web-based learning i.e. access several websites on poetry or a particular poet and the poem that is being dealt in class.

Immediately so many aspects can be explored. Starting with, the poet's picture, recitation of the poem, several visual materials that support the poem can make the student relate with the poem better. Sometimes there are websites with comments of viewers which can be useful for the students to think and express on their own.

However, if there are not digital labs with weblinks available in school set up, even simple PowerPoint presentations by the teacher where pictures related to the lines of the poem can be shown and the voice can also be recorded. It will definitely develop the aesthetic sensibility of the learners and help them to appreciate the poems.

The following tasks may be attempted by the teacher interested in providing a richer learning experience while teaching poems using the Language Lab:

- Type the text of the poem in different fonts, sizes and colour. This helps learners recognize the syntax, the inverted use of vocabulary, the free mixing of registers, use of uncommon punctuations and the use of archaisms and dialects.
- Add an appropriate background related to the theme of the poem for the typed text.
- Provide a model recitation with varying pitch, pace, volume, rhythm and expression in relation to the poem's underlying themes. Most teachers have come across friends who are very good at reciting poems. Get a recording of poems by them.
- Provide material to explain the impact of figurative and expressive language including metaphor.
- Provide examples of similar figurative use of language in other poems.
- Prepare presentations using sound effects and musical patterns by using ICT.
- Identify sites on the Internet which provide material on the biographical, cultural, linguistic, and literary aspects of the poem.
- Explore sites which provide impressions and critical review of the poem. Then data relevant to the level of the learners may be collected.
- Sensitize learners to the way, the poet plays with language to form and shape ideas by making use of appropriate visual or aural stimulus.
- Include essential material for sensitizing learners to images and symbols.

9.2.1 Student Tasks while learning poems in the Language Lab:

Depending on the level and interest, the following tasks may be provided by the teacher while teaching poems using the Language Lab.

- Listening to recordings of the poem focusing on the sounds, phrases and effect/force of utterance of words.
- Viewing visual material to grasp an idea about the poem and the poet.
- Recording students' reading/ recitation of the poem.
- Getting peers to listen to recordings made and getting them to offer comments.

- Making students use their Cell Phone cameras or Handicams for recording short video sequences which illustrate the theme of the poem outside the class room and editing them in the Digital language Lab
- Making students in Digital Language Labs with Internet access visit sites and collect relevant materials. Eg. Personal details about the poet which has a relevance to the poem, identify poems in English and other languages with similar themes.
- Asking students good at drawing digitally, to use Microsoft Paint and prepare illustrations relevant to the theme of the poem.
- Making students prepare PowerPoint presentations using relevant audio, graphics and images which have a direct reference to the poem they are studying.
- Making students use appropriate images to compose lines similar to the poem they are studying.
- Directing students to visit sites to collect relevant data for a Project for which they have to read, respond, analyze and evaluate a range of poems related to the theme of the poem they are studying.

9.2.2 Extended tasks while teaching poems

- If students have not seen the poem the teacher intends to teach, the teacher may begin by providing a jumbled and altered version of the poem. The students may be asked to work in pairs to rewrite/ rearrange the poem. The rationale behind this task is that when the students start focusing on the structure and overall linguistic use they get more involved and are likely to be mentally alert to the teacher's attempt to make learners unravel the form and meaning of the poem.
- Provide paintings related to the theme of the poem prescribed for study. Make learners work in pairs and compose stanzas related to the painting.
- Poets often use a deviant form of language which is different from the 'rules' of language. Making students select phrases from poems for preparing slogans, captions, riddles etc is a task worth pursuing. By doing so, students learn to communicate in a fresh original way.

- Make learners pinpoint unusual syntax and contrast it with similar uses of language to highlight the stylistic effect created by the poet through his choice of words.
- Ask students to list down associations they have with certain words in the poem and make them compose new phrases to describe them.
- Rearrange the lines of the given poem, making minimal changes to create a new poem.
- Make students rewrite the last three words of each line in a poem to create a new poem.

9.3 Activities :

Activity 1 : The teacher can involve the students to take up projects on different poems. They can be asked to browse the internet, collect information on the poem and also download some pictures.

Activity 2 : Students can be asked to record their recitation using the tape recorders. They can draw/paint or paste suitable pictures related to the poem.

9.4 Evaluation :

If a model recitation is made available in an audio-active lab, it is possible for the student to record her recitation and listen to both simultaneously. It allows self-assessment and can lead to improvement with practice. Projects on poetry can be assessed using peer assessment and the different objectives stated earlier in this module can be used for separate marking.

9.5 Summing up :

NCF 2005 clearly mentions about literary appreciation as a higher order skill. The position paper in English encourages texts in multimedia formats. Hence, appreciation of poetry receives a stronger force in language labs where multimedia packages offer a variety. With Internet facilities and web-based learning, a hypermedia environment can be generated in language labs. Such an environment encourages

exploratory and research-oriented enquiry and fosters the ability to observe, analyze, question and synthesize. Reading a text in a hypertext or hypermedia form allows the reader to discover a text's many layers. It facilitates construction of knowledge and triggers imagination to proceed to creative thinking and production. Teachers can direct students to navigate on Internet and explore the cultural aspects of language and literature while appreciating poetry. Multidisciplinary and multicultural dimensions of literary appreciation can be explored by the learners under the facilitation provided by the teacher in the language labs.

9.6 Sources

NCF 2005

<http://web2.adfl.org/adfl/bulletin/v28n3/28302>

TEACHING SHORT STORY

10.0 Objectives:

- a. Training teachers in teaching the short story by making use of the facilities in the language lab.
- b. Help teachers design activities in the language lab to teach short story.
- c. To explore further dimension of short story teaching in the ambience of the state-of-the-art language labs.

10.1 Introduction:

A short story is a brief work of prose fiction, and most of the terms for analyzing the component elements, the types, and the various narrative techniques of the novel are applicable to the short story as well. The short story differs from the anecdote- the unelaborated narration of a single incident-in that, like the novel, it organizes the action, thought, and interactions of its characters into the artful pattern of the plot. The short story however differs from the novel in the dimension that Aristotle called “magnitude,” and this limitation of length imposes differences both in the effects that can be achieved and in the choice, elaboration, and management of the elements to achieve those effects.

Edgar Allan Poe, who is sometimes called the originator of the short story as an established genre, was at any rate its first critical theorist. The short narrative, in both verse and prose, is one of the oldest and most widespread of literary forms. The form of prose narrative which approximates the contemporary concept of the short story was developed in the nineteenth century by Washington Irving, Hawthorne, and Poe in America, Sir Walter Scott in England, E.T.A.Hoffmann in Germany, Balzac in France, and Gogol and Turgenev in Russia.

NCF 2005 places a heavy emphasis on employing the modern devices like language lab for making the students aware of the multiple dimensions of short story, ‘Story reading (as opposed to teaching stories as texts) can be developed into a classroom methodology within a Whole Language perspective (Jangid 2005). Reading stories out

aloud, repeated reading, Choral reading, and Rewriting activities could draw on and build on the existing language proficiency and skills of teachers. Regular story reading triggers the acquisition process in children, and will encourage reading in both the teacher as well as the pupil. Important methods to explore are:

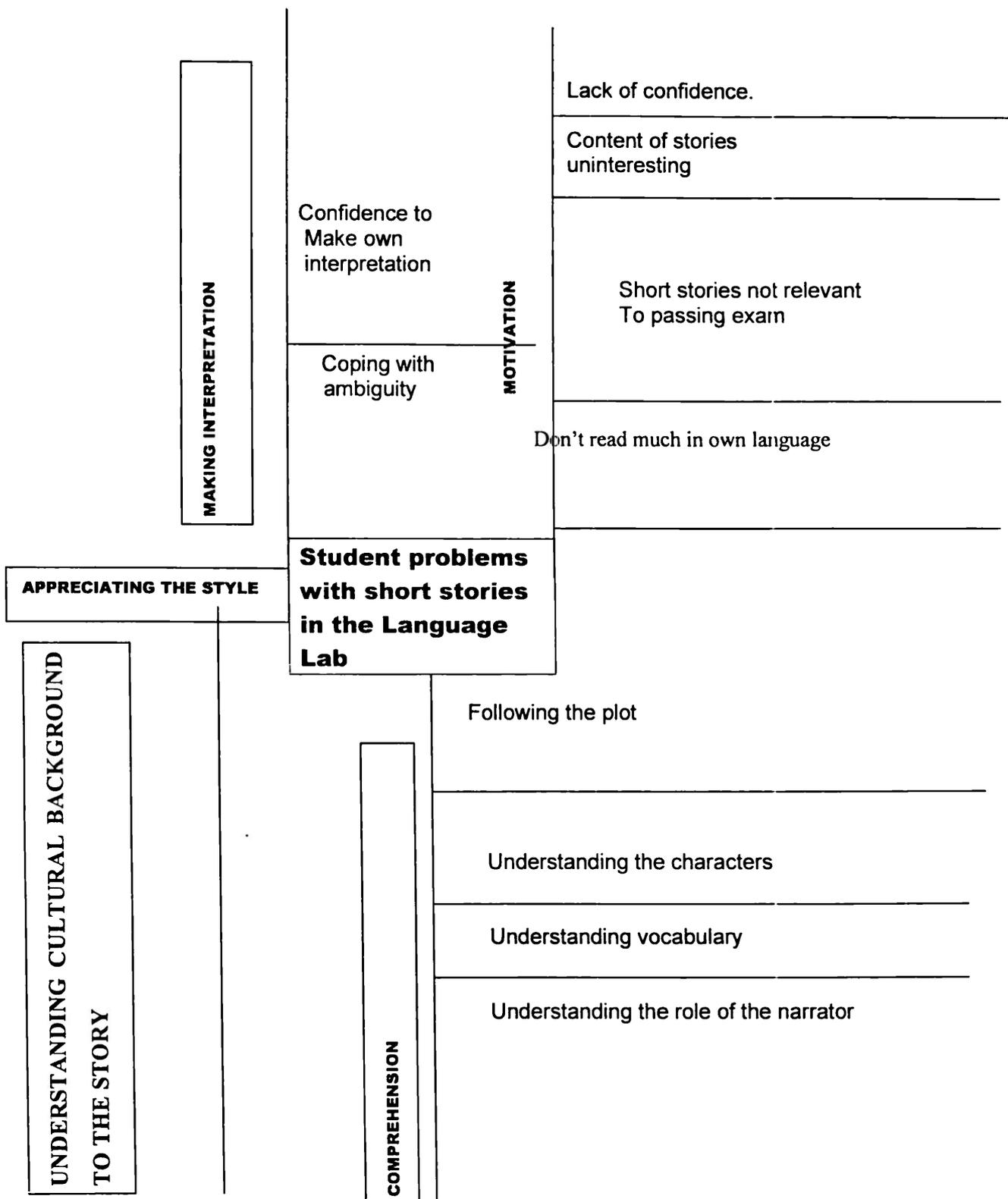
1. Shared reading of Big Books: large-sized high-interest books with text and illustrations, used for group reading (cf. the books from Spark India and the Promise Foundation, Bangalore). As the teacher reads, pupil becomes familiar first with the story in spoken (read-out) language and the illustrations; an acquaintance gradually develops with the print code. (This replicates in disadvantaged situations the reading out of stories to children in middle and upper-class families, a “pre-literary” activity shown to promote the development of literacy.)
2. The use of Reading Cards (for example, the English 400 and English 100 cards developed by CIEFL) and the provision of class libraries. The short graded passages of reading cards beginning with four-sentence stories) allow individual learners to choose their level of difficulty, and the progress at their own pace in silent reading (hallmark of those who develop “the reading habit”), after some initiation by the teacher.
3. “Talking books” (cassette plus book) model speech as well as reading for both the teacher and the learner. (NCF 2005- Position Paper on Teaching of English)

Language Lab makes a paradigm shift in the traditional concept of teaching and learning. It offers a multiplicity of options to the teacher and the student learner to assimilate the nuances and subtleties of language learning. The multimedia-based approach in the language lab incorporates a variety of learning activities that are meaning-driven, student centered, and unthreatening. The activities used encourage student to take an active role in learning, to encourage student to take an active role in learning, to engage in self-monitoring, to make guesses in their search for meaning, and to communicate in the second language.

The language lab allows all students active simultaneous participation with a focus on listening, viewing and speaking activities; it has become possible to effectively monitor language learning. The teacher's role here is confined to monitoring, offering suggestions and registering feedbacks.

10.2 Preparation of Lesson Plan and anticipating Student Problems

Students are likely to encounter a number of problems while learning the short story in the language lab. The teacher may tackle them by adopting definitive strategies. The possible ways in which problems may arise while attempting to comprehend the short story is cited here:



Taking into account these heterogeneous issues, it will be highly advantageous for the teacher to prepare a lesson plan that is designed to suit the infrastructure, technicalities and teaching methods to be employed in the language lab.

Courtesy: Gillian Lazar: Literature and Language Teaching, Cambridge University Press,,2008.

Lesson to be taught: The Selfish Giant by Oscar Wilde.

- Pre-activities:**
1. Which are the four seasons?
 2. Can you describe a giant?

Creating anticipation :

Either * some words from text-predict plot

Or * stop in the middle of story just before we see

Giant returning to his garden after seven years.

During reading:

1. Help students with difficult first paragraph: write it all onboard-students come up and eliminate all unnecessary words until they get to the nitty gritty.
2. Timed reading in the language lab up to a certain point- we would not give them the last section.

Predict in groups

----- Predictions correct?

Follow –up activities in language-lab

1. Students write comprehension questions for each other.
2. Grammar- play alibi to practise past tenses.
3. Court role plays.

Written homework

- The giant's total transformation
- The biblical symbolism in the story.

Courtesy: Gillian Lazar: Literature and Language Teaching. Cambridge University Press

10.3 The role of the language lab in the Indian scenario

Students in many parts of India, especially in the rural areas cannot often have access and exposure to correct use of the language, its accent and intonation. The language lab comes to the aid of such student communities who will be left disadvantaged otherwise. Overcrowded classrooms can prove to be challenging to the teacher. But the language lab brings every learner into an intense privacy of personalized learning. It will greatly help them to acquire competency in the use of the language.

So it could be seen that the language lab could be used to teach a short story by making the learners listen to a recorded reading session of the story, which may include dramatic interludes of the instances wherever such a situation figures in the story, projection of the visuals associated with the themes and situations in the story, screening of a cinematic version of the story depending on its existence and availability and the like. The teacher could execute a PowerPoint presentation of the story, by downloading the relevant pictures, montages and other themes related to the story.

10.4 Audio-Visual Equipments

In the modern language labs there are good number of the gadgets and amenities. The teacher has to provide the learner a detailed introduction into the application of each of these equipments:

- a. Multimedia computers with internet connection
- b. Wireless headphones
- c. Blue-Ray Disc/Digital versatile disc player
- d. LCD TV monitor
- e. Professional quality recording equipments
- f. Soundproof consoles.

Online Student Resource Centre is another web-based programme where the learner may enroll his name and mention the course of study. It will provide him access to the articles related to the short story he learns in the classroom.

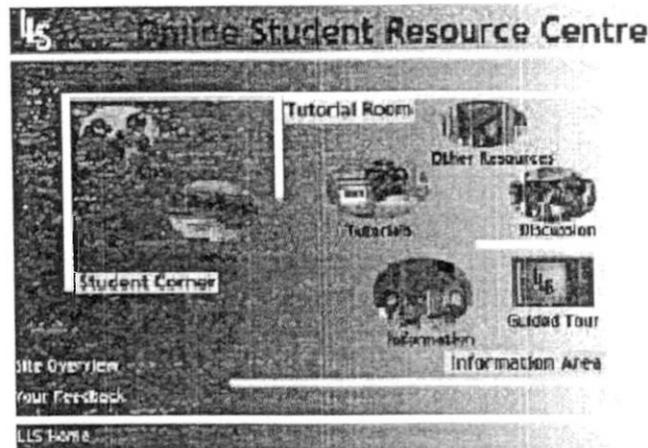


Figure 1: Online Student Resource Centre

10.5 Activities:

Activities in the Language-Lab for teaching *The Selfish Giant* by Oscar Wilde.

1. The multimedia-based activities include prereading exercises such as advance organizers and analogies, reading and writing activities, and audiovisual activities. The advance organizers and analogies help to activate students' preexisting knowledge on the topic of the short story, thus bridging the gap between the knowledge the student already has and the knowledge he needs to comprehend the reading.
2. The reading and writing activities help the students first, to acquire information in a meaningful context and then, to expand on that information through various forms of writing. The audiovisual materials, i.e., CDs and videos help to consolidate learning by making the subject matter more concrete to the learners, thereby facilitating comprehension.
3. A video of the theatrical version of the *Selfish Giant*, namely *The Giant's Garden*, by Kavalam Narayana Panicker, may be screened for the learners.
4. Another prereading activity can be projecting different visuals and slides related to different seasons, since the contrasting seasons like spring and winter refers to the states of the human mind itself in this story. Celebrated paintings of masters like Vincent Vangogh and Paul Gaugin of the different seasons, which depict the

psychological states of the masters themselves, may be projected to impart an idea of the way Oscar Wilde treats the seasons in this story.

Writing your own story: In this activity the following boxed passages are projected on the screen and the students are asked to read. At each stage of the reading the student has to ask himself certain questions so as to build the apparent connections between separate paragraphs.

Who?

Why?

What?

How?

The students have to begin by moving the sheet to the end of the first box and reading the first paragraph. The above questions are asked, letting them figure out the possible way plot may evolve.

One day the Giant came back. He had been to visit his friend the Cornish Ogre, and had stayed with him for seven years.

Then the spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter.

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees.

Downstairs ran the Giant in great joy, and out into garden. He hastened across the garden.

This activity will encourage the students to make use of their creative potentials. NCF 2005 emphasizes to need to encourage the creative thinking in the children: ‘ As a narrative discourse, orally told stories lay the foundations of logical understanding even as they expand the imagination and enhance the capacity to participate vicariously in

situations distant from one's life. Fantasy and mystery play an important role in the child development.' (NCF, 2005, page-41)

Task 1

How do you think the story is going to end?

Task 2

Student's version of the story need not necessarily agree with the plot structure of the original story. The students may have written the story according to their implicit understanding or intuition of what elements constitute a story. At this stage of the activity the teacher may enlist some of the characteristic features of the short stories. Some of these features may be found in the novels too.

Task 3

Identifying the salient aspects of a short story:

- It is a work of fiction, so it involves the imagination
- Mostly it deals with a crisis situation
- An explicit connection between the plot and connect underlies a short story.
- It is the intensity of the narration that brings the readers to the short story.
- It need not be necessarily about the people who existed at some point of time.

10.6 Other Possibilities of the Language Lab for Teaching a Short Story

Pre-Reading Activities:

- The background for the story could be created by projecting slides and documentaries related to the life of the author and the socio-cultural and historical background of the story.
- Students may be encouraged to search the web for further information related to the writer and the story.
- Projecting films and slides from learner's own background that bears a close analogy with the story.

Making the student totally involved in the story

- Certain words are selected from the story, which may be having a profound relevance in revealing the character and situation in the story.
- These words are projected onto the screen, their explanations as found in the dictionary are also projected.
- Students are asked to mention words, which have a similar meaning. Later this helps their better comprehension of the story.

While-Reading Activities:

- A recorded reading session of the story by professional storytellers is played out in the audio equipment of the Language lab.
- An Animated version of the story is screened.
- Sequences of jumbled sentences are projected on the screen, asking the students to arrange them in proper order.

Understanding the characters:

- A PowerPoint presentation with the caricatures of major characters along with their identifying traits.
- Students are asked to classify the characters according to certain patterns like active, passive, aggressive, gentle and the like.
- Students write 'references' for different characters as if they were applying for a certain job.

Offering insights into language and style:

- Some selected sentences are projected onto the screen. Students are asked to make a note of the stylistic features and grammar of the sentence.
- In the second stage they are asked to write the sentence in a different style.
- Sometimes only the ideas are offered and students asked to write sentences on their own.

Post-reading activities:

- Interpreting the main themes of the story- students are asked to record in their own voice the central ideas of the story and character sketches.
- Students are directed to record the story in their voice placing emphasis on the emotional impact and the situations of intense drama in the story.
- Students may bring out the symbolism and the allegorical devices employed in the story possibly with the PowerPoint presentations.

10.7 Evaluation:

National Curriculum Framework 2005 makes the following observations regarding the evaluation:

- i) 'The examination is universally felt to be the single or main obstacle to curriculum reform. How can evaluation be made an enabling factor for learning rather than an impediment?'
- ii) 'Language evaluation need not be limited to "achievement" with respect to particular syllabi, but must be reoriented to measurement of *language proficiency*.'

10.7.1 Writing Tasks:

- Writing a few paragraphs of appreciation in the digital format
- Writing the character sketches by adding images, drawings and montages using the software installed in the computer.
- The teacher should encourage peer evaluation of these passages later.

10.8 Summing up:

Teaching short stories through multimedia-based activities in the Language Lab provides students with a variety of opportunities to use the English language to express their thoughts and feelings as well as to expand upon newly acquired knowledge. Students are motivated not only to write, but also to speak in class because they have practiced the vocabulary they need to express their ideas. Viewing videos helps to strengthen learning further by enabling students to see what they have read about.

10.9 Suggested Readings:

- Collie, J. and Slater, S. (1987) Literature in the Language Classroom, Faber and Faber
- Harrison, B (ed) (1990) 'Culture and the Language Classroom', ELT Documents 132, Modern English Publications in association with the British Council
- Carter, R. and Long, M. (1987) The Web of Words, Cambridge University Press.
- McRae, J. and Boardman, R. (1984) Reading Between Lines, Cambridge University Press
- Pierce, T. and Cochrane, E (eds) (1979) Twentieth Century English Short Stories, Unwin Hyman.
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Websites:

<http://languagelab.ac.in>

<http://cambridge.org>

<http://publicmedia.org>

<http://www.acm.org>

<http://www.skillproject.com>

<http://funbrain.com>

DRAMA IN THE LAB

11.0 Objectives:

To enable the students

- Learn accurate pronunciation and intonation in the spoken discourse.
- Acquire the skills of voice modulation for effective speech.
- Learn to infer the mood of the speaker through the tone of the speaker.
- Identify the qualities of the character through the speech, tone, rhythm and intonation.
- Appreciate the art of dialogue writing and also internalize the features of oral communication

11.1 Introduction:

The Great English Poet and playwright William Shakespeare said “All the world is a stage”..., so drama is very much part of life and always around us. Since drama is part and parcel of life, all human beings are natural actors!

Drama as a literary form is in fact a combination of several forms of literature; for drama comprises dialogues, monologue, songs and poems, narratives, speeches and what not? Therefore, ‘Drama’ is not only the richest form of literature but also the richest source, through which the students can acquire language in its original form. One of the important features in language acquisition is to understand the way a language operates. This is possible only through reading literature at all levels of language learning. In the initial stages, we often begin with rhymes and reach out to reading and appreciation of poetry. Similarly, one begins making sounds and through different forms of speech to enacting. This is true with regard to other forms of literature one leads to fiction of course engulfing facts.

‘Drama’ is a powerful medium for language learning as well as for social change. The theatre has come down to the streets where street plays are enacted for conveying. The powerful expressions of classical drama are not easy to be initiated in the classroom

by every classroom teacher. If, the text of drama is not read out or enacted in its original form, retaining the flavour of English language and the Shakespearian/Greek/other characters, the literacy merit can either be appreciated nor can the linguistic features of a drama be learned and internalized. A close analogy is the “Sound and Light” spectacle at the Red Fort (Delhi) that brings back history alive, a language lab (especially the digital lab) can bring the characters alive to the classroom through most appropriate expressions of the text in reading or enacting. The web or internal has the potential of stretching the text to any desired length, for it provides innumerable plays in verbal form.

11.2 Audio Visual Material:

The probability of visual and verbal combinations is grater and hence different learning styles get addressed. One has access to innumerable texts, besides scope for creation of texts as well. The language lab facility of recording the voice can be utilized, generating a lot of interest among the learners by enabling them to play the roles of characters they like in the given play.

11.3 Activities:

a) Textual

- The two speeches (Brutus and Antony) can be given as a listening task asking the learners to note down the different words the speeches used to describe Caesar. And then sketch the profiles of Caesar. So, two different profiles emerge. This task can be extended to further discussion in the class.

- To make learning or language lab sessions more relevant, ask the students to pick up 2 classmates who would fit into these 2 different profiles. They will have fun.

- Ask the learners to browse through the net and listen to characters from other plays of Shakespeare or characters from any other play with a similar storyline, historic or social or contemporary drama.

- Ask them to recall a play /character from their regional language literature which is closer to the theme in “Julius Caesar”.

- Let them enact and record their speech playing either Brutus or Antony.

b) Non -- Textual

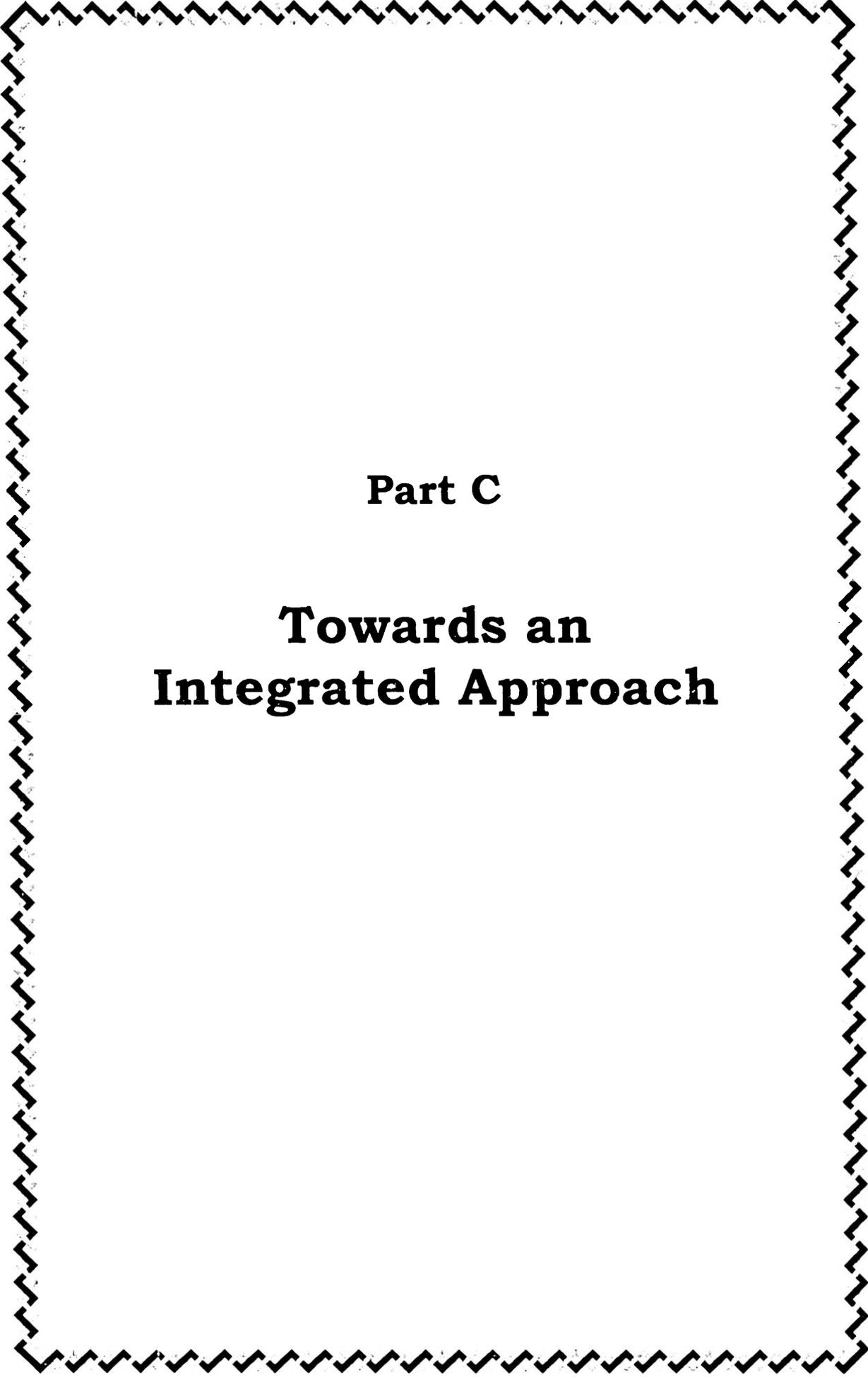
- Expose the students different speeches either from plays (Shakespeare / other) improvised dialogues, simplified texts etc.
- Draw their attention to pronunciation, stress and the intonation practice.

11.4 Evaluation

- Self-recorded speeches can be provided for self –assessment.
- Projects of net-search can be given and search can be quantified for assessment.
- Classroom performance can be conducted to test acquisition of pronunciation, stress and intonation.
- The class as a whole can be asked to enact the play, allowing sufficient time for practice – a co-curricular activity to make assessment non-threatening.
- Students can be asked to substitute a few expressions/words and deliver the speeches, there by encouraging creativity.

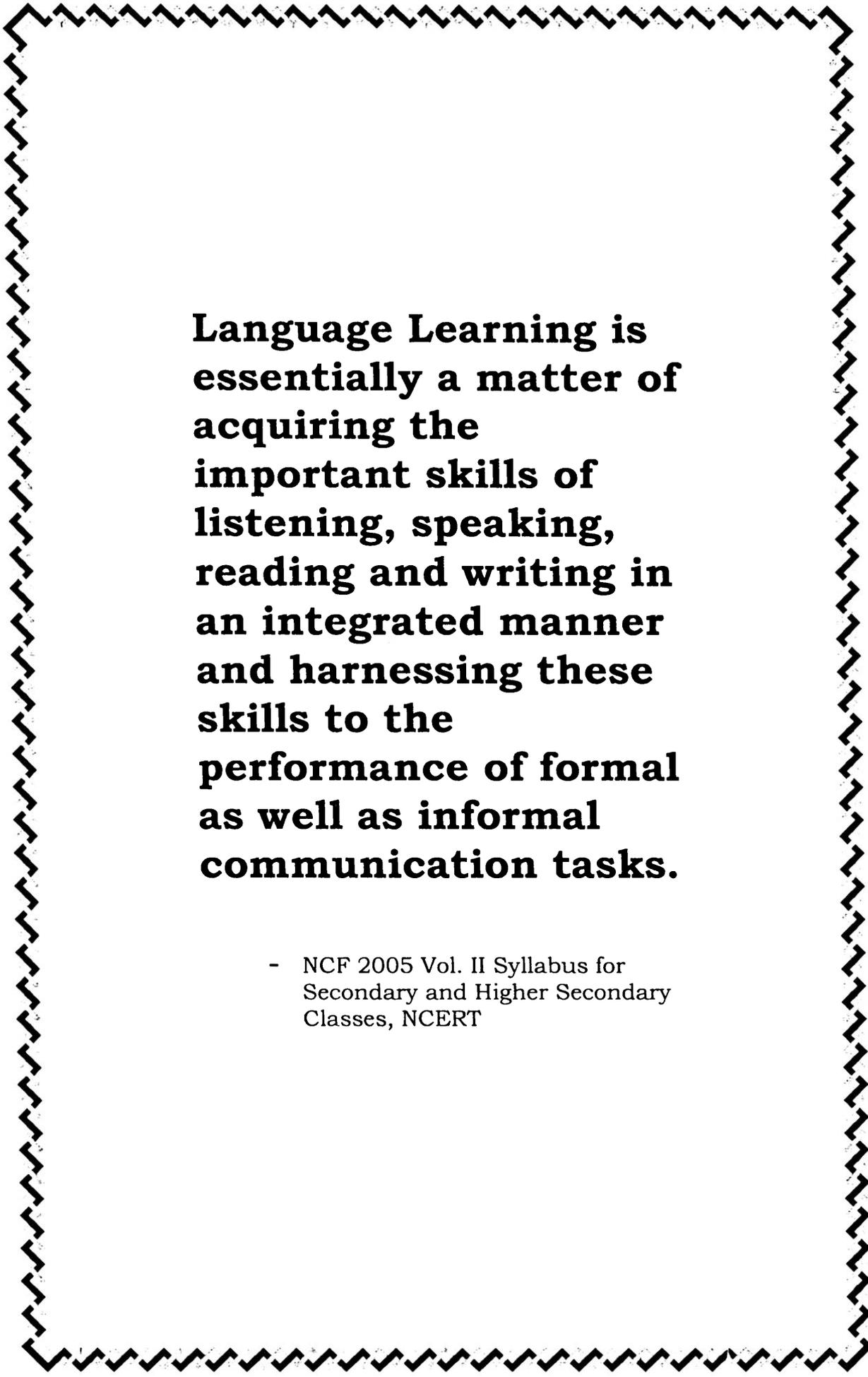
11.5 Summing up

NCF 2005 emphasises literary appreciation as a higher order skill and thus recommends study of literary texts (all forms) through the course book or Supplementary Readers. Multimedia formats are recommended and are considered essential in the present contexts, where, Media engulfs one’s life and education through media is gaining momentum in the country. A sound spectacle in every classroom is indeed a boon to the learners that guarantees learning and makes language learning an interesting activity. This also subscribes to the concept “Theatre in Education”.



Part C

**Towards an
Integrated Approach**



Language Learning is essentially a matter of acquiring the important skills of listening, speaking, reading and writing in an integrated manner and harnessing these skills to the performance of formal as well as informal communication tasks.

- NCF 2005 Vol. II Syllabus for
Secondary and Higher Secondary
Classes, NCERT

INTEGRATING THE SKILLS

12.0 Objectives

To enable the teacher to

- Understand the importance of integrating the skills.
- Facilitate the process of integration of the skills in the language laboratory sessions amongst the students.
- Design activities for integration of the skills in the language laboratory.
- Engage the students in interactive sessions using the integrated approach in language learning.

12.1 Introduction

H.G.Widdowson had emphasized that “the effective teaching of language as communication calls for an integrated approach which represents different skills and abilities as aspects of a singular underlying activity.”(p.142) He felt that if the learner’s task involved acquiring communicative competence in the language which would mean an ability to interpret discourse , then one cannot use an approach that treats the different skills in isolation from one another. However, the traditional pedagogic practices adhere to segregation rather than integration. To quote him further:

...language teaching courses commonly consist of units in which ‘comprehension’, ‘grammar’ and ‘composition’ appear as different sections of the basic formula in course books have no principled connection with each other.

Therefore, it is often seen that composition section becomes difficult to handle because the grammar section has not prepared the learner for it.

NCF 2005 strongly advocates a holistic and integrated approach. Let us understand what NCF2005 states:

Children appear to learn much better in holistic situations that make sense to them rather than in a linear and additive way that often has no meaning... In several Communicative situations, such as taking notes while listening to somebody on the phone, several skills may need to be used together....Speech and writing are all generalised skills, and children’s mastery over them

becomes the key factor affecting success at school. In many situations, all of these skills need to be used together.(p.40)

12.1.1 Two Types of Integrated – Skill Instruction

It is useful for a teacher to be aware of two types of integrated – skill instruction. These are content-based language instruction and task-based instruction. The first emphasizes on learning content through language, while the second places stress on doing tasks which require communicative language use.

For beginners, the content involves basic social and interpersonal communication skills. But later, the content becomes academic and complex. The Cognitive Academic Language Learning Approach (CALLA), created by Chamot and O'Malley (1994) shows how language learning strategies can be integrated into the simultaneous learning of content and language.

In task-based instruction, students participate in communicative tasks which can be activities which call for comprehending, producing, manipulating or integrating in authentic language while attention is paid to meaning rather than form (Nunan, 1989). This is in use now and involves pair and group work that lead to student interaction and collaboration.

12.1.2 Advantages of the Integrated Skill Approach

When contrasted with segregated skills approach, the integrated skill approach provides better exposure to language learners and throws a challenge to them to interact naturally in the language. This approach stresses that English is not merely meant for academic purposes or to pass an examination but is a real means of interaction and sharing among people. It allows the teacher to track students' progress in multiple skills at the same time. Another advantage is of promoting the learning of real content, not just the dissection of language forms.

12.1.3 Steps to integrate the skills

- Reflect on the current approach and evaluate the extent to which skills are integrated.

- Choose instructional materials, textbooks, technologies that promote the integration of skills.
- Even if the course is labeled according to one skill, it is possible to integrate the other skills through suitable tasks.

12.1.4 Integrating Language Arts across the Curriculum

Apart from integrating the basic skills, there is need to develop cognitively advanced linguistic proficiency amidst secondary school students. Here comes the role of language arts. Cathy Collins Block explains that “language arts include speaking, listening, reading, writing, reflecting, observing, viewing and technological literacy.” She also focuses on how the children learn language. Here we are told that 6,000 scientific reports which are published annually make it clear that to understand it is essential for the students to “construct their own meaning (constructivist theory of language learning), integrate language systems in multiple way when immersed in a language classroom (psycholinguistic theory of language learning) and interpret language relative to the social interactions in a classroom community (sociolinguistic theory of language learning).” (p.3)

There is a growing need to include language arts across the curriculum which builds on the natural link between language and thought and also gives importance to the prior experiences students bring to the school. This integration of language arts and literature into content area instruction is a major “paradigm shift from language as a product to be examined to language as an accompaniment to learning of all kinds.” All of this requires an interdisciplinary approach .One finds these views articulated in NCF 2005 too. It is stated emphatically:

Language --- as a constellation of skills ,thought encoders and markers of identity—cuts across school subjects and disciplines.

Thus, a language teacher needs to be well-versed in the strategies that make the integrated approach possible. In the context of language laboratories it is easier to develop the integration of skills amongst the learners.

12.2 Audio-visual Materials

There are several audio-visual materials available for the teacher to adopt an Integrated approach to language teaching.

12.2.1 For the teachers

Skill phones learning station, Trichy has a set of video CDs entitled “Language in the classroom” which contain video recordings of classroom situations where the teachers can see how integrating the skills gets operationalized by the teacher in the classroom. These are interactive classrooms and provide an insight to the teachers to understand the strategies used by the teacher to integrate the skills.

12.2.2 For the learners

NIIT, Chennai has come forward with K-12 package which is a complete School programme. It is a multimedia package and provides visuals, sound, animation and interactive language lessons for different classes in a digital computer laboratory. Students can work in pairs and discuss as well as understand as they operate the system themselves. It has the additional benefit of evaluation built in the programme. They get a report card in the end.

Comparing the two, that is, skill phones and K-12 package, it is obvious that skill phones material is for the teacher while K-12 package is self-instructional and makes the teacher ‘s role minimal, at best a facilitator.

Selection of Teaching and Communication

		Reading	Listening	Writing	Speaking	Culture	Student/ Student Interaction	Student/ Instructor Interaction	Ease of access by student	Cost to institution
Courseware	Print	✓		✓		✓			1*	1**
	Audio Cassette		✓			✓			1	1
	Video cassette	✓	✓			✓			2	2
	Software	✓		✓	✓	✓			2	2
	CD-ROM	✓	✓	✓		✓			2	2 or 3***
	WWW		✓	✓			✓		3	2 or 3
Communication	Telephone tutoring		✓		✓	✓		✓	1	2
	Audio conferencing		✓		✓	✓	✓	✓	2	2
	Video conferencing		✓	✓	✓	✓	✓	✓	3	3
	E-mail / Internet	✓		✓		✓	✓	✓	2	2
	Computer Conferencing	✓			✓	✓	✓	✓	3	3

* 1 = openly accessible reg. Cost, time, place 2 = reduced flexibility 3 = limited flexibility
 ** 1 = relatively low cost to set up and run 2 = moderate cost 3 = high cost
 *** Cost depends on whether product is purchased or custom produced

Source: Aplevich & Willment, 1998.

12.2.3 Integrating Video into Language Instruction

Video can provide the authentic input, both visual and auditory, necessary for language acquisition and development of cultural awareness. Teachers can help students develop strategies for understanding linguistic and para-linguistic aspects of language in video segments by using the interactive model for listening and reading. This model is organized in a fashion similar to the list of activities in Fig.12.3. that can be used as students are guided through pre- and post viewing of the video text (Joiner, 1990).

Fig.12.3 Using Videotexts

- | |
|--|
| <p>I. General Possibilities for Exploiting Video-texts</p> <ul style="list-style-type: none">Replay sequences (or entire video) for more detailed viewingUse pause/ still frameInterrupt viewing to check comprehensionCut off sound to focus on imageReplace soundtrack with own narration or ask students to narrateSelect certain sequences for intensive viewing, pass, over othersAssign certain sequences for out-of-class viewingView with or without script <p>II. Preparation of Students for Listening/ Viewing</p> <ul style="list-style-type: none">Supply essential cultural informationReview/ Introduce essential vocabulary / structuresPreview (overview of content, text characteristic)Motivate, arouse interestProvide listening / viewing tasks <p>III. Listening / Viewing Tasks</p> <p>A. Skills-Oriented Tasks</p> <ul style="list-style-type: none">Comprehension (listening, reading)
Yes – No questions, true-false, multiple choice, physical response, checklist, fill-ins.Comprehension plus production (listening, reading, speaking, writing)
Open-ended questions, role play, brainstorming, debate, discussion, note taking, summaries, continuations. <p>B. Culture-Oriented Tasks</p> <ul style="list-style-type: none">Awareness : notice, identifyUnderstanding: compare, contrast, contrast with other culturesIntegration : imitate, role play |
|--|

C. Script-Oriented Tasks

- Find examples of redundancy
- Underline certain structures/ vocabulary items
- Identify words/ phrases used to express emotion, to persuade, etc.
- Read aloud portions of the script.
- Rewrite portions of the script.
- Cross out extra words in “doctored” version of script.
- Fill-in-words omitted from script.

IV. EXPANSION ACTIVITIES

- Play game, work puzzle
- Build or make something
- Read related material
- Learn song or dance and perform
- Create own audio or video broadcast

Source: Joiner, 1990.

Some Types of Programs used in CALL:

Types of Software

- Generic : Supplemental software not based on a text (Triple Play Plus).
- Text-based : Textbook – specific software easily integrated into curriculum.
- Course-based : Software that serves as the basis of a course (Exito).
- Course –adapted: Software adapted from various sources to serve a specific course (authoring: i.e. Libra lessons).

Types of Programs

- Drill and Practice use word level exercises like fill-in-the-blank and multiple-choice to focus on discrete grammar skills.
- Simulations make the users’ responses have specific consequences to the character or story line of the program.
- Tutorials offer users pre- and post-tests, exercises and explanations for improving linguistic skills.
- Games utilize the elements of competition, challenge and problem solving to teach and/or reinforce learning.
- Writing Assistants are word-processing programs that provide learners with on-line aids for writing.
- Authoring Programs provide the teacher with the ability to alter or create lessons for specific classes or commercial use.
- Information Resources are collections of information such as dictionaries, atlases, galleries and encyclopedias.
- Information Management are database and spreadsheet software packages used to track student grades, progress and more.

Source : Kassen & Higgins, 1997.

Criteria for Communicative CALL:

1. Communicative CALL will aim at acquisition practice rather than learning practice. There will be no drill.
2. In a Communicative CALL lesson or activity, grammar will always be implicit rather than explicit. Grammar will be built into the lesson.
3. Communicative CALL will allow and encourage the student to generate original utterances.
4. Communicative CALL will not try to judge and evaluate everything the student does.
5. Communicative CALL will avoid telling students they are 'wrong'.
6. Communicative CALL will not try to 'reward' students with congratulatory messages, lights, bells, whistles or other such nonsense.
7. Communicative CALL will not try to be 'cute'.
8. Communicative CALL will use the target language exclusively.
9. Communicative CALL will be flexible.
10. Communicative CALL will allow the student to explore the subject matter. Exploratory CALL can offer the student an environment in which to play with language or manipulate it to see how things go together.
11. Communicative CALL will create an environment in which using the target language feels natural, both on screen and off. An important source of comprehensive input that is often overlooked in the discussion of computer materials is the communication that usually takes place, not between compute and user, but between users.
12. Communicative CALL will never try to do anything that a book could do just as well. (This rule should apply to any use of the computer).
13. Above all, Communicative CALL will be fun.

Source : Underwood, 1984; cf Beauvois, 1992.

12.3 Activities :

Several activities are already in built in these audio-visual materials. The teacher as facilitator has to motivate the learners to use it judiciously.

Activity 1

To learn paragraph writing using K-12 package (DCAL), the teacher can make the students seated in the laboratory. Two students can use a computer as each PC has two headphones. The students view the different pages on paragraph writing. As the lines appear and they read them silently, they also listen to the recorded reading of those lines. At any point the teacher can ask the students to stop. They can be made to speak about what they heard, saw and read. Once the teacher is assured that the class has understood what was shown, they can be directed to attempt the exercise where

they will have to write a paragraph or complete one. Integration of the four skills gets easily established in the computer laboratory.

Activity 2

Similar activity can be conducted with comprehension passage in K-12 package.

Activity 3

Once again there are several possibilities in story writing task in K-12 package. Here it is possible to develop the imagination and creative writing skills of the students.

Activity 4

The learners can be asked to explore pictures on the internet. They may be given a topic for this activity. Now they could gather some information from the net. After reading that, they have to discuss amongst themselves and come up with a small write up on the given topic. This can be presented by the students.

Activity 5

The teacher can make the students listen to an audio CD in the language laboratory. They can take notes as they listen for information. These notes can be read by the students (here several groups can be formed). A discussion can follow if the topic they have heard has a scope for an issue to be discussed. Later they can consolidate it through writing.

12.4 Evaluation:

Most of the NIIT material has evaluation built in it. There are several exercises which have a score in it. Many a time they also get a report card. In case of other activities, evaluation can also be peer assessment as the students make presentations of what they have written.

12.5 Summing up:

The integrated approach in a language laboratory leads to a holistic development. It can be a whole class learning process as well as an individual one or pair one too. Much depends on the infrastructure available in the schools. If it is a listening laboratory only, the teacher's role is very crucial for she has to take the effort to make it an interactive class. However, if the teacher forms groups and students are asked to take notes while listening, and later make students discuss and organize it in groups it will enable the teacher to pay attention to slow learners also in the groups in comparison to whole class exercise. There is an immense possibility if the school has a digital computer laboratory. Several language soft wares can be used, specially multimedia packages. Here the learner has more freedom and can learn at individual pace too. The teacher can have different kinds of sessions to provide variety to the learners.

Technology is like a magician who generates an enchanting learning scenario. How the teacher designs the learning experience and integrates the learner's personality is the vital question. Language laboratory is a fascinating asset in the hands of a dynamic teacher who can accept the challenge of making learning happen.

12.6 References:

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Oxford : Oxford University Press.

National Curriculum Framework 2005. NCERT, New Delhi.

Block, Cathy Collins. (1997). *Teaching the Language Arts*
Massachusetts: Allyn and Bacon.

Shrum, Judith L and Glisan, Eileen.W. (2000). *Teacher's Handbook: Contextualized Language Instruction* 2nd ed. Heinle & Heinle, Thomson Learning.

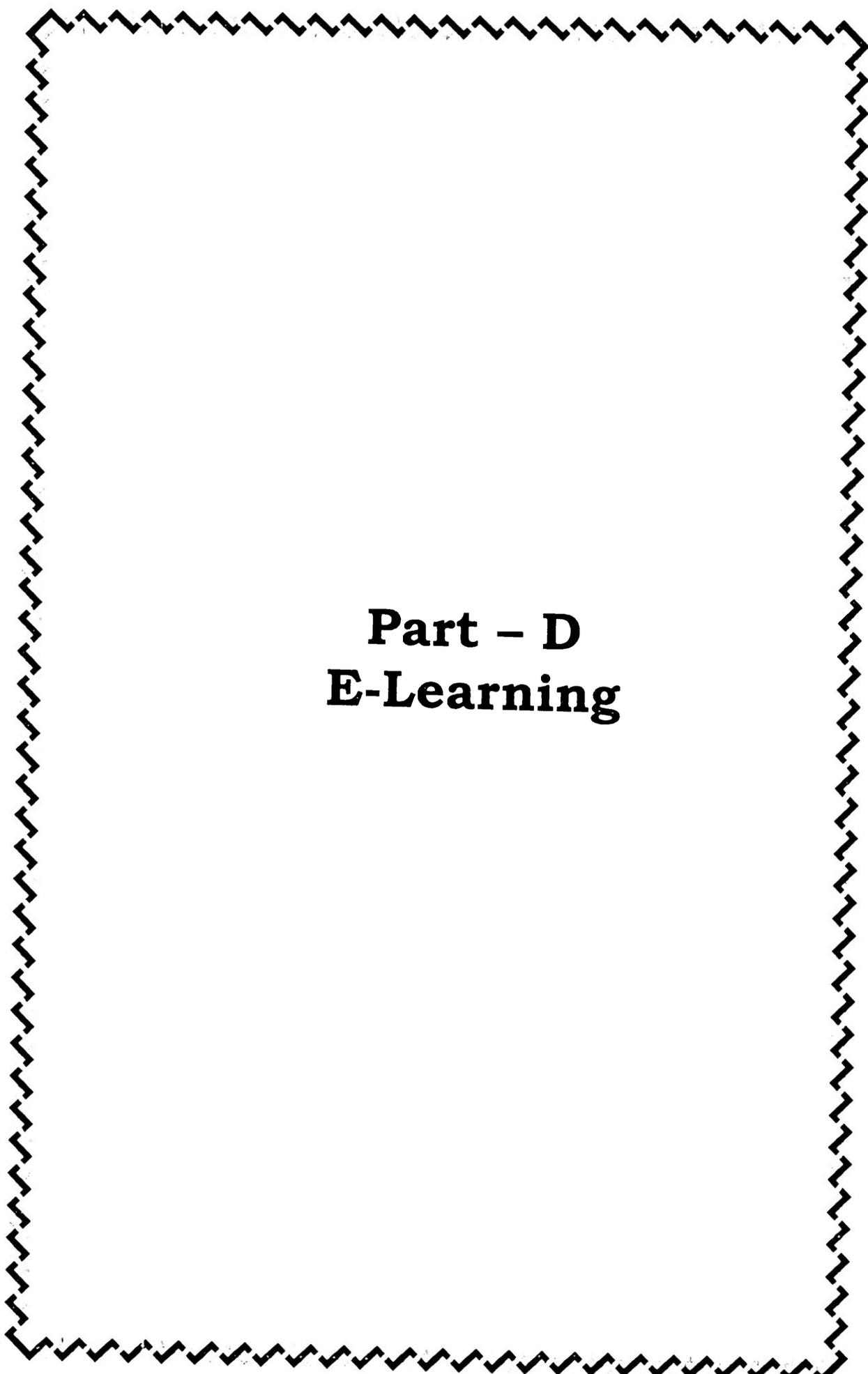
12.7 Websites for Integrated Approach

www.associatedcontent.com/article/60945/an_integrated_approach_to_language.html

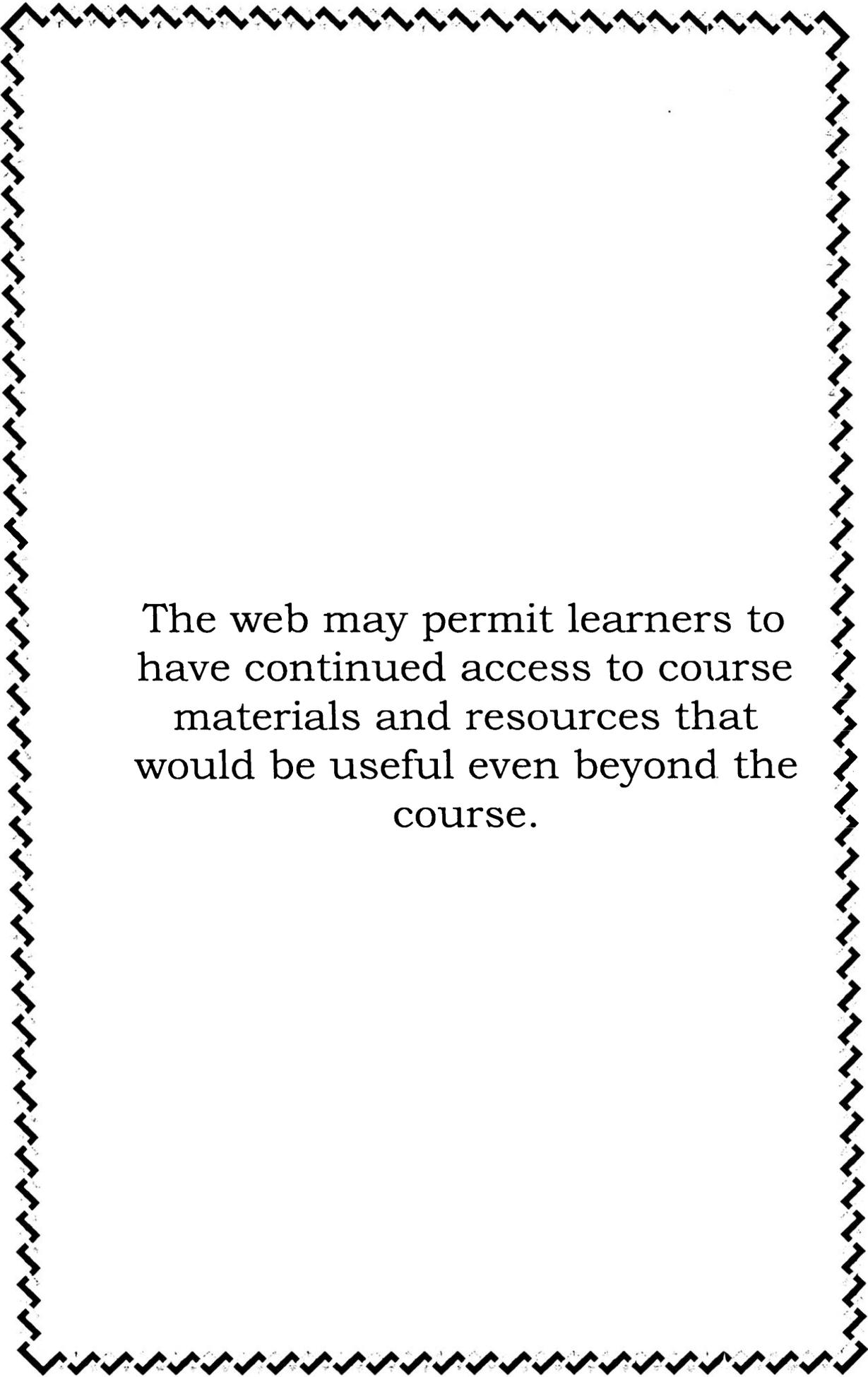
www.skillsproject/e/useful/integrating.html

www.monografia5.com/trabajos17/integrated_skills.shtml/

www.carla.umn.edu/cobaltt/CBL.html



Part - D
E-Learning



The web may permit learners to have continued access to course materials and resources that would be useful even beyond the course.

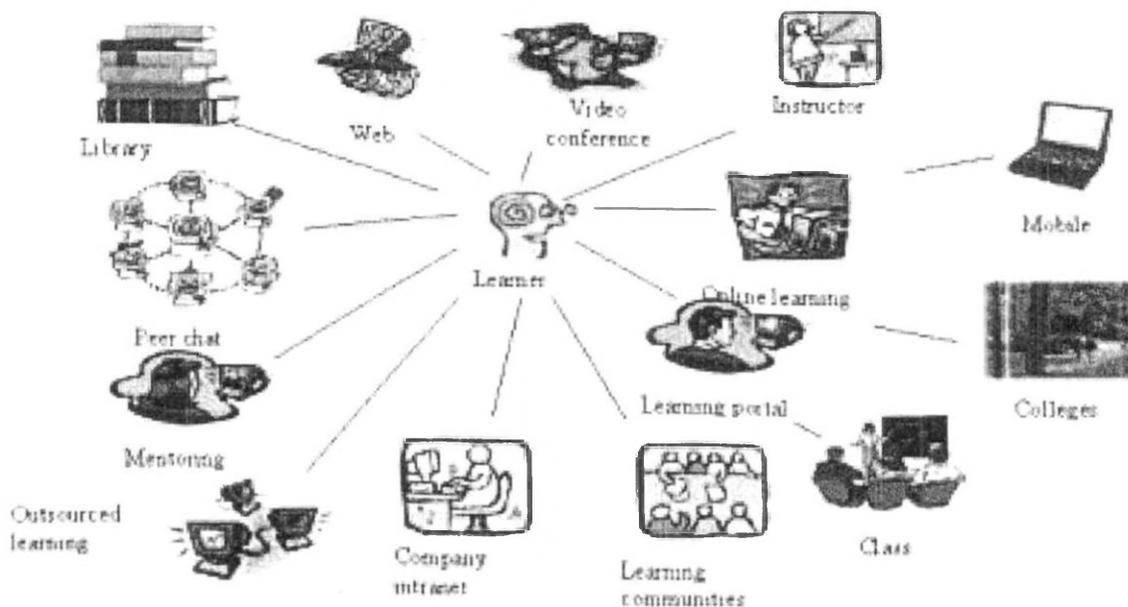
WEB-BASED LEARNING

13.0 Objective:

The main objective of web based learning environment is to enhance learning experiences and improve learning outcomes.

13.1 Introduction:

- E-learning is a general term for education, training and information delivered by computers. It puts the emphasis on the gathering of skills and knowledge.
- There are many names for different kinds of e-learning such as computer based training, web-based training, video conferencing.
- You can read about alternative methods, new media and multimedia to describe the technologies. Other popular terms are knowledge media, technology based training, CBT (computer-based training) and some more, but we think the best term to describe the general subject is e-learning. E-learning is the power to learn anytime, anywhere.
- The goal with e-learning is continuous education, the users can learn something everyday, at work, at home or when they have the time. The purpose is to become competent with the least time and the least amount of training. The materials are often divided into small parts and because the learners are responsible for their own learning they can choose which parts to use and therefore get a more effective training.
- Web-based training is an ideal vehicle for delivering training to individuals anywhere in the world at any time. Advances in computer network technology and improvements in bandwidth will usher in capabilities for unlimited multimedia access. Web browsers that support 3-D virtual reality, animation, interactions, chat and conferencing, and real-time audio and video will offer unparalleled training opportunities. With the tools at hand today, we can craft highly effective WBT to meet the training needs of a diverse population.



13.2 Computer Based Training (CBT)

- ▣ Computer Based Training is asynchronous kind of e-learning. CBT makes the user interact with the computer instead of a human, the computer takes the place of the instructor. The CBT provides the student with information in form , for example a question. The CBT then provides the learner with feedback based on the answer given by him/her.
- ▣ When we are talking about learning we should also distinguish between asynchronous and synchronous learning. The main difference is that synchronous learning is in real-time so the learners and the teachers can interact with each other in real-time. An example of synchronous learning is when you go to a normal classroom lecture, because you can talk to the teacher and the other participants in real-time. In asynchronous learning the learner cannot communicate with the teacher in real-time. Example of asynchronous learning is when you read course literature (book – has no interaction) or if you interact with your teacher by e-mail (even though this is a direct learning method).

13.3 Web Based Training (WBT)

- ▣ People often intuitively refer to Internet when they hear e-learning. This is however only half the truth because e-learning also include other types of learning methods (as CBT for

example). But when we are talking about Web Based Training, we are actually talking about the part of e-learning where we are using Internet (as well as other networks). Web Based Training is the main sub component of e-learning and is a very new type of learning. (it came with Internet)

When we are talking about Web Based Training or online learning as it also is named, we should distinguish between two types. The two types are:

- ▣ **Enhanced Learning:** The learner can meet face-to-face with the teacher. Here are all lectures led by the teacher in a traditional face-to-face fashion in a real classroom. Some material is however placed on a web page on the net where the learners can go. The learner could for example contact the teacher or another learner from this page, get bibliographies and so on. The online part of this learning is often asynchronous and can for example be implemented with an ordinary web editor.
- ▣ **Delivered Learning:** This type of learning is also called “Distance Education”, "Distributed Education" or "Distance Learning". The learner meets seldom or never.

13.3.1 Advantages of Web-based Learning

- ▣ *Access is available anytime, anywhere, around the globe.* Students always have access to a potentially huge library of training and information whether they are working from home, in the office, or from a hotel room. As cellular modems become more popular, students will even be able to access training in a place that doesn't have a traditional phone line or network connection.
- ▣ *Per-student equipment costs are affordable.* Almost any computer today equipped with a modem and free browser software can access the Internet or a private Intranet. The cost of setup is relatively low.
- ▣ *Student tracking is made easy.* Because students complete their training while they are connected to the network, it is easy to implement powerful student-tracking systems. Unlike with CD-ROMs that require students to print reports or save scores to disk, WBT enables the data to be automatically tracked on the server-computer. This information can be as simple as who has accessed the courseware and what are their assessment scores, to

detailed information including how they answered individual test questions and how much time they spent on each module.

- ▣ *Possible "learning object" architecture supports on demand, personalized learning.* With CD-ROM training, students have access only to the information that can be held by one CD-ROM. The instructional design for this type of delivery, therefore, has been to create entire modules and distinct lessons. But with WBT, there is virtually no storage limitation and content can be held on one or more servers. The best WBT is designed so that content is "chunked" into discrete knowledge objects to provide greater flexibility. Students can access these objects through pre-defined learning paths, use skill assessments to generate personal study plans, or employ search engines to find exact topics.
- ▣ *Content is easily updated.* This is perhaps the single biggest benefit to WBT. In today's fast-paced business environment, training programs frequently change. With CD-ROM and other forms of training, the media must be reduplicated and distributed again to all the students. With WBT it is a simple matter of copying the updated files from a local developer's computer onto the server-computer. The next time students connect to the Web page for training, they will automatically have the latest version.

13.3.2 Limitations of Web-based Learning

- ▣ There are only two real disadvantages to WBT, which we can overcome in the next five to ten years as high bandwidth network connections become as common as telephones. The first drawback, when compared to live instruction, the lack of human contact, which greatly impacts learning. WBT is better than CD-ROM learning in this regard. Students can use their Web connection to e-mail other students, post comments on message boards, or use chat rooms and videoconference links to communicate live. While this type of interaction is helpful, and an improvement over CD-ROM learning, it still doesn't have the impact of a live workshop. With higher speed connections and improved conferencing software, one day students around the world will be able to communicate in real time with each other through full-screen video.

- ▣ The second major drawback is the lack of multimedia in many WBT programs. The use of audio and video are critical to creating compelling metaphors, realistic job simulations, and accommodating different learning styles. Full multimedia delivered over corporate Intranets *is* possible, and many companies *are* doing it (see Case Studies in this book for examples). But in most cases, even if students have a high-bandwidth Intranet connection, corporate information technology departments don't want large media files used because it slows down the entire network. The result is that most WBT programs are still comprised of text and graphics alone. Once again, the bandwidth problem will be solved in the near future with advancements in network protocol standards and software compression.

13.4 Development

- CBT courses, as we have said, tend to be developed using specialist authoring systems that incorporate a wide range of tools and features designed to support a single task – computer-based training. Nearly anything you can imagine wanting within your courses can be accomplished.
- WBT courses can be constructed using the massive array of web development tools on the market, although few of these tools were designed with training in mind (Macromedia's new Dreamweaver Attain being an interesting exception).

CBT is typically ...	WBT is typically ...
--------------------------------	--------------------------------

distributed

offline:	online:
no bandwidth constraints	easily maintainable
media-rich	widely accessible
self-study only	permits collaboration

delivered

through proprietary runtime software:	through web browsers:
platform-specific	cross-platform
sometimes with license fees	free

developed

with specialist authoring tools	with generic web development tools
---------------------------------	------------------------------------

WBT

CBT

REAL-TIME PERSON
TO PERSON LEARNING
OVER NETWORK

STATIC LEARNING
SOURCE OVER
NETWORK

STATIC LEARNING
WITH COMPUTER

The screenshot displays a complex e-meeting interface with several overlapping windows:

- Whiteboard (Top Left):** A spreadsheet titled "Results" showing quarterly data for 2001 and 2002. A bar chart below it shows "Sales Results" for Q1, Q3, and Total. A map of Europe is also visible.

Quarter	2001	2002	%
Q1	2.20	4.30	95.45
Q2	2.90	4.60	58.62
Q3	3.60	4.80	33.33
Q4	4.00	5.20	30.00
Total	12.70	18.90	48.82

Below the spreadsheet is a "Today's Meeting Agenda" list:

 - New employees... Welcome!
 - New organisation
 - Yvan presents results
 - IPO update

- Video Feeds (Top Right):** A grid of 12 small video windows showing various participants.
- Chat Window (Bottom Right):** A text-based chat area with a "Messages" list and a "Private Message" section. The chat history includes:
 - magnus: Sorry I am late for the meeting!
 - Serge: No problem... it is recorded on www.serge@popoist.com
 - Serge: Your action points are in the whiteboard!
 - magnus: Thanks for giving me that many new tasks
 - To magnus: Take special attention to point 3
- Slide Viewer (Bottom Left):** A window showing a slide titled "e-meetings - business in sight" with text about Maratech's business concept and website information.

13.5 Virtual Classrooms

- The idea behind virtual classrooms is to create a computer based environment which can replace the original physical classrooms. A group of instructors and student must be able to interact in a similar way as they would in a physical environment.
- Many of the possibilities of computer based environments can actually exceed the physical environments in means of learning capabilities.
- Virtual classrooms utilizes synchronous as well as asynchronous learning.

13.5.1 Comparison between physical and virtual classrooms

- A prominent difference between the physical classroom and the virtual classroom is the location in time and space that is required to access and participate in classroom activities. The physical classroom is a physical room that must be visited at an appropriate time in order to be participated in, while a virtual classroom is not physically accessed. This difference makes a virtual classroom, “available to many... adaptable and flexible because of its non-physical location.
- The structure of the content within physical and virtual classrooms is relatively similar. Both have “lessons, assignments and homework, interaction between students and instructor, and some way to determine a grade, but the means by which the content is transferred from the teacher to student differs greatly. In a virtual classroom, content is delivered using discussion boards, chat rooms, e-mail, virtual white boards, journals and other online material. The key difference between these modes of delivery and those found in the real classroom is that they are frequently text-based and are not necessarily complemented by verbal discussions or explanations.
- A real classroom enables live face-to-face communication. Many virtual classrooms aim to match this by having regular scheduled chat room interactions, where students can interact with each other and the teacher, like they would in a real classroom . However, verbal and visual tools that are typically found in the real classroom are not present in the virtual classroom.
- Body language, eye contact, and other verbal/visual cues are not present in virtual classrooms. Communication, or dialogue, in the virtual class is highly text based.

13.6 Video conferencing

- Video conferencing is a communication technology that integrates video and voice to connect remote users with each other as if they were in the same room. Each user needs a computer, webcam, microphone, and broadband internet connection for participation in video conferencing. There are many reasons for using videoconferencing with the most basic being, participants simply cannot travel to the "remote site." Videoconferencing allows users to meet even if they are on the other side of the ocean, or to visit places that normally are not open to the public.

Here are just a few ways videoconferencing might be used for instruction:

13.6.1 Courses, Lessons, and Tutoring

- Learners take classes not offered at their school, such as advanced honors, foreign language, or music courses.
- Schools and community colleges offer classes during off-hours and to learners who cannot attend traditional classes.
- Community colleges team up with businesses to offer employee training or certification.
- Teachers team-teach with remote teachers, sharing subject matter expertise by a unique approach to a topic.
- Students meet with tutors for enrichment, remediation, or a helpful bit of personal attention. This is great way for businesses to support schools.
- A librarian offers an introduction to library services and library tour for local schools before they come to the library.

13.6.2 Multi-School Projects

Videoconferencing provides unique opportunities to collaborate with schools throughout the district, across the country, or around the world. To find videoconferencing schools and content providers, search our [Videoconferencing Directory](#). You can also post collaboration ideas to the [Collaboration Collage](#) mailing list or see what others are doing by reading the [archive of messages](#).



13.7 What Is Social Networking?

Social networking is the grouping of individuals into specific groups, like small rural communities or a neighborhood subdivision, if you will. Although social networking is possible in person, especially in the workplace, universities, and high schools, it is most popular online. This is because unlike most high schools, colleges, or workplaces, the internet is filled with millions of individuals who are looking to meet other people, to gather and share first-hand information and experiences about any number of topics. . . from golfing, gardening, developing friendships and professional alliances.

When it comes to online social networking, websites are commonly used. These websites are known as social sites. Social networking websites function like an online community of internet users. Depending on the website , many of these online community members share common interests in hobbies, religion, or politics. Once you are granted access to a social networking website you can begin to socialize. This socialization may include reading the profile pages of other members and possibly even contacting them. Plus, you can organize and combine all of your online profiles into one at <http://www.whzzz.com/>.

The friends that you can make are just one of the many benefits to social networking online. Another one of those benefits includes diversity because the internet gives individuals from all around the world access to social networking sites. This means that although you are in India, you could develop an online friendship with someone in

Denmark. Not only will you make new friends, but you just might learn a thing or two about new cultures or new languages and learning is always a good thing.

As I'm sure you're aware, there are dangers associated with social networking: data theft and viruses are on the rise. The most prevalent danger though often involves online predators or individuals who claim to be someone that they are not. Although danger does exist with networking online, it also exists with networking out in the real world, too. Just like you're advised when meeting strangers at clubs and bars, school, or work -- you are also advised to proceed with caution online. By being aware of your surroundings and who you are talking to, you should be able to safely enjoy social networking online. Just use common sense and listen to your inner voice; it will tell you when something doesn't feel right.

Once you are well informed and comfortable with your findings, you can begin your search from hundreds of networking communities to join. This can easily be done by performing a standard internet search. Your search will likely return a number of results, including MySpace, FriendWise, FriendFinder, Yahoo! 360, Facebook, Orkut, and Classmates.

13.7.1. Privacy settings on social networking profile

Privacy



Profile

Control who can see information on your profile page.



Search

Control who can search for you, what they can see, and how they can contact you.



News Feed and Wall

Control what Recent Activity is visible on your profile and in your friends' home pages.



Applications

Control what information is available to applications you use .

13.7.2 Online Social Networking And Education

- ▣ Online social networking is now so deeply embedded in the lifestyles of teens that it rivals television for their attention, according to a new study conducted in cooperation with the National School Boards Association . Nine-to-17-year-olds report spending almost as much time using social networking services and Web sites as they spend watching television. Among teens, that amounts to about 9 hours a week on social networking activities, compared to about 10 hours a week watching TV.
- ▣ Students are hardly passive couch potatoes online. Beyond basic communications, many students engage in highly creative activities on social networking sites -- and a sizeable proportion of them are adventurous nonconformists who set the pace for their peers.
- ▣ Overall, an astonishing 96 percent of students with online access report that they have ever used any social networking technologies, such as chatting, text messaging, blogging and visiting online communities, such as Facebook, MySpace and services designed specifically for younger children, such as Webkins and the other chat sections. Eighty-one percent say they have visited a social networking Web site within the past three months and 71 percent say they use social networking tools at least weekly.
- ▣ Further, students report that one of the most common topics of conversation on the social networking scene is education.
- ▣ Almost 60 percent of students who use social networking talk about education topics online and, surprisingly, more than 50 percent talk specifically about schoolwork. Yet the vast majority of school districts have stringent rules against nearly all forms of social networking during the school day — even though students and parents report few problem behaviors online.

13.8 Learning from video:

ECpod.com is a web site that allows members to teach each other English and Chinese using videos. They contribute videos on this site and members can watch it for free. ECpod also has social networking features, so the users can make friends with each other and build communities for learning languages. Then learners wanted a fun learning web site and would prefer to watch videos produced by other members rather than professional clips. They wanted to feel they were watching real people who chose the topics they wanted to teach, rather than yet another teaching site copied from a textbook – they had enough textbooks. And, because they wanted a say in what content material was taught, they wanted to do some of the teaching themselves.

mistakes and colloquialisms were welcomed in the contributed clips – it gives a more genuine, warm feeling that everyone is learning from everyone else – and of course, it includes a note in the transcript with the correction. After watching a video, learners who have questions can drop the Producer an email asking for more information...

- E-mail
- E-mail (electronic mail) is the exchange of computer-stored messages by telecommunication. (Some publications spell it *email*; we prefer the currently more established spelling of *e-mail*.) E-mail messages are usually encoded in ASCII text. However, you can also send non-text files, such as graphic images and sound files, as attachments sent in binary streams. E-mail was one of the first uses of the Internet and is still the most popular use. A large percentage of the total traffic over the Internet is e-mail. E-mail can also be exchanged between online service provider users and in networks other than the Internet, both public and private.
- E-mail can be distributed to lists of people as well as to individuals. A shared distribution list can be managed by using an e-mail reflector. Some mailing lists allow you to subscribe by sending a request to the mailing list administrator. A mailing list that is administered automatically is called a list server.

- Features
- Many teachers are familiar with using email for administrative functions with their learners. Email can be useful for queries, requests for support, or for tutors to follow up on outstanding matters with individual learners. Email can also be used to conduct a range of learning activities. In general these activities are easy to construct and deliver and do not require you or the learners to have access to sophisticated software and hardware.
- The use of free web-mail applications such as Yahoo Mail, Gmail and Hotmail is very popular with people on the move or without ongoing access to a computer. Web Mail can be accessed through any web browser on any computer that is online. These can be quickly and easily set up “on the fly” by learners. Many Webmail applications include instant messaging, online calendars and document sharing tools.

Email is:

- used extensively around the world,
- is becoming the communication tool of choice by most learning and business.
- allows rapid development of online activities
- can include attachments for learners to use
- allows the trainer, to monitor and record interaction.
- Voice Email software that enables users to send emails using voice rather than text is also available.
- Email activities may include brainstorming, polling students, chain writing of stories, correction of work, problem solving, games and much more.
- Generic skills
- Effective use of email is an extremely important skill in today's world, both for business and social purposes. Within an educational setting learners can develop a number of generic skills as they use emails:
 - effective communication (appropriate tone and style of written text)
 - self management
 - use of technology.

- Online Role-Play
- This guide covers adopting, moderating and designing online role-play learning experiences. Case studies of several online role plays are underpinned by a number of linked, guides, templates, and checklists plus video clip testimonials from teachers and students:
- Using Existing Role Plays

▣ [Checklist for Teachers Selecting an Existing Role Play \(PDF\)](#)

▣ [Quick Start Role Plays one and two\(PDF\)](#)

[Tips for Moderating Role Play \(PDF\)](#)

Designing a New Role Play

▣ [Characteristics of Role Play Design: Matrix Comparing Exemplars \(PDF\)](#)

▣ [Video Snippets: Advice from Designers](#)

▣

[Tips for Designing Role Play \(PDF\)](#)

13.9 Web-based Training Evaluation and Testing

▣ Evaluation is very important in WBT, and here are three levels of evaluation:

1. Measure learner reaction (course evaluations)
2. Measure learning: tests, quizzes
3. Measure application: how well the trainee can apply learning on the job

13.10 Projects for Learners and Teachers of English

Bangkok Post

<http://www.bangkokpost.net/education/>

Educational Services at Post Publishing Plc, has an innovative approach to using the Web to help readers, teachers and learners use their print publication: the Bangkok Post. Very interesting for English language reading skills.

▣ [Online projects \(3 levels of difficulty\)](#)

<http://www.cyberjourneys.net/books/englishatwork/tbchapter2.html>

Online treasure hunts (3 levels of difficulty)

<http://www.cyberjourneys.net/books/englishatwork/treasurehunt.htm>

▣ California Email Project

<http://www.otan.dni.us/webfarm/emailproject/email.htm>

Susan Gaer has developed this site sponsored by the Outreached Technical Assistance Network (OTAN) "geared toward non-credit/Adult ESL email projects."

▣ Culture Capsules: People, Places, and Processes

<http://www.lclark.edu/~krauss/computersf98/webprojhome.html> with complete lesson plans .

<http://www.lclark.edu/~krauss/ortesol98/home.html>

by Michael Krauss, who has a fascinating and challenging project he does with his ESL students at Lewis and Clark College in Oregon.

▣ Culture Pages

<http://www.geocities.com/Athens/Forum/8383/>

Udoka Ogbue at ogbue@rcs.urz.tu-dresden.de and his students have produced "an entertainment guide for Dresden... [The] aim of the course was to combine our linguistic facilities with our technical possibilities in order to design a cultural page in English

▣

▣ Civil Rights in the U.S.A.

<http://oregonstate.edu/Dept/eli/jan1998.html>

By Deborah Healey at the English Language Institute, Oregon State University, January, 1998: Civil Rights in the US; Activities, web links, vocabulary, cloze quiz and related links. Great stuff.

▣ · Class Page, Summer 1996

<http://www.vcu.edu/cspweb/,962/9000.html>

Ron Corio has a clean and easy example of using the Web with his students. This is the computer component for his Graduate Pre-academic program.

13.11 Activities for Students

English Only

Grammar Quizzes

[Grammar - Easy](#)

[Grammar - Medium](#)

[Grammar - Difficult](#)

[Grammar Quizzes about Places](#)

Vocabulary Quizzes

[Vocabulary - Easy](#)

[Vocabulary - Easy with Pictures](#)

[Vocabulary - Medium](#)

[Vocabulary - Difficult](#)

Crossword Puzzles

[Crossword Puzzles - Easy](#)

[Crossword Puzzles - Not So Easy](#)

Special

Search our web site using a4esl.org/search.

See the [What's New](#) page.

Use the [Daily Page for ESL Students](#) as your startup "home" page to get one quiz a day from this collection.

iPhone & iPod Touch = a4esl.org/i

Podcasts & YouTube

[VOA Special English \(Listen and Read Along\)](#)

You can read the text while you listen.

The 30 Newest ESL Podcasts

Some of these are by people who help with this web site.

ESL Videos

This is a blog of YouTube videos for ESL students.

External Links

Kelly Brothers' Website

Interesting Things for ESL Students

Pronunciation, Quizzes, Games, Puzzles, etc.

(They help with a4esl.org.)

Other ESL/EFL Websites

Selected Links

For Teachers

About Our Website

Help by Writing a Quiz

Using Quizzes, Linking & Copyright

Search a4esl.org & iteslj.org

Read The Internet TESL Journal

A Note to Webmasters

A Possible Way to Link to Our Web Site

Activities for ESL Students

Thousands of quizzes, tests, exercises and puzzles to help you learn English as a Second Language

13.12 Summing up

- ▣ For successful learner outcomes in Web-based courses, both instructors and students must recognize that instructional, learning styles and learning strategies must adapt to the characteristics of the online learning environment. It requires increased engagement among all participants, with students regulating their learning and instructors becoming active facilitators .
- ▣ For Web-based courses, students and instructors must modify their view of the learning environment by steadily moving away from passive, one-way interaction for learning to self-regulated and social learning activities. With this movement, educators are challenged to integrate innovative instructional activities that encourage student engagement and ownership of the learning process. This change may not be an easy conversion for most students because they may have to change learning strategies that were appropriate before distance education. In turn, educators will need to continue their endeavor in improving instructional strategies while students learn to take a more active role in their learning.

13.13 Grammar Websites

- ▣ <http://www.allexperts.com/getExpert.asp?Category=680>
- ▣ <http://englishplus.com/gramslam.htm>
- ▣ <http://userpages.umbc.edu/~kpokoy1/grammar1.htm>
- ▣ <http://userpages.umbc.edu/~kpokoy1/grammar1.htm#teacher>
- ▣ <http://www.surfwax.com/surfwax.html?search=grammar+help&max=100>
- ▣ <http://englishplus.com/news/>
- ▣ <http://englishplus.com/news/news0201.htm>
- ▣ <http://englishplus.com/news/news0299.htm>
- ▣ <http://englishplus.com/news/news0100.htm>
- ▣ http://www.users.zetnet.co.uk/bywater/ee_res14.htm
- ▣ http://www.users.zetnet.co.uk/bywater/ee_res06.htm

EPILOGUE

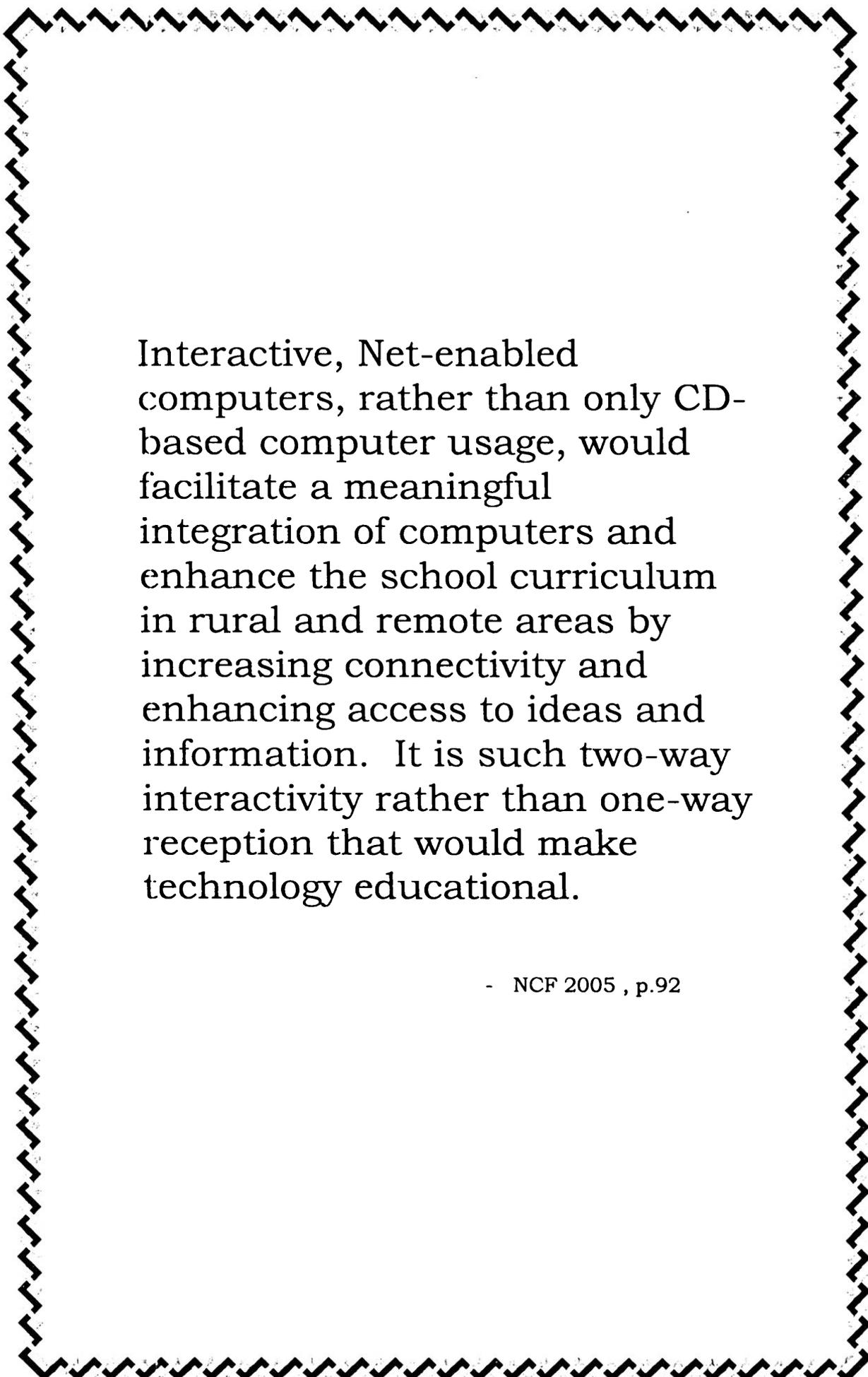
Dear Teachers,

As you reach the end of this training package, we hope you found not only information to make you aware about the concept of language lab, the skills that can be developed using the multimedia in digital labs, but have also been convinced of the delightful experience that language labs offer to the young learners. As we move from behaviourist methodology to constructivism where learner needs and potential is to be the prime focus, the language labs have also moved from narrow drill practices in pronunciation and spoken English to multimedia materials which are appropriate tools for language learning.

They provide the user with a rich context for learning, a high degree of immersion, and the potential for varied interactions. The convergence of full-motion video, sound, still images, texts, graphics and animation reconstructs for the learner the multidimensional nature of language – its visual, non-verbal and cultural as well as its linguistic dimensions. Users can do a lot more than just vocabulary, grammar or pronunciation exercises. Interactive technologies enable the user to isolate, combine and recombine in an unprecedented way the various elements of communication: words, speech acts, discourse, pragmatics, intonation, non-verbal signals.

Multimedia materials are an intrinsically appropriate tool for language learning.

However, let us heed a warning Henry David Thoreau gave almost 150 years ago: “Our inventions wont to be pretty toys, which distract our attention from serious things. They are but improved means to an unimproved end”. We need to make sure that the technology we create or use, as well as our pedagogical practices, truly enhances our students’ learning experience.



Interactive, Net-enabled computers, rather than only CD-based computer usage, would facilitate a meaningful integration of computers and enhance the school curriculum in rural and remote areas by increasing connectivity and enhancing access to ideas and information. It is such two-way interactivity rather than one-way reception that would make technology educational.