

Paper 06; Module 06; E Text

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(B) Description of Module

Item	Description of module
Subject Name	English
Paper name	English Language Teaching
Module title	Second Language Acquisition
Module ID	MODULE 6
Pre-requisites	One should know about ELT.
Objectives	How to acquire second Language
Key words	Acquisition and Learning and the Monitor Model for Performance

Second Language Acquisition

6.0 Learning outcome

6.1 What is language acquisition?

6.2 Meaning of Second language acquisition

6.3 second language acquisition theory,

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6.12 Second language acquisition (SLA) research findings

6.13 The Bad Language Learner

6.14 The Role of the First Language in Second Language Acquisition

6.15 Child Second Language Acquisition vs Adult second language acquisition

6.0 Learning outcome

The module is devoted to a brief statement of the theory and its implications for different aspects of second language acquisitions theory and practice. Acquisition and learning are defined and compared. Module presents the Monitor Model for adult second language performance.

6.1 What is language acquisition?

Acquiring language is considered as an involuntary process. It's the act of adopting native language, without the methodical memorization of a word and its definition. With acquisition, there is no need to be aware of the learning process, because it takes place in its normal course. Therefore, learners need to be able to analyze speech to hear the beginning and ending of a word and to decipher the alphabet to see words on a page. 'Language 'input' can then be turned into language 'intake' which is acquired and transferred from short to long-term memory. Without these decoding and parsing abilities, language acquisition may not take place for language learners in an immersion setting.'

ORIGIN: It is difficult to identify a precise date when the field of second language acquisition research began, but it does appear to have developed a great deal since the mid 1960s. Stephen Krashen, who made a sharp distinction between acquisition and learning in his 1982 theory of second language acquisition, popularized the term

acquisition. He used learning to refer to the conscious aspects of the language learning process and acquisition to refer to the subconscious aspects.

“Natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition.

(Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973), but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the acquisition process. (Snow and Ferguson, 1977).”

6.2 Meaning of Second language acquisition

“A language is 'first'-and so is its acquisition-if no other language was acquired before; otherwise it is second. Thus, the mother tongue, which is acquired primarily by a child when his language cells are empty, is first language (L1), and the language, which is acquired / learnt in addition to the L1 is second language (L2).” (Klein, 1986:3).

Mostly the second language is the official language of the speaker’s country or state.

In this perspective, 'second' language is acquired following to the native language. It is also the case with the learning of third (L3) or fourth Language (L4).

Second language acquisition, or SLA, has two meanings. In a general sense it depicts learning a second language. More precisely, it is the name of the theory of the process

by which we acquire - or pick up - a second language. This is mainly a subconscious process, which happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes. Second language empowers the speakers for larger involvement in society.

Foreign Vs Second Language

The phrase 'foreign language' is used to denote a language that is learnt through instruction where it is not used. 'Second language', on the other hand, is one that becomes another tool of communication along with the first language. It is typically acquired / learnt in a social environment in which it is actually spoken or in coached settings.

6.3 Second Language Acquisition Theory

Theories of SLA talk about the acquisition/learning process of L2 in different ways. Some of the important theories are short listed as follows.

Acculturation Theory

According to the acculturation theory, SLA is fixed by the degree of social and psychological distance between the learner and the target language culture. Motivation, and ego boundaries play major role in the process of acquiring/learning of L2.

Contrastive Theory

The contrastive theory claims that the acquisition of a Second language is largely determined by the structure of an earlier acquired language. Those structures, of the Second language that coincide with corresponding structure of the first language are assimilated with great ease as a result of 'positive transfer'. Contrasting structures on the other hand give rise to errors as a result of 'negative transfer' or 'interference'.

Identity theory is contrasted with the contrastive theory, which asserts that the acquisition or availability of language has little or no influence on the acquisition of another language. Thus, in other words, first and second language learning are basically one and the same process governed by the same law.

Monitor Theory

Monitor Theory assumes that adults have two independent systems for developing ability in second languages, subconscious language acquisition and conscious language learning, and that these systems are interrelated in a definite way. Subconscious acquisition appears to be far more important. The vital point of the theory is that 'learning' in this sense is always caused through a 'monitor', or an effort on the part of the learner to control his language output and to self-correct it whenever necessary. We can enumerate three conditions that decide the effective use of monitor.

Classroom implications of the theory

Implications for the language classroom include the ideas that the teacher can create contexts for communication which facilitate acquisition, that there is a natural order of acquisition of language, that there are affective filters which obstruct acquisition, especially for adults, and that coherent input is very important.

6.5 Oral communication development through acquisition activities

‘Acquirers need not have a conscious awareness of the "rules" they possess, and may self correct only on the basis of a "feel" for grammaticality conscious language learning, on the other hand, is thought to be helped a great deal by error correction and the presentation of explicit rules (Krashen and Seliger,1975).’

Chesterfield & Chesterfield (1985) identified a natural order of strategies in the development of a second language.

- 1) Repetition (imitating a word or structure);
- 2) Memorization (recalling songs, rhymes or sequences by rote);
- 3) Formulaic expressions (words or phrases that function as units i.e. greetings);
- 4) Verbal attention getters (language that initiates interaction);

- 5) Answering in unison (responding with others);
- 6) Talking to self (engaging in internal monologue);
- 7) Elaboration (information beyond what is necessary);
- 8) Anticipatory answers (completing another's phrase or statement);
- 9) Monitoring (self-correcting errors);
- 10) Appeal for assistance (asking someone for help);
- 11) Request for clarification (asking the speaker to explain or repeat); and
- 12) Role-playing (interacting with another by taking on roles).

6.7 Language acquisition vs. language learning

Acquisition vs. learning

Ellis (1986:6) says that 'second language acquisition is the subconscious or conscious process by which a language, other than the mother tongue, is learnt in a natural or a tutored setting. It covers the development of phonology, lexis, grammar and pragmatic knowledge.'

Some language acquisition will happen as a by-product (posters on the classroom walls, the teacher's repeated use of a certain phrase) but most language will be

learned through memorization and direct study. There are different opinions about the acquisition of language and learning of language. Krashen's (1981) opinion is one among them. He distinguishes between 'acquisition' and 'learning'. Acquisition refers to the subconscious process of picking up a language through exposure and the learning refers to the conscious process of studying it. According to this view, if a language is internalized subconsciously through exposure in a natural environment the process becomes acquisition. In contrast, if a language is internalized consciously through instruction in classroom settings the process becomes learning. When a learner internalizes a language subconsciously, he may not have grammatical competence but he may have communicative competence in a particular context.

Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

Understanding the language acquisition vs. language learning distinction can help to understand tools and language programs clearly. The best approach is a balanced one. A good language teacher knows this and always ensures the material you work with is logical input, which makes language acquisition more possible. In this way one can acquire new words and grammar from the logical input.

'Second language acquisition' (SLA) is used in the applied linguistic studies to refer to the internalization process of an L2 through exposure in a social environment where the real communication takes place; where the learner focuses on only meaning not the structure of L2.

6.8 The Five Stages of Second Language Acquisition

The term 'process' which is common in acquisition studies is used in two related meanings. It refers both to the sequence of development and to the factors that determine how acquisition takes place.

First language acquisition occurs when the learner—usually a child—has been without a language so far and now acquires one (Klein, 1986:4). Hence, the acquiring process of language takes place, subconsciously in a social environment, in several stages.

Every child learns to talk and this learning process happens in stages—first understanding, then one-word expressions, then two-word phrases, and so on. Students learning a second language move through five probable stages: (Krashen & Terrell, 1983).

1. Preproduction

2. Early Production

3. Speech Emergence
4. Intermediate Fluency
5. and Advanced Fluency

Level of formal education, family background, and length of time spent in learning are the factors that affect the second language acquisition. Proper instructions should be given at every stage of language acquisition.

Teachers should ask repeated questions throughout their lessons, as doing so lets English Language Learners practice their new language and teachers could evaluate the understanding level of ELLs. Of course, questions should be tailored to each ELL's level of second language acquisition. By knowing the stages of language acquisition and stage-appropriate questions, Teachers can involve students at the appropriate level of discussion. Asking the tiered questions that accompany the stages of acquisition is one way to help students move to the next stage. To ensure that the student is being challenged and pushed to the next level, it is important to once in a while ask questions from the next level as well. Although there may be an approximate time frame for each stage of language acquisition, the length of time students spend at each level will be as varied as the students themselves.

6.9 The Role of the First Language in Second Language Acquisition

Often this question appears whether first language "interference" is a tool for SLA or it is "getting in the way" of second language skills. In terms of the Monitor performance model, interference is the result of the use of the first language as a speech originator: first language competence may replace acquired second language

competence in the performance model. For many years, it had been presumed that the only major source of syntactic errors in adult second language performance was the performer's first language (Lado, 1957). Studies also show that the first-language-influenced errors are there in second language performance as well.

First language influence may thus be an indicator of low acquisition, or the result of the performer attempting to produce before having acquired enough of the target language. It is, not surprisingly, found most often in foreign language, as opposed to second language situations, where opportunities for real communication are fewer, and is only rarely seen in "natural" child second language acquisition.

'Children are usually allowed to go through a "silent period", during which they build up acquired competence through active listening. Several scholars have suggested that providing such a silent period for all performers in second language acquisition would be beneficial (Postovsky, 1977)

First language influence can thus be considered as unnatural. One could theoretically produce sentences in a second language without any acquisition: the first language surface structure can be used with second language content lexicon incorporated.

6.11 The Factors That Influence The Acquisition Of A Second Language

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that is largely beyond the control of

the learner. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned.

Internal factors

The individual language learner carries Internal factors with him or her to the exact learning situation.

- **Age:** Second language acquisition is influenced by the age of the learner. Inspired adult learners can learn easily, but it is not easy for them to accomplish native-speaker like pronunciation and intonation.
- **Personality:** Introverted or concerned learners usually make slower progress, particularly in the development of oral skills. Many students will not care about mistakes and more and more practice by them will make them perfect gradually.
- **Self-Motivation (intrinsic):** intrinsic and extrinsic motivations are also significant factors for second language acquisition. ESL students who are motivated to learn the second language for impressing their respective partners, for their social status, to take admission in any prestigious university or for their jobs are likely to make better efforts and thus better progress.
- **Experiences:** Second Language Learners who have been exposed to various languages and cultures are seen has a stronger base for learning a further language than the student who hasn't had such experiences.
- **Cognition:** In general, it seems that students with greater intellectual abilities will make the faster progress. Some linguists believe that there is a specific,

innate language learning ability that is stronger in some students than in others.

- **Native language:** Students who are learning a second language from the language family of their first language are generally quick learners because of their native language proficiency they pick up another language within no time.

External factors

External factors are those that characterize the particular language-learning situation.

- **Curriculum:** If language learning is an essential part of their curriculum, then students devote much time and pay more attention to language learning. So ESL students comparatively do better in the field.
- **Instruction:** Much depends upon the quality of instructors because some students do better if they get better and qualified instructors, who are dedicated towards learning and teaching.
- **Culture and status:** There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.
- **Stimulus (extrinsic):** Students who are given continuing, appropriate inspiration to learn by their teachers and parents will generally do better than those who aren't.
- **Access to native speakers:** The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly,

second-language learners who have no such exposure are not that successful, particularly in the oral/aural aspects of language acquisition.

6.12 Second language acquisition (SLA) research findings

According to the major findings of SLA research

1. Second language acquisition is highly systematic
2. Second language acquisition is highly variable

Both these findings are different yet true. They are related to Route and the Rate (speed of learning L2) of the learning process or the **outcome** of the learning process (how proficient learners become), or both. We all know that both speed of learning and range of outcomes are highly flexible from learner to learner.

2. Systematicity

‘A substantial part of the SLA research community has concentrated on documenting and trying to understand the discovery that language learning is highly systematic. A defining moment for the field was in the late 70s / early 80s when it became evident that L2 learners follow a fairly rigid developmental route, in the same way as children learning their L1 do, and not dissimilar in many respects from the L1 route. ‘

6.13 The Bad Language Learner

In SLA we come across two terms "good language learner" and 'bad language learner'. Good language learner in this field indicates towards someone who is first and foremost an acquirer, and who may also be an "optimal Monitor user".

There seem to be three sorts of bad language learners. The very worst has neither Acquisition nor learning going for him. This might be the result of lack of interest in the target language and its speakers and/or self-consciousness, high anxiety, etc.) as well as low aptitude or interest in grammar.

Two other varieties of bad language learners have been discussed elsewhere (Krashen, 1978a; Chapter 1, this volume): the underuser and the overuser. This is quite close to Carroll's: "Persons with limited sensitivity to grammar may be better off in courses that de-emphasize grammar and concentrate on exposing the learner to large amounts of the second language in actual use. Nevertheless, many of them will find it profitable to note carefully, and to try to correct, the errors they make in second language utterances. Others, as they use the language more and more, may find it satisfactory simply to wait until a natural correction process takes over, somewhat the way children learn to speak their native language in increasing conformity with adult norms" (Carroll, 1977, p. 3).

6.14 Language Acquisition Device(LAD)

Chomsky's (1959, 1965, 1975) scheme is that the acquisition of the structure of language hangs upon a distinctive identification method. He calls it as language acquisition device (LAD). That is, in effect programmed 'to accept its surface structure of any natural language as input and to recognize its deep structures by

virtue of the kinship of all natural language to a universal deep structure that human beings know innately.'

6.15 Child Second Language Acquisition vs Adult second language acquisition

The impression one gets from the literature on child second language acquisition is that the second language performer relies far more on routines and patterns than does the first language acquirer. In discussing why the child second language acquirer may use routines and patterns more than the first language acquirer, Hakuta emphasizes the older child's greater need to communicate: "... in the case of the second language learner, we would expect that, with advanced semantic development and yet no form with which to express such thoughts, the need to learn the various linguistic structures of the target language is especially acute." Until the structure of the language is acquired, it is conceivable, Hakuta suggests, that "the learner will employ a strategy which 'tunes in' on regular, patterned segments of speech, and employs them without knowledge of their underlying structure, but with the knowledge as to which particular situations call for what patterns. They may be thought of as props which temporarily Relating Theory and Practice In Adult Second language Acquisition give support until a firmer foundation is built..." (p. 288).

The popular view that children have an advantage in learning a second language has substantial support in research, although it is not unchallenged. One approach proposes that the child's fertile and flexible brain possesses a unique capacity for language that the adult no longer has. Another approach accepts that language acquisition is naturally untiring and 'depends on some necessary neurological factors

and unspecified minimum linguistic input during a critical period of brain lateralization of language specialization. Pragmatics and semantics may also provide some explanation for early sensitivity, including the idea that the communicative demands on adults are greater than they are for children.’

Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn’t correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of “on the jobs” practice. They readily acquire the language to communicate with classmates. Adults, in contrast, when trying to learn a second language, are usually presented with a myriad of grammar rules and patterns to master from the very first class.

1. Adults and adolescents can ‘acquire’ a language. The learner creates a systematic inter language that is often characterized by the same systematic errors as those of a child learning the first language, as well as others that appear to be based on the learner’s own native language.
2. There are predictable sequences in acquisition so that certain structures have to be acquired before others can be integrated
3. Practice does not make perfect
4. Knowing a language-rule does not mean one will be able to use it in communicative interaction

5. Isolated explicit error correction is usually ineffective in changing language behaviour
6. For most adult learners, acquisition stops before the learner has achieved native-like proficiency
7. One cannot achieve native-like command of a second language in a few hours a day or some days.
8. The learner task is enormous because language is enormously complex
9. A learner's ability to understand language in a meaningful context exceeds his or her ability to comprehend de contextualized language and to produce language of comparable complexity and accuracy.

Conditions:

- Must explain innate factors
- Must consider the influence of environmental or contextual factors
- Should explain differences according to age
- Cannot only consider affective factors for learning
- Considers learning as both a conscious and subconscious process
- Considers that learning is something else besides comprehensible input
- Should include cognitive factors
- Recognizes the 'U' shape of learning.

Factors Involved In 2nd Language Acquisition:

1. psychological =Intellectual processing, memory, motor skills.
2. social =explication vs. induction Explication
3. Rote Memorization: The simple memorization where words, phrases and sentences are remembered just as they are.
4. Attitude : According to Savignon (1976) "Attitude is the single most important factor in second language learning".
5. The learner's attitude

LANGUAGE TRANSFER

- ❖ Where the two languages were identical, learning could take place through positive transfer to the native-language pattern.
- ❖ Where the two languages were different, learning difficulty arose and errors occurred resulting from negative transfer.
- ❖ Chomsky (1959) set in motion a re-evaluation of many of the behaviorists claims. This re-evaluation included area such as:
 - ❖ the dangers of extrapolating from laboratory studies of animal behavior to the language behavior of humans were pointed out;
 - ❖ the terms stimulus and response were exposed as vacuous where language behavior was concerned;
 - ❖ analogy could not account for the language user's ability to generate totally novel utterances; and

- ❖ studies of children acquiring their L1 showed that parents rarely corrected their children's linguistic errors, thus casting doubt on the importance of reinforcement in language learning.
- ❖ All this led to the reconsideration of the role of L1 in L2 learning.

SUMMING UP :

Second language acquisition or second language learning is the process by which people learn a second language or an additional language. SLA can also incorporate the learning of third, fourth as well as heritage language learning. It refers to what learners do and not what teachers do. Most language teaching programs divide up into the "four skills", speaking, listening, reading, and writing. Teachers often complain that such divisions of individual skills are artificial. They find it impossible to focus on just one skill and ignore the others.

Oller, in a series of studies, reports that "it is difficult to find any unique meaningful variance in all of the diverse language tests that have been studied and which can be attributed to any one of the traditionally recognized four skills" (Oller, 1976a, p. 144;).

In other words, there is no clear evidence for a "reading" factor, a "speaking" factor, etc. Also, there is no evidence for an oral modality factor, as opposed to a written modality factor. Our research on "Monitor Theory" is also consistent with the idea that the four skills are not the primary division: Oller (1976a) has noted that error analysis "reveals a high degree of correspondence between the structures generated in widely different tasks, e.g. translation, oral imitation, and spontaneous speech" (p. 144).



A Gateway to All Post Graduate Courses

Paper 12; Module 15; E Text

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(B) Description of Module

Item	Description of module
Subject Name	English
Paper name	English Language Teaching
Module title	LANGUAGE SKILLS LSRW IV (WRITING)
Module ID	MODULE 15

Language Skills LSRW IV (Writing)

15.1 Writing Skill: An Introduction

Either in the days of caves -drawing by the people of the earliest civilizations or in the existing Digital revolution, written medium was always used to 'talk' or communicate. Whenever we talk of communication skills or four great skills in humans, writing and speaking skills appear to be fundamental. To master them is especially challenging for English language learners particularly in the domain of writing. Writing has been identified as one of the most essential skills because the World has become so text-oriented.

This importance of writing as a skill is due to the fact that it reinforces grammatical structures and vocabulary that instructors try to teach their students. *'It is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms containing ELLs so that they will be prepared to effectively communicate in real life as well as academic situations (Ismail, 2007). 'Ismail again says, 'Writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing.'*

We all know that Writing is the last dominion of second language learning (LSRW) to acquire the mastery. One of the main goals of ESL students is to learn how to produce

a well-thought-out piece of writing. For this ESL students are to be exposed to a variety of genres, strategies, and methods. *‘ ‘Becoming proficient writer of English is a problem for many ESL students as they believe that they simply cannot write English. This becomes more prominent in the upper grade levels of elementary school and beyond. This feeling of incompetency leads to self-doubt and anxiety in writing and can hinder the process of achieving writing proficiency.’ ’*

(Thomas, 1993).

Before 1970's, writing instruction mainly focused on rules of grammar. Today it is more important to create an environment that inspires students to discover possibilities in their writing which means less application on established rules of writing and more on expression of ideas. A teacher or instructor is supposed to be a little less analytical in terms of errors committed by learners. In this way students will be allowed to express their thoughts more spontaneously.

15.2 Definition of Writing Skills

Language is a storehouse of knowledge having many dimensions of production and reception, so a standard system is needed to record a language in coded form. Writing is a form of encoded symbols in the form of print or impression. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language,

since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. In writing, symbols are used to represent words and expressions. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. To define writing skill we can easily say that *writing skills are specific abilities, which enable persons to state their desires, put their thoughts and actions into words in a meaningful form and to interact with the message.*

Lado (1971: 222) points out "**writing is graphic representation of a language. Pictures or symbols do not constitute writing unless they form a system representing the units of language and those pattern can be grasped by the reader**". The message is conveyed through the written medium by the use of conventional graphemes. It is a universal activity through which an authentic communication takes place.

Elbow (1981: 369) puts "*writing as a kind of 'magic'* that can be performed by any one who is involved in and believes in his tale". It implies the fact that the process of

translating the abstract ideas into a concrete form is the art of writing (the abstract into concrete).

Sampson (1985 : 26) says "*writing is a system for representing utterances of spoken language by means of permanent visible marks*". The phrase 'visible marks' does not include the ideas, which are conveyed through artistic drawing and painting. Through this mode, one's idea or his inner speech is conveyed properly. Using this mode, knowledge and information can be preserved.

Bloomfield (1993 :21) observes that "*writing is not language but merely a way of recording language by means of visible marks*". It needs a systematized form by making use of the components namely graphemes vocabulary, syntax, etc. so as to make a decoder understand it clearly

15.3. Writing and Writing Skill

Writing is an outcome of a writing skill, which refers to the writer's linguistic ability in making use of the mechanics of writing. Writing is permanent, but writing skill is transitory. The use of writing skill differs according to mental ability and language proficiency of the writer.

The experience a writer obtains in new writings promotes him to handle different techniques for bringing out varieties of writing. But the changes that occurred in the manipulation of the writing skill do not necessarily lead to positive results, some

times problems related with theory or use of the right word in the right content may also happen. As a writer learns new themes by every moment that new knowledge makes him to change his views and approaches while practicing the writing skill. This in turn, enables him to steer the language in the written medium in an innovative fashion. Due to this, his writing style assumes various shapes.

Writing skill is not static but dynamic. We can understand it with two examples. Jeremy Bentham, the father of English law, during his earlier years wrote clearly and well, but as the years went by and grew older, he gradually lost his sense of style until his latter works become most difficult to read. But in the case of Shakespeare, the latter works are mostly comedy and matured plays enriched with style and theme.

The writing skill includes a number of subskills. The subskills are :

❖ 1. Mechanics - handwriting, spelling, punctuation
❖ 2. Word selection - vocabulary, idioms, tone
❖ 3. Organization - paragraphs, topic and support, cohesion and unit
❖ 4. Syntax - sentence structure, sentence boundaries, stylistics, etc.
❖ 5. Grammar - rules of verbs, agreement, articles, pronouns, etc.
❖ 6. Content - relevance, clarity, originality, logic, etc.
❖ 7. The writing process - getting ideas, getting started, writing drafts, revising etc.
❖ 8. Purpose - the reason for writing, justification

15.4 Fluency First Approach of Writing: If English Language educators want a decrease in student frustration and an increased level of actual writing, they may

adopt this method by overlooking the grammatical errors and focusing on the ideas. The idea behind it is when creative ideas are not hindered by concerns of using correct form; ESL students are more likely to progress. This shift of focus is what MacGowan-Gilhooly (1991) calls a Fluency First Approach. She believes that only after students have learned to express themselves can they then move toward correction of grammatical errors. With this approach, MacGowan-Gilhooly (1991) saw higher pass rates among her ESL students.

In addition to the Fluency First Approach, Kasper and Petrello (1998) also suggest that the type of feedback teachers provide plays a very significant role in decreasing writing anxiety of ESL students. Mary Beaven (1977) found that teachers who used shared experiences, discussed students' thoughts, and requested additional information as feedback were most successful in decreasing students' frustration thus making them feel more confident. This type of student/teacher conferencing should also include opportunities for students to ask questions regarding the writing process or the product itself (Hyland 2000).

15.5 Preparing Students to Write

Writing skills help the learners gain independence, comprehensibility, fluency and creativity in writing

Activating prior knowledge: Activating prior knowledge is one method in which teachers can assist ESL students before they even begin writing. Making sure students

have the opportunity to think about what they already know before the task begins helps ESL students incorporate new information into existing structures of knowledge which activates long-term memory (Watt-Taffe & Truscott, 2000). Several strategies can be used to accomplish this including graphic organizers, cooperative learning, read-aloud, and group discussions. Graphic organizers can be used as visual tools for students to write or draw what they already know about a subject, for example in the genre of informational or persuasive writing.

Vocabulary pre-view: Pre-viewing vocabulary is an effective tool when asking an ESL student to attempt any genre of writing. Second language writers have a vastly different linguistic base than native English speakers who can instinctively manipulate the language (Pour-Mohammadi, Zainol Abidin, & Cheong Lai, 2012). Therefore, vocabulary is a massive obstacle for English learners creating the need for teachers to provide both definitional and contextual information about keywords. Instructors should also allow students to actively elaborate on word meanings (i.e. physically acting out a word), as well as teacher led explanations (Stahl, 1985).

15.6 Types of Writing Systems

The major writing systems developed over several civilizations of man may be divided into: limited writing systems (pictographic) and full writing systems (alphabetic).

Limited Writing System

Drawing is the major tool of the Limited Writing System (LWS). This could be in form of pictography or ideography. Pictograms are associated with the early stages of civilisation. Cuneiform writing (developed by the Mesopotamians) and Hieroglyphic writing (by the Egyptians) is good illustrative examples of LWS.

In LWS, several images are chronologically presented. For example, to express the idea: An old man is leaving the house for the farm, three images may be needed: (1)house, (2) bearded adult male, facing the farm and (3) farm.

Full Writing System (FWS).

A Full Writing System (FWS) makes use of alphabets. Unlike a pictographic system, FWS conveys no meaning to the reader who does not have knowledge of the underlying language. For instance, there is no one-to-one correspondence between the English word "man" and the concept, "human, adult, male," that it represents.

15.7 Barriers to Effective Writing

Writing has been regarded as an alternative medium of language, as it gives lastingness to speeches. Many people would say that writing is an inaccurate representation of speech. Writing is essentially an organized system. Therefore, any

disorder is likely to endanger its efficiency. Some of the greatest barriers are as follows:

- ❖ Disregard for conventional rules;
- ❖ Misappropriation of rules;
- ❖ Bad writing habits;
- ❖ Non-standardization
- ❖ Opposition to change.

Disregard for conventional rules

When the rules of standard writing system are disregarded, the ensuing writing would not be effective. If a writer decided to write in Arabic, starting from the right hand side of the page to the left, he or she is likely to encounter problems similar to those likely to be encountered by someone writing in English from the right hand side of the page to the left - just like someone walking backwards!

Misappropriation of rules

When orthographic rules are misapplied, effective writing is hindered. For example, the addition of "s" to the singular form of several words in English transforms them to the plural form. But the application of this rule to such words as sheep, furniture, aircraft, etc. will be inappropriate.

Bad writing habits

When one usually writes illegibly, illogically or haphazardly; the text would not be optimally presented. A text haphazardly written is likely to lead to a lot of confusion.

Non-standardization

A non-standardized writing system is not capable of generating an ideal text. This is because non-standardization encourages inconsistency.

Opposition to change

If a writer refuses to go along with approved changes, his or her writings may become isolated and consequently violate current norms.

15.8 What is Translated Writing?

The biggest challenge for teachers working with ELLs is translated writing. This occurs when English language learners develop their ideas in native language and then try to translate them into English. Even if they don't write this native language text down, they are thinking in native language first. When this happens, the writing is full of inaccurate verb tenses and unintelligible sentences. The chaotic structure and grammar make the writing difficult to understand.

Editing this type of writing presents insurmountable challenges for teachers. One strategy is to pick a skill, such as verb tenses, to correct. However, it is better to avoid having students write down their ideas in English through the filter of their native language. Once the student has written an incomprehensible passage, you are stuck with it.

15.9 Learning Process of Writing

Learning of writing is conscious and is thus non-spontaneous process (Thirumalai, 1990: 74). Learning of writing is often regarded as the learning of the mechanics of translating, either speech into writing, or meaning into visual symbols (Kress, 1982:5). Lado (1971: 143-47) says that learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbols of the writing system that represent the utterances one has in mind. Further, he has divided the learning process of writing into five stages as:

- ❖ 1.prewriting,
- ❖ 2.copying read texts,
- ❖ 3.transcribing,
- ❖ 4.composition and
- ❖ 5.literature.

15.10 Enhancing Effective Writing

Effective writing may be greatly enhanced by high levels of legibility, clarity and use of specific norms.

Legibility

Legibility is a yardstick of text-appeal. Whether handwritten or type-written, a text should be legible. A successful writer always aims at the highest level of legibility in order to be appealing.

Clarity

The clarity of a text determines its acceptability. When a text is written in simple and logical language, it is easy to understand.

Use of specific norms

All orthography makes use of specific conventions, which its users are supposed to be conversant with. It is, therefore, the responsibility of an effective writer to use such conventions appropriately. The use of abbreviations such as "e.g." (for example) or "etc." (et. cetera, 'and so on and so forth') is commonplace in modern

15.11 Using technological tools for writing much like a composition notebook, gives students a safe venue for expressing their ideas without having to worry about handwriting or spelling mistakes. This technique hones their vocabulary skills and gives them an opportunity to receive written feedback from an instructor, which in turn aids in reading proficiency. Another method, among many, is using online discussion boards. With this approach, students can communicate with one another as well as the teacher, receive peer feedback and practice conversational skills, all the while putting complete thoughts together in the form of typed sentences. Peer feedback is one of the most influential methods of becoming a proficient writer of English. Studies show that school age children are more conscious of their peers' reaction and perception than their instructor's, therefore, more apt to learn from their constructivism (Bitchener, Cameron, & Young, 2005). Using these technological tools can provide that much needed opportunity. By interviewing students, Ghandoura (2012) found that students thought computers made the acquisition of writing skills easier and faster. The possible downfall of these tools is that writing on computers gives an immediate alert to grammatical and spelling errors, which could become a lesson learned or a crutch. However, in a rich-technology, ELLs can become better readers and writers of English (Ismail, Al-Awidi, & Almekhlafi, 2012)

15.12 Challenges Faced By Learners Writing is the most difficult language skill for ELLs to master. It is a conscious, deliberate, and planned activity. A mono literate is a person who can read and write in a language and a bi-literate or multi literate can read and write in more than one language. A literate person in a language can convey his inner speech through written mode. That is to say that one may be literate in one language and illiterate in another language. To become a literate in another language

he must learn the written form of that language. For learning written mode of second language, in addition to L1, one requires an additional ability and time. For learning writing of L1 one need not learn words and their meaning but their coherence. Thus, one can convert his inner speech into writing without any kind of hindrance if he has literacy skill in L1 to correlate the sounds with graphemes and to sequence the graphemes into words, and words into sentences, cohering the sentences with meaning and ability to organize them in a readable manner. But, for learning writing of L2 one requires to learn deliberately and consciously each and every linguistic element through instruction or proper guidance. Further, the learning experience of L1 is different from that of L2. In the process of learning L2 writing, previous experience (that is L1) gets in the way of learning of writing in all the levels of L2. But for learning of L1 writing there is no such experience.

❖ Here are some of the challenges these students face in a writing class.

❖ English language learners have a limited vocabulary. They repeat the same words and phrases again and again. Content is restricted to known vocabulary.

❖ ELLs are reluctant to use invented spelling and content is restricted to words they know how to spell.
--

❖ Verb tenses are inaccurate. ELLs will usually write in the present tense.

❖ The chaotic structure and grammar of students' composition make their writing difficult to understand.
--

❖ Students are reluctant to share their work during peer editing. When they do share, they prefer to work with other ELLs who may not provide appropriate feedback.

❖ When ELLs read their writing aloud, they have no sense of what sounds right and what doesn't.

❖ In many cultures, students are not encouraged to express their opinions. ELLs may have little experience with creative writing to bring from their native language.

15.13 How to start Writing

When one plans to write he should be aware of LSR as well. First he should listen that language, then try to speak a few words or a few sentences, then comes reading simple books to understand the pattern and grammar of that very particular language. Here comes the time for writing. Sentence is the base of an article. So ELL should begin his writing with sentences. For example, translation, sentence pattern exchanging, and text shortening and rewriting. It helps to understand the text and write compositions. It can promote the learner's ability to condense and to use the language freely.

Mechanics of Writing

Mechanics of writing plays an imperative role in the productive skill of writing. In the process of writing, mechanism of writing involves the following activities.

1. Ability to shape the letters (graphics),

- | | |
|----|--|
| 2. | knowledge of right combinations of letters (spelling), |
| 3. | Skill of cohering words (sentence), |
| 4. | skill of composing sentences (discourse) and |
| 5. | control over punctuation (Stop, semicolon, colon, comma, etc.) |

However, in the mechanism of writing, the mechanism of reading is also found. That is, one can acquire a particular letter after acquiring to read that one. Acquiring to write a letter without acquiring to read will be merely a process of copying: one of the mechanics of writing.

15.14 Types of Writing

The purpose of writing is to convey one's inner speech to others. According to the purpose, the writing methods vary. Writing a research article to a journal and writing a letter to the editor of a journal are not handled in the same way.

So, each and every type of writing has its own method of execution. Further, depending upon the time and space, the same matter by the same author may be presented in different forms to the audience. Some of the frequently used types of writing are:

- | |
|---------------------------|
| ❖ Letter writing, |
| ❖ 2. Essay writing, |
| ❖ 3. Descriptive writing, |
| ❖ 4. Narrative writing, |
| ❖ 5. Informative, |

❖ 6. Report writing,
❖ 7. Greetings, etc.

Moreover, a writer tends to adopt a form and a method of writing from the beginning to the end of his writing. There are certain rules and formal regulations to be observed in many written correspondences and all other writings. The formal expressions in letter writing are noteworthy. For example, expressions like 'sincerely', 'faithfully', are normally expected before signing.

15.15 The Loss in Encoding and Decoding Process

While transforming the ideas conceived in the mind to the written mode, one cannot write exactly what he intends to write. The external factors like knowledge over the use of vocabulary, grammar, style, fluency etc. will affect one's writings. Some times the writer feels the transmission loss. In certain cases the writings are misunderstood and the readers do not comprehend the meaning. This transmission loss occurs in both the decoding and encoding process. In many a case, either because of the inability of the writer or because of the incapability of the reader, the expected message becomes difficult to receive. As a result, the purpose or intention of the writer is lost. This type of transmission loss will be called as loss in the decoding process.

15.16 Errors in Writing

Errors are the real indicators of the problem encountered by the learners. By identifying the errors committed by the learners, the researcher can easily point out

such areas, which need to be focused more. It is generally regarded that the students commit errors in all the levels of language, namely,

- ❖ Graphological level,
- ❖ Morphological level and
- ❖ Grammatical level

Further, it has been generally mentioned that the following are some of the reasons for the errors in the students' writing in addition to the complexity of the target language rule.

- ❖ Analogical creation / overgeneralization,
- ❖ Inappropriate use of the rules,
- ❖ Simplification of the existing rules,
- ❖ Mother tongue influence,
- ❖ Non-learning, etc.

15.17 Testing Writing

Testing the learners' writing implies identifying the errors and the mistakes found in writing of the students. Error analysis is followed to test and evaluate the responses of the informants to detect the processes involved in using the word, phrasal, syntactical, semantical categories of the language. Through identifying the areas of the errors, the areas where more concentration needed to be focused by both the teacher and the learners can be realized and relevant remedies can be suggested by which the difficulties and problems can be eliminated.

15.18 Remedies

To avoid errors in writings, students should be practiced to write stories and the written items should be spotted by the teachers and than the reasons for the errors should be indicated to the students. Further, editing practice should also be given to the students.

To prevent L1 interference on L2 sentence, various sentence types of both L1 and L2 should be differentiated and distinguished and that should be demarked to the students. The awareness about sentence types of both languages will automatically eliminate the errors in syntax. Thus, effort has to be taken to create syntactical awareness among the students.

To avoid the overgeneralization of verb forms and other grammatical items the regularity and irregularity of the language rules should be taught and reinforced.

To prevent the agreemental problems, the relationship between words should be taught and if the problems are due to L1 structure, the relationship and variation between words of L1 and L2 in sentences should be indicated to the students.

To avoid orthographical errors, an appropriate pronunciation drill should be given to the students. By the prevention of L1 sounds in their L2 pronunciation, the spelling errors can be minimised in the learners writings.

In primary schools, EFL pupils progress from writing isolated words and phrases, to short paragraphs about themselves or about very familiar topics (family, home, hobbies, friends, food, etc.)

Since many pupils at this level are not yet capable either linguistically or intellectually of creating a piece of written text from scratch, it is important that time is spent building up the language they will need and providing a model on which they can then base their own efforts. The writing activities should therefore be based on a parallel text and guide the pupils, using simple cues. These writing activities generally appear towards the end of a unit so that pupils have had plenty of exposure to the language and practice of the main structures and vocabulary they need.

At this stage, the pupils' work will invariably contain mistakes. Again, the teacher should try to be sensitive in his/her correction and not necessarily insist on every error being highlighted. A piece of written work covered in red pen is demoralizing and generally counter-productive. Where possible, encourage pupils to correct their own mistakes as they work. If there is time, encourage pupils to decorate their written work and where feasible display their efforts in the classroom.

15.19 To Sum Up

To teach writing skills to ESL students, incorporate writing into everyday tasks, giving writing practice a function, have students keep a notebook of ideas in English and use writer's workshops. Make writing more approachable to ESL students with help from a writing instructor in this free video on teaching writing.

Paper 12; Module 13; E Text

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Item	Description of module
Subject Name	English
Paper name	English Language Teaching
Module title	LANGUAGE SKILLS LSRW II (SPEAKING)
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LANGUAGE SKILLS LSRW II (LISTENING)

In this paper on ELT, we are trying to identify the performance and areas of problems in the process of learning of four linguistic skills of English language. This module 13 is based on second skill Speaking.

13.1: Learning Objectives

- ❖ To identify the communication strategies adopted by the L2 learners whenever they find linguistic gap, and while they encounter the problems during the process of learning the oral communication.
- ❖ To identify the inter and intra lingual communication strategies adopted by the students while making oral communication and to evaluate their speaking skill.
- ❖ To suggest remedial measures to improve all the four skills of English.

13.2 : Speaking Skill :An Introduction

There are four basic linguistic skills necessary to acquire linguistic competence: oral comprehension (Listening) oral production (Speaking) written comprehension (reading) and written production (writing). The receptive skills (oral or written) are always developed before the productive skills. It has also been observed that receptive skills tend to be four times more developed than productive skills during the process of learning a new language. In the early phases of learning, it is necessary to favor oral language rather than written, in order to make FL/L2 learning as similar as

possible to the acquisition of L1. The form and meaning of speaking depends on the related contexts. It includes the participants themselves, their collective experience, the physical environment and the purpose of speaking.

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

“Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts.”

These definitions of speaking skill indicate towards the required communicative skills.

Penny Ur(1996) in her ‘A Course in Language Teaching: Practice and Theory ‘ states that of all the four key language skills, speaking is the most important in learning a second or foreign language. She continues to state that speaking includes all other skills of knowing that language. It is only through speaking skills that one exhibits linguistic, strategic and communicative competence.’

13.3 Speaking Situations

There are three major kinds of speaking situations

- ❖ Interactive speaking
- ❖ partially interactive, and
- ❖ non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

Partially interactive speaking situations are where listeners are passive. For example when one delivers speech to a live audience, where the resolution is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Non-Interactive Speaking Situations are there such as when recording a speech for a radio broadcast. One speaks for the listeners but presence of listeners are not noticeable.

13.4 Speaking Skill, Speech and Spoken Language:

Burns and Joyce(1997),commented on the nature of Speaking in the following way:

‘ Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.’ Spoken language has wider range of functions to perform than the written language. They start from casual spontaneous conversations ending with formal speeches and so on. Written

language tends to serve rather specialized functions at the formal level.

Speech is the first and foremost form of communication. It occupies a predominant position in enlightening the minds of the people. Information is understood and processed easily through speech rather than writing. Speech is a biologically endowed behaviour of human beings.

Speech is the great method through which human co-operation is brought about. It is the means by which the diverse activities of man are coordinated and correlated with each other for the attainment of common and reciprocal ends (De Lauguna, 1927: 19).

Speech is an activity. Whilst language is the structural pattern of system we use to convey our message in speech. The pattern of the language exists of words and of the structured relationship between words and phrases, which is known as grammar (Mitchel, 1973: 1)

One may possess mono-or bi-or multilingual potentiality. He may express his inner speech fluently through all the languages he knows. But, a monolingual cannot express his views other than the L1. If he wants to become a bilingual, he should learn a language in addition to his L1. The additional or second language may be learned in school atmosphere or in society where it is used in real communication. Learning/acquiring spoken mode of an L2 is different from that of L1 as said earlier. If an L2 user has linguistic skills to steer the language fluently with the native speaker of that language, he may be considered as an actual speaker of that

language, otherwise he is not. In the process of learning spoken mode of L2, the learner encounters difficulties because of the inter and intra lingual factors, language shock, cultural shock and so on. However, difficulties and problems are inevitable in the process of learning spoken or written mode of the L2.

13.5 Need for Teaching Speaking Skills: In his article, 'Training Speaking: Misconceptions about Teaching Speaking Skills in English', Minda Mora, argues that the goal of teaching speaking skills is to communicate effectively. Teachers should aim at enhancing learner's ability to make them understand and to make use of their current proficiency to the fullest. They should avoid confusion in the message due to faulty grammar or vocabulary, and to apply the social and cultural norms of communication. Research findings point that teaching vocabulary or lexis in context is highly beneficial to improve speaking skills.

Some of the speaking skills that can be taught to beginners are:

- ❖ Addressing people In English
- ❖ Conducting conversation through telephone
- ❖ Making Oral Presentations
- ❖ Public speaking
- ❖ Reporting
- ❖ Negotiating
- ❖ Clarifying
- ❖ Problem solving etc.

13.6 Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

1. Operating minimal responses

Language learners, who do less talking because of not being confident, should be encouraged to participate by building up a stock of minimal responses that they can use in different types of exchanges. Minimal responses are predictable, often idiomatic phrases that express understanding, agreement, doubt, and other responses.

2. Comprehending scripts

Some situations for communication are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the interactive exchanges involved in activities such as obtaining information and making a purchase. In these scripts, communication between the first speaker and the other can often be anticipated. Through interactive activities, instructors can give students practice in managing and changing the language that different scripts have.

3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

13.7 Micro-skills involved in Speaking

The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.

- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what is being said.

13.7 Language Learning and Dyslexia in the Multilingual Society: Phonetics and phonology.

While learning English as a second language, we realize that this includes sounds that do not exist in our mother tongue. Under the influence of the linguistic input of L1 this ability is lost or drastically reduced, so that we can only discriminate those sounds that we need to distinguish meanings in our mother tongue, and that are therefore functional to communication.

Phonetic skills are often neglected in language teaching, but are extremely important especially for students with dyslexia who may have particular phonological difficulties. It is very important for the language teacher to be able to bring the student's attention to the similarities and differences in the sound inventories of the languages, to train their sound discrimination abilities as well as sound production. "The competence in a spoken language consists of the ability to use the sounds that form words and sentences, in order to convey meanings. In order to speak we need to be able to articulate, through particular movements of the oral articulatory organs, the sounds of our language and, in order to understand the spoken language we need to recognize the same sounds in all the various auditory stimuli, that we perceive in the surrounding environment." (Nespor & Bafile, 2008)

‘First of all we should not forget that phonetic competences are the first to be acquired spontaneously in the mother tongue, but they are not acquired so spontaneously in a foreign language. For students with dyslexia, phonetic competences tend to represent a weakness. In these students, any phonological difficulties encountered in the mother tongue are usually transferred to the new language to be learnt.’ (Daloiso, 2011).

Learning new sounds, then, requires some explicit teaching at all ages (even for pre-schoolers). So it is necessary for the language teacher to have some basic knowledge of phonetics, and to be able to retrieve information about the sounds of the languages represented in the classroom. This allows the teacher to help students learn to discriminate and produce the sounds of the new language.

In order to be able to speak and communicate in a new language, it is necessary to be able to discriminate and produce the sounds of that language, through the correct movements of the articulatory organs. First of all, when in the presence of a new sound, we need to understand which organs we should move and how to move them, in order to acquire and consolidate new articulation habits.

13.8 Speaking Skill and Communicative Competence: The speaking skill is often discussed within the context of a theory of communicative competence. Communicative competence describes a language learner's ability to communicate

appropriately within a given situation. Canale & Swain (1980) outlined four components of communicative competence. These are:

• Discourse competence,
• Grammatical competence,
• Sociolinguistic competence and
• Strategic competence.

In terms of speaking, learners demonstrate communicative competence when they choose the correct words/phrases to convey their meaning while showing an understanding of the particular sociocultural or sociolinguistic context in which they speak (e.g., choosing language to be polite or formal based on the situation). Speakers also show communicative competence when they can compensate for language deficiencies such as using other words to describe a concept for which the speaker has no word (Martinez-Flor, Usó-Juan & Soler, 2006).

An important area of research that has influenced speaking instruction is the discovery that much language use is formulaic. For example, when greeting someone in English, it is likely you say, "Hi. How are you?" and the hearer responds, "Fine, thank you." Speech Act research has identified multiple situations where language is formulaic such as in greetings, thanking, requesting, apologizing and complimenting (University of Minnesota, 2007). These formulas, in their appropriate context, can be directly taught to L2 learners to quickly increase their proficiency.

Bottom-up processes related to speaking include the ability to pronounce the sounds of the language, to recognize how words are segmented and to use rhythm, stress and intonation correctly. While pronunciation is taught as a speaking skill and

pronunciation can improve through practice, it is also recognized that adult second language learners rarely achieve native-like proficiency.

13.9 Process of Communication

The term "communication" can be defined as the process through which inner speech of the communicator is conveyed to others. The complete communicative process is the hierarchical arrangement of the various components of communication. They are as follows:

Intended Message: intended messages can be abstract ideas and feelings of speaker who wishes to communicate.
Encoder: The encoder is the person who has intended messages in the form of words and gestures
Signals: Signal is the encoded message transmitted in the form of the mechanical impulse.
Decoder: Decoder is the person who receives communication signals into meaning and idea
The received Message: Received message is the result of decoding communication signals.

13.10 How to Learn Speaking

The development of spoken language is not merely expressing the structure of language. The development of spoken language involves the development of pragmatic usage in addition to the development of pronunciation, constructing words,

phrases, sentences and discourses. Discourse in learning of second language, plays a vital role. The teaching of second language fulfills when the learner comes to know how the second language works in discourses. Barns and Seidlhofer (2001: 211) say that 'learning speaking involves developing subtle and detailed knowledge about why, how and when to communicate, and complex skills for producing and managing interaction such as asking question or obtaining in turn'. It is viewed commonly by the applied linguists that the second language is learned as the first language learning. The stages of the learning the speaking skill of L2 are same as learning of speaking L1. The problems encountered by the learners in the process of learning subtle, and detailed knowledge, show the gradual development of spoken language. The purpose of the learning second language fulfills when the learners use language with the real people for real purpose.

13.11 Avoidance for speaking

Students avoided speaking or talking with the researcher in English. Reasons for the avoidance are that the learners do not want to show their inadequacy in the second language to others. So, to conceal their linguistic inadequacy, the learners follow the strategy of avoidance. Further, the anxiety, language shock and culture shock are yet another factors which lead them to the use the strategy of avoidance.

Syntactic Avoidance

Sentence avoidance is a strategy adopted by the learners to conceal their linguistic inadequacy. Upon questioning, the student has given one word answer instead of constructing sentence or giving complete answers as mentioned below.

Semantic Avoidance

The learners evade from communicating a given content for which appropriate target language rules and forms are not available to them by talking related concepts which may presuppose the desired content.

Literal Translation

The learners follow word for word translation from the native language to L2. The samples from the corpus are as follows.

The appearance of word - for-word translation, while producing second language structure is due to the L1 interference. The learners relate the L1 words with the L2 words which are stored in their mental dictionary without considering or realizing the sentence structure of L2. Thus, the learners tend to express what they intended to say by translating the word for word applying the L1 structure .

Fillers

In certain cases the students use the fillers to conceal the internal process taking place in the inner minds of them. The fillers may be of the user's pet words or expression, which literally do not carry any meaning. The hindi speakers also avail such fillers like arre, what I mean etc., and a sound like mmmm., by which users take time to get the word they search for.

The samples indicate that the students initiated to speak on a topic, but while they face difficulty in the process of communication, they use sounds like mmm... and then L1 words ,then again they continue their speech. So, the use of fillers indicates the learners' mental search. After getting linguistic elements and information from

their mental dictionary, they continue their linguistic behaviour. This is another type of peculiar strategy adopted by the learners to fulfill the ontogenic linguistic developmental gap they face in the process of communication. In certain contexts, the learners use the sound mmmm... alone without L1 words as a gap filler as indicated below.

In some cases instead of fillers, the learners take long pause. It can be seen explicitly in their linguistic manifestation.

I don't like to ... I don't like to ... speak more.

I fly ... away

I control of ... myself.

The dots in the samples suggest the long pause and then the learners continue the sentence or passage after getting the clues. So, both the fillers as well as long pause signify the learners' mental searching processes for apt words or linguistic elements.

Self Repairing

Self repairing is yet another strategy being adopted by the learners whenever they realize that there is something incorrect in their speech. The learners felt that they have gone wrong somewhere during the execution of the sentence and so they adopted this strategy in order to correct themselves.

I will take more time and hard word for doing ... (self correcting) completing.

He will encourage me more ... to get more marks in another test ... (self correcting)
other test also.

The learners have corrected the words as 'completing' for 'doing' and 'other' for
'another' the self corrected words in certain context go wrong.

The learners follow the strategy of self correction not only at the word level but also
at grammatical level as given below.

I saw many natural place ... (self correcting) places.

Repetitions: Sometimes the learners tend to repeat a sound, word or several words
and take time to think of the next word, for example:

Computer can read out ... read out to the blind people.

I ... I feel very happy.

Eighteen ... eighteen year old.

mmm... I spend my leisure time in my nature of my pet animals ... mmm... pet
animals.

Voice Reduction

Voice reduction is a strategy adopted by the learners when the learners feel what they
are about to say is incorrect. Instead of avoiding to utter the word or seek help, they
utter the word with their voice reduced. This makes the learners confirm that the
hearers have not heard what has been told, and also they have the satisfaction of
having completed the sentence.

Word Coinage

The learners create or coin certain new words in order to communicate a desired concept or whenever they find gap in the mental lexicon for expressing communication.

Ko:li+form > Koliform for poultry form
Progash + card > progashcard for progress report

There are 10% of the students who have invented new words in their communication.

Language Switching

The learners use the native language terms without bothering to translate it to the second language terms.

For instance, the speakers have the tendency to add simply 's' to all singular nouns whenever the need for the use of plural arises.

Childs for children

Mans for men

Another strategy, in the area of morphology, adopted by the learner is analogical creation. For instance, as for as English is concerned, the suffix 'ed' is mostly used while changing the verb into a past tense form. But, certain verbs are exceptional to this rule.

For example

buy	-	bought
see	-	saw
go - went		

The learners have acquired the uniform change, namely, adding - 'ed' to the verb while making a present form as past form. But the exceptions are not properly learned or even after learning, they have difficulty in using them appropriately. As a result, the above mentioned words in English are conjugated by following the general rule of adding the past tense marker - 'ed' with the basic present tense form. Thus, the terms produced by the students are as follows.

buyed for bought

seed for saw

runned for ran

gived for gave

goed for went

13.12 :Remedies

To enhance the linguistic and communicative competence of the students in the English language, the following remedies will be helpful, and these remedies would eradicate or at least minimize the problems encountered by the learners in the process of learning oral communication.

To develop linguistic competence of the students, the language may be taught linguistically. That is, linguistic approach in teaching of English from the beginning may be helpful for the development of competence in English.

Different types of conversational discourse of L2 may be taught, and the students may be given enough time for the development of conversational discourse in the school hours. The conversational discourse training will eliminate language shock and

cultural shock. Further, that will help to develop communicative competence of the students.

While teaching vocabulary of English, the grammatical functions of words should be taught. Further, the words should be distinguished and differentiated in addition to the semantic value of those words.

The similarities and differences between L1 and L2 may be taught especially while teaching syntax, which will eliminate the habits of literal translation from L1 to L2.

While teaching pronunciation of words, the phonetic similarities and differences of the phonemes may be demonstrated in the classroom, and practices may be given in this area properly. Further, the awareness about the interference of L1 in the pronunciation of foreign sounds should be given timely to the learners.

The students may be motivated to interact with teachers and peer groups in second language in the home front in addition to the school atmosphere. Further, watching English programs, on TV listening to radio, local reading and reading dailies would help to develop the spoken language of English.

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Relationship of speaking and listening

Speaking is often connected with listening. Speaking and listening are closely related skills, for one rarely occurs without the other. In the classroom, speaking has frequently received more attention, for it is the primary skill learners, want while learning a language.

For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. It can create a fresh environment for speaking language. The two-way communication can lengthen the dialogue limitlessly. This is its advantage. At the same time, if the speakers want to give the correct response, he has to think hard, the sentence is not easily forgotten which is created by themselves through thinking, sometimes with the teacher's hint.

13.13 Speaking tips

- Developing speaking skills will involve gaining fluency in spoken interactions with others, as well as practicing the pronunciation.
- Use new language skills repeatedly with people face to face or over the phone.
- To practice pronunciation one should try reading aloud newspaper/dialogue or repeating after a recorded text, trying to reproduce the pronunciation and intonation of the original.
- Record the voice and listen back to try to identify one's own strengths and weaknesses as a speaker.
-

13.14 Speaking Activities

First of all level of language listening must be higher than the level of language production. Speaking activities should enable the learners to participate with a minimal verbal response. However in the last levels, they are encouraged to begin to manipulate language and express themselves in a much more personal way.

In primary schools two main types of speaking activities are used. The first type, songs, chants, and poems, encourages pupils to mimic the model they hear on the cassette. This helps pupils to master the sounds, rhythms, and intonation of the English language through simple reproduction. The games and pair work activities on the other hand, although always based on a given model, encourage the pupils to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation.

In order for any speaking activity to be successful children need to acknowledge that there is a real reason for asking a question or giving a piece of information. Therefore, make sure the activities you present to the pupils, provide a reason for speaking, whether this is to play a game or to find out real information about friends in the class.

Once the activity begins, make sure that the children are speaking as much English as possible without interfering to correct the mistakes that they will probably make. Try to treat errors casually by praising the utterance and simply repeating it correctly without necessarily highlighting the errors. And finally, always offer praise for effort regardless of the accuracy of the English produced.

In some cases, attention or memory problems can cause problems with oral production or interaction with others: a student may not be able to recall a word or a concept they would like to express (due to a difficulty with their working memory); or their attention may be diverted by external interference while they are trying to understand or transmit a message.

13.15 Assessment of Speaking Skill:

A. Assessment: Assessment can focus on the sounds of speech that people use to create an image of themselves to others. By using speech and pausing, and variations in pitch, volume and intonation, they also create the texture of their speech.

B. Pronunciation: To be an effective communicator one's pronunciation should be accurate. Otherwise it will adversely affect comprehension.

C. Interactive efficiency: It can be assessed by student's use of stress and intonation to highlight important phrases or his ability to suggest special meaning.

D. Grammar: The grammar that is evaluated in speaking should be specifically related to the grammar of speech. There is a movement from making many errors to a few errors.

E. Proficiency in delivering formal and informal talks. The use of vague words and effective use of generic words is the hallmark of spoken interaction.

F. Fluency. Hasselgren (1998) is of the opinion that the more small words a learner uses, the better will be the perceived fluency.

G. Nonverbal Behaviour: appropriate gesture, and stilted attitude enhance communication.

13.16 Summing Up :Speech plays a vital role in maintaining the relationship between and among the people. It is found that in the process of learning to speak, the students followed certain strategies in their communication to conceal their linguistic inadequacy. The avoidance is the first and foremost strategy followed by the students due to the anxiety, language shock, cultural shock and the linguistic inadequacy. Syntactic avoidance is yet another type of strategy, in which they have avoided to construct sentences. Instead of constructing sentences, they have given elliptical responses for the questions asked. The strategy of semantic avoidance is of peculiar type, in which the students have avoided to follow semantic co-operation for the questions asked.

The learners follow the word-for-word translation from the native language to L2, and use the fillers in their communication whenever they encounter gap and linguistic inadequacy. Self-repairing, drawling and repetition are yet another types of strategies followed by them. In the strategy of self-repairing, certain vocabularies, grammatical items are self-corrected. Sometimes, the self corrected items have gone wrong. Drawling is of lengthening the syllables. This strategy provides time to the speaker to search for the forthcoming elements. Repetition, is also one of the strategies followed by them. In this strategy the students have repeated certain items such as words, partial sentence and full sentence. It is found that the repetition of full sentence gives more time to the learners than the word or partial sentence repetition.

Message abandonment is a strategy followed by the students. The students initiate the communication on a specific topic, but in the middle they cut short due to difficulty, and due to the anxiety about the linguistic elements in the target language system.

The students reduce their voice when they feel that they are incorrect.

The strategy of voice reduction shows that they have no confidence in L2. Resource expansion strategy is yet another peculiar strategy whereby the learners attempt to increase their linguistic resources instead of giving required enough response.

Further, it is observed that some of the students have invented certain new words in their oral communication, when they fail to find appropriate word or for the word which is absent in their mental lexicon. In certain contexts, the students follow the code switching strategy. That is, they use certain L1 words in L2. Approximation is another strategy in which the learners have used the approximate items instead of correct ones. However, this approximate words share near semantic feature.

In addition to the above strategies, the learners follow the inter and intra lingual strategies. The learners adopt the strategy of inter lingual transfer when there is a difference between first and second language. The inter lingual strategies are phonological interference, diminishing diphthong, vowel lengthening, avoidance of initial consonant cluster, addition of vowel at the end position of word and development of consonant sounds.

Paper 12; MODULE 12; E Text

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(B) Description of Module

Item	Description of module
Subject Name	English
Paper name	English Language Teaching
Module title	- LANGUAGE SKILLS LSRW I (LISTENING)
Module ID	MODULE 12
Key words	Bottom-up Processing; Communicative Competence; Four skills; Listening Comprehension; Multimodal; Reading Strategies; Schema Theory; Speech Act; Top-down Processing

Language Skills LSRW I (Listening)

12.0 Learning outcome:

This module deals with the Language skills in general and Listening skill in particular. Other three skills Reading, Writing and Speaking will also be discussed. Multiple-choice exercises will help them in assessing their knowledge and understanding of the work. Bibliography, list of websites and You Tube videos will help them in their in-depth study and further reading. Critical quotes and quotes from the book will also help them in understanding various aspects of the module.

12.1 Introduction : LANGUAGE SKILLS : LISTENING

God gave us two ears and one mouth so that we can hear twice as much as we say.

Languages are generally imparted and evaluated in terms of the 'four skills': listening, speaking, reading, and writing. Listening and Speaking Skills are known as oracy and the Reading and Writing are known as literacy; both oracy and literacy form linguacy.

Among these four skills, listening and reading are used as the channels of receiving information. Thus, these two skills are called as receptive skills.

The remaining two skills, speaking and writing, are used as channels of sending information. Thus, these two skills are labeled as productive skills.

Language Skill is the 'ability to comprehend receptive language and use expressive language to communicate. 'A student who has good spoken language skills will more easily master reading and writing skills.

Through daily activities, teachers provide learners with opportunities to develop each skill: students *listen* (to the teacher use the target language, to a song, to one another in a pair activity), *speak* (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), *read* (instructions, written grammar drills, cards for playing games, flashcards) and *write* (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry). These four skills, as they are referred to, are interrelated because using a language generally requires using more than one skill at a time. However, learners can be more competent in one skill than another. Language teachers must teach students in a way that encourages mastery of all four skills. The research on the skills draws from linguistics, psycholinguistics, psychology and cognitive science.

LSRW: Speaking Skill

Speaking is a creative act where the speaker must have an idea whatever he wishes to express, either introducing the oration, or conversation or responding to former speaker. Speaking skill contains:

- ❖ Capability to speak without grammatical errors,
- ❖ Knowledge of where, when, why, how and what to speak
- ❖ Appropriate pronunciation and ability to present in comprehensible method,
- ❖ The awareness of the lexical, grammatical, and cultural features of the language.

Reading Skill

Reading is considered as an understanding of written signs and codes, which consist of recognition and comprehension skills. While reading, a reader interacts with a text, decodes it, and constructs meaning in the process. The reading involves

- ❖ The knowledge of the language,
- ❖ The knowledge of the writing system,
- ❖ Ability to recognize the phonemes,
- ❖ The ability to interpret and comprehend the texts, etc.

Writing Skill

Writing is the process of transporting one's thought through written symbols. The writing skill includes:

- ❖ Capability to shape the letters,
- ❖ Skill to convert the ideas using the written symbols,
- ❖ Talent to write without grammatical errors,
- ❖ Ability to present and organize in a readable fashion, etc.

12.2 Listening Skill: A method of understanding the spoken language

Listening is a precondition to other skills of language. The activity of listening is not an act of just recording the speaker's statements and reciting them as a copycat or as an imitator. It is a method of understanding the spoken language. Listening involves:

- ❖ Obtaining the methodical sounds of the language,
- ❖ Managing and constructing sounds into words,
- ❖ Giving meaning to the words and getting meaning from the words received,
- ❖ Capacity to interpret and grasp the speaker's statements, etc.

Listening is a challenging language skill because listener feels himself under unnecessary pressure to understand every word. As a teacher it is important to prepare students for the listening task well before they hear the text itself. First of all the teacher must ensure that the students comprehend the language well.

Learners hear spoken language before they speak it; many learners exhibit a silent period in their language development when they can comprehend more language than they can produce (Brown, 2001). The importance of listening as a source of input is widely recognized, yet listening, as a discrete skill with its own set of strategies has not always been emphasized in the classroom. In the 1950s and 1960s, students spent

many hours in language labs and the classroom completing listening/speaking drills, but the purpose was for students to repeat sounds accurately, not necessarily to improve listening comprehension. In the 1980s, listening became more important with the advent of Krashen's (1995) concept of comprehensible input, which said that learners need to be exposed to massive amounts of comprehensible language in order to acquire it. Today, with a greater emphasis on the importance of all four skills, listening receives attention in its own right, and the focus in the classroom is on learning how to listen through the application of listening skills and strategies.

Four primary goals for listening instruction are:

- To improve learner's comprehension of spoken language;
- To increase the quality of learners' uptake (i.e., the words actually retained) from spoken input;
- To develop learners' strategies for understanding spoken discourse;
- To encourage learner participation in face-to-face communication (Rost, 2006).

In our first language, we have all the skills and background knowledge we need to understand what we hear, so we may not judge the intricacy and complications of the process. Learners cannot improve their listening comprehension of second language without practice. In our lives the verbal messages are deciphered not only by the spoken words, but also by the situation, the speaker, and visual clues. That's why students should be introduced to the listening activity within the context of the topic of a teaching unit. Yet the four skills do not exist as separate entities within the language; to the contrary, all of the skills are interrelated. When students are in a

conversation, they are not just speaking, but also listening. When students listen to a lecture in class, they may also take notes. At the same time, it is possible for students to be more competent in one skill than another. Students from some language backgrounds may have no trouble reading and writing in English, but find the sounds of the language more difficult to produce. On the other hand, students from orally based cultures may find it easier to speak than to write. Some students can speak a lot, but cannot understand much of what they hear. The task for the language teacher is to provide instruction that facilitates the development of all four skills.

While the four skills are inseparable in terms of their use, research on the teaching of the four skills typically focuses on one component skill with the aim of better understanding the processes involved in the acquisition of that specific skill. The research draws upon developments in the fields of psychology, linguistics, psycholinguistics, and cognitive science. In the sections that follow, the research and theories related to each of the four skills are presented.

To expand the vocabulary of second Language learner and to improve their listening comprehension, teachers can introduce a lot of listening activities. For example, people know that the largest difference between mother language learning and second language learning is the environment. Most of the students don't get such congenial atmosphere at home as they learn second language only in formal places and classes.

12.3 ROLE OF TEACHER WHILE TEACHING 'LISTENING 'AS A LANGUAGE SKILL

A competent teacher may make his students comfortable by telling them that they do not need to understand and evaluate every word they hear. The important part is to anticipate what they are going to listen. ‘The teacher can support them more by asking questions and using the illustrations to support students to envisage the answers even before they hear the text. ‘ While listening the students should be able to **focus** on understanding the message so make sure they are not busy otherwise in trying to read, draw, and write at the same time. Always give a second chance to listen to the text to provide a new opportunity to those who were not able to do the task. Finally, after the activity teacher should invite answers from the whole class. Then play the cassette again/read the text again and allow students to listen again for confirmation. Even if the students appear to have finished the assignment successfully, teacher should always inspire them to listen to the text once more and check their answers for themselves.

To foster better listening skills, teachers need to provide input that is relevant, authentic and not too difficult. Relevancy is important because research shows that for learners to turn input into uptake, they must find the language to be personally significant. White (2006) suggests that students should be allowed to choose what they listen to, and design their own listening texts and tasks. Authenticity refers to whether the language in the listening task is language the student would actually hear in a similar real-world situation. Texts should include examples of pauses, false starts, redundancy, etc. Level of difficulty refers to the overall comprehensibility given many variables such as length, rate of speech, text organization, etc (Rost, 2006).

Teachers should also encourage students to use both top-down and bottom-up processing strategies. Top-down processing occurs when students utilize their prior

knowledge to help them understand a speaker. For example, a student may infer what a speaker intended to say given the learner's understanding of the topic. Bottom-up processing occurs when listeners focus on the sounds, words, patterns, etc. of the language. Rost (2006) identifies two important phonological processes that help listeners identify words in a stream of speech: feature detection and metrical segmentation. Feature detectors are phonological processing networks in the brain that respond to specific sounds. Although children are born with the ability to hear all sound combinations, adults only hear the sounds for their native language(s). This means that adult listeners will experience perceptual difficulties when decoding streams of L2 speech. Metrical segmentation refers to a listener's use of stress, intonation, timing rules, etc. to turn speech into words. This kind of processing can be improved through training.



12.4 Why listening is important

Listening=45 percent

Speaking=30 percent

Reading =16 percent

Writing= 9 percent

For all practical purposes, students (and even teachers) often stop to give listening its due importance. It should not be difficult to comprehend the importance of listening as it occupies about 45 percent of the time adults spend in communication. 'Listening is the first and foremost language mode that children acquire which provides the basis for the other language arts (Lundsteen, 1979).'

The importance of Listening in the process of acquiring / learning language cannot be underestimated. Any obstruction in the listening action will disturb the linguistic development of other methods. Children effortlessly listen to the language spoken around them and grasp it as their first language within one year right from their birth; afterwards they start taking part in acquiring language skills. But this is not the case with the second language learning, where the listening is willingly made hobby, forced work or curriculum. During this methodical learning, learners are made to involve in listening to L2 where the linguistic tones are imparted gradually.

'The linguistic items like phonemes, morphemes, lexical items, grammatical items, syntax and semantics are taught to listen in order to develop other modes of language - viz., speaking, reading and writing.'

Listening is also important because it:

- Occupies a big chunk of the time we spend communicating in the language. Think about the times you spend listening to others speak or listening to songs, news, lectures, YouTube, etc. Recent advances in technology have served to raise the profile of the listening skill in language teaching.

- Provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular.
- Promotes non-linear processing of language and encourages learners to develop "holistic" strategies to texts.
- Listening enhances good customer relationships. Effective listening is vital to the development of good customer relationships. This can improve quality, boost productivity and save money for the organization. Poor listening can have the opposite effect.
-

12.5 Purpose of Listening

Wolvin and Coakley (1985) delineate five specific purposes of listening as :

- ❖ Discriminative listening
- ❖ Aesthetic listening
- ❖ Efferent listening
- ❖ Critical listening
- ❖ Therapeutic listening

A. Discriminative Listening

People listen to distinguish sounds and to develop sensitivity to nonverbal communication.

B. Aesthetic Listening

People listen aesthetically for pleasure, to a speaker or reader when they listen for enjoyment. For example: Listening to stories or reciting a poem

c. Efferent Listening

People listen efferently to understand a message, and this is the type of listening required in many instructional activities. Students determine the speaker's purpose and then organize the information they are listening to in order to remember them.

e.g. Note taking

D Critical Listening

People listen to get information and then to evaluate a message. Critical listening is used when people listen to debates commercials, political speakers and other arguments.

E. Therapeutic Listening

People listen to allow a speaker to talk through a problem.

12.6 Listening challenges for English language learners

There are many challenges an individual may face in understanding a talk, lecture or conversation in a second language (and sometimes even in their first language). They may be :

- The speaker,
- The situation
- The inability of the listener

There may be some Causative factors as well. They include:

- The speaker talking quickly
- Background noise
- Lack of visual clues
- The listener's limited vocabulary,
- a lack of knowledge of the topic,
- and an inability to distinguish individual sounds.
- **Difference Between Written English and Spoken English:** Listening in a second language is difficult because spoken language often differs deeply from the grammatically correct written language offered in the classroom. People, for instance, often speak in incomplete sentences or use colloquial language and slang because their purpose or motive is just to communicate. They shrink and downgrade language e.g. 'Do you want to go?' turns into 'You wanna go?' In speech, there may frequently be false start, incomplete sentences, different pronunciations etc. Along with these, listeners may have difficulty deciphering

intonation, stress and rhythm, or understanding speech that has few pauses (Brown, 2001; Mendelsohn, 2006).

One reason that listening English language from native speaker is difficult to understand is that the English in textbooks is very different from how people really speak. People use different words and phrases in spoken English than they do in writing.

- They use slang.
- They say "um", "hmm", "ah", "uh", etc.
- They skip the word "that" when using relative clauses etc.
- They speak very fluently.
- Native English speakers pronounce words differently when they say them together than when you say them one-by-one. This is called "connected speech".
- (*W'joominehand'nmethabagovethare? ("Would you mind handing me that bag over there?")*)

12.7 Listening Identified Characteristics

Brown and Rubin (1994) has presented an excellent review of 'listening identified characteristics' that affect listening:

- ❖ Text characteristics.

- ❖ Interlocutor characteristics.
- ❖ Task characteristics.
- ❖ Listener characteristics.
- ❖ Process characteristics.

By way of illustration, here is a brief synopsis of Brown's characterization of the first of those characteristics, those related to the text itself. It has been shown that a listening text will be easier:

- ❖ If there are few speakers and objects.
- ❖ If the speakers and objects are distinct and different from one another.
- ❖ If the order of telling the events matches the order in which the event occurred.
- ❖ If the inferences called for, are those that one would have predicted.
- ❖ If the context of the text fits with what the listener already knows (exploiting and existing schema).

12.8 LISTENER VS SPEAKER

It is a common belief that the speaker specifies meaning and the listener grasps it, as the speaker conveys it. But if the listener takes direct literal meaning of word instead of contextual meaning, listening becomes irrelevant. Now we may have two meanings, one is speaker's meaning and the other is listener's meaning, as understood by him. Co-operation in sending and receiving meaning is important. Here comes the importance of context. Segardahal (1996) has distinguished two types of meaning. 'One is constant linguistic meaning and the other is varying situational meaning.'

An act of communication requires encoder-the speaker and decoder-the listener. The speaker encodes the concept or message through a set of code.

The listener decodes the concept or message from the set of code used by the speaker. That is, on the one hand, the act of encoding involves cohering the sounds into words, words into sentences, sentences into discourses. On the other hand, the act of decoding involves identifying the sounds, understanding the utterances and their meanings, and recognizing the prosodic features like tone, intonation, pitch, stress, etc. used by the speaker.

For the effective exchange of information, both the speaker and the listener are expected to be equipped with the competence of the language that is used. That is, the same level of competence is expected from the listener and the speaker as well. Any shortcoming in the linguistic competence of the listener or the speaker, would affect the communication. So, both the polarities should be more or less equally equipped with the linguistic competence of that language for effective and efficient communication.

12.9 Strategies for Developing Listening Skills

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation. Listening specifies the auditory input that serves

as the basis for language acquisition and empowers learners to intermingle in spoken communication.

Listening Strategies

Listening strategies are techniques or activities that provide directly to the comprehension and reminiscence of listening input. Listening strategies are dependent on listener's progressions and activities and his contribution.

'Richards (1990) draws two way process of listening comprehension: **bottom-up and top-down processing**. 'Bottom-up process is the use of incoming data as a source of information about the meaning of the message. Top-down process is the use of background knowledge in understanding the meaning of a message.'

Top-down strategies are listener based. The listener uses the circumstantial knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- ❖ Listening for the main idea
- ❖ Predicting
- ❖ Drawing inferences
- ❖ Summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- ❖ Listening for specific details
- ❖ Recognizing cognates
- ❖ Recognizing word-order patterns

Metacognitive Strategies

Strategic listeners also use ***metacognitive strategies*** to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension

improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.

- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

12.10 ACTIVE LISTENING VS PASSIVE LISTENING

- “It is not enough for students to merely listen to audio assignments. Students must use strategies that make them active, not passive, listeners. To understand the difference between active and passive listening, students need direct instruction on strategies that work” (Vandergrift, 1999; Goh, 2008; Vandergrift & Tafaghodtari, 2010).
- To accomplish this, teachers should use time in class to model effective strategies and evaluate students’ use of them. Students who use before-, during- and after-listening strategies develop skills that enable them to monitor their own metacognitive processes. Listening comprehension is the basis for speaking, writing and reading skills. To sharpen listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to.
- To demonstrate good listening strategies, teachers should preselect short audio articles or lecture excerpts that are normally used in their classes and describe for students what kind of thinking they can do before, during and after listening.

- **12.11 Active Listening Strategies**

Before-Listening Strategies

- *1. Connect* : Build connections between what is known related with the topic and what is going to be heard.

-

- *2. Predict*

Make guesses about what could be learnt after listening. Guessing helps brain focus on the assignment. It doesn't matter if guesses are right or wrong.

-

- *3. Talk About New Words*

-

One should make a list of preselected vocabulary words from the project. If words are new, talk about them with a friend or use a free audio dictionary such as <http://www.dictionary.com>.

- **During-Listening Strategies**

- *1. Listen for Answers*

Looking for answers to questions gives a reason to listen and keeps mind active and alert. For example, if the title of a speech is "The Science and religion," Question may be "How can religion be rational or scientific?" or "What is the connection between science and religion?"

- *2. Take Notes*

-

Writing notes helps in remember ideas. Outlining and layering information is always a good idea, but try other imaginative ways of taking notes: Use

connected circles and shapes, create a chart, or draw a map. Use abbreviations and symbols that help you keep up with the speaker's rate of speech.

-
- *3. Re-listen/Find a Fix*
-

The best way to fix things is to re-listen. Sometimes a quick backpedaling and re-listening to a line or two can quickly clear up confusion. If you can't re-listen, shift to a different listening strategy that helps you regain your focus.

- **After-Listening Strategies**

- *1. Respond*

'What do you agree and disagree with? What parts do you like best? What parts are confusing? Use symbols, such an exclamation mark (!) before an idea you like or an "X" next to something you disagree with, that help you quickly write your reactions so you won't forget them.'

- *2. Summarize*

After several readings summarize what the assignment was about In your head, and test yourself on your notes.

- *3. Extend*

Learning more information and other resources makes a topic more meaningful and interesting,

12.12 USE OF TECHNOLOGY FOR LISTENING: ‘With greater access to technology, more options for listening activities are available. Students are listening to podcasts, online lectures, and video clips while completing activities involving the other four skills. Research indicates that students enjoy this kind of learning and find multimodal forms of learning, which involve the use of more than one skill, beneficial for language retention.’ (Patten & Craig, 2007; Smidt & Hegelheimer, 2004).

Technology is one of the most significant drivers of both social and linguistic change.

Graddol: (1997:16)

The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements.

In language Listening we have a lot more variety as source to choose from the world of technology:

- ❖ Radio,
- ❖ TV,
- ❖ CD Rom,
- ❖ Computers,
- ❖ C.A.L.L.,
- ❖ M.A.L.L.
- ❖ The Internet,
- ❖ Electronic Dictionary,
- ❖ Email,

- ❖ Blogs and Audio Cassettes,
- ❖ Power Point,
- ❖ Videos, DVD's or VCD's,
- ❖ Language Labs etc.

This rapid rising and development of information technology has offered a better pattern to explore the new teaching model. As a result technology plays a very important role in English teaching. Using multimedia to create a context to teach English has its unique advantages. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students. When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware. Students in the class can use multimedia to understand the class in a clear way.

Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students' interest in learning English, as well as enhancing teachers' interest in English teaching. Through Multimedia and network technology we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English.

12.13 Listening Process

Listening is a complex, multistep process by which spoken language is converted into meaning in the mind" (Lundsteen, 1979:1). Wolvin and Coakly (1985) have identified three steps in the process of listening which are receiving, attending and assigning meaning. In the first step, listeners receive the aural stimuli or the combined aural and visual stimuli presented by the speaker. In the second step, listeners focus on or attend to select stimuli while ignoring other distracting stimuli. Because, so many stimuli surround students in the classroom, they must be attractive to the speaker's message, focusing on the most important information in that message. In the third step, listeners assign meaning to or understand, the speaker's message.

Three Phases of Listening Process:

Anderson and Pamela (1986) have identified three phases or stages of listening process-perception, parsing and utilization.

In the perceptual phase, language learners focus on the sounds of language and store them in their echoic memory.

In the parsing phase, listeners use words and phrases to construct meaningful representations. They recognize the formation of words as meaningful units that can be stored in short term memory. The size of the chunk that listeners retain depends on several factors including knowledge of language, knowledge of topic and the quality of the signal.

In the final phase or utilization phase the listener probe long-term memory to connect what they hear with what they already know.

12.14 Types of Listening

Galvin (1985) has identified eight categories of listening with due general purpose.

- ❖ Transactional listening - learning new information (speeches, debates, political conventions).
- ❖ International listening - recognizing personal component of message (new piece of speech, report).
- ❖ Critical listening - evaluating reasoning and evidence (news broadcast).
- ❖ Recreational listening - appreciating random or integrated aspects or event.
- ❖ Listening for appreciation - information, making critical discrimination or selection.
- ❖ Selective listening - selecting certain features at a time (phonetic features).
- ❖ Intensive listening - for details (vocabulary, grammar).
- ❖ Extensive listening - general idea (stories, rhymes, songs).
- ❖ **Predicting content for Listening:** one can often predict the kind of words and style of language the speaker will use. Moreover, when we predict the topic of a talk or a conversation, all the related vocabulary stored in our brains is 'activated' to help us better understand what we're listening to.
- ❖ **Listening for gist=** listen in order to understand the main idea of the text.

Listening for gist can be better understood by one example. When listening, it is also possible to get the 'whole picture' but information comes in a sequence with context like (the nouns, adjectives and verbs) that can help you form that picture.

For example, the words 'food', 'friends', 'fun', 'park' and 'sunny day' have their own meanings, but when you hear the words in sequence, they help form the context of a picnic.

❖ **Listening for details**

When listening for details, you are interested in a specific kind of information – perhaps a number, name or object. You can ignore anything that does not sound relevant. In this way, you are able to narrow down your search and get the detail you need. In a listening test, if you are asked to write down the appearance of a girl, listen for the words related to girl ('how old', 'young', 'fair', black, short, height, hair etc.)

❖ **Listening for Understanding meaning**

Imagine you visit a country whose language is not known to you. There you want to purchase something but the shopkeeper seems to say something apologetic in response. Even though you don't understand his words, you can probably conclude that he doesn't have that article. This is the technique of inferring meaning: using clues and prior knowledge about a situation to work out the meaning of what we hear.

These strategies are not stand-alone. While prediction is mostly a pre-listening skill, others need to be used simultaneously to get the best result when listening.

12.15 Relationship between Speaking and Listening

Speaking and listening are interdependent processes. The activity of speaking requires at least a listener, an individual or an audience. The speaker speaks keeping certain objectives in his mind. That is, speaking involves conveying meaning using a code

and listening involves understanding the meaning with the help of code what the speaker used. If it is transaction, one way listening, the speaker does not receive feedback, but if it is interaction, two- way listening, the speaker receives feedback from the listener. In transactional or conversational discourse, sending-receiving and receiving sending are alternative phenomena.

12.16 APPROACHES FOR LISTENING AS A LANGUAGE SKILL

The four skills work in tandem when the activities that require their use are designed to support learners in the *process* of learning, creating and producing a specific product. Four approaches in particular are structured so that the four skills can be used simultaneously. These approaches are: the focal skill approach, content-based instruction, task-based instruction and the project-based approach.

THE FOCAL SKILL APPROACH

The goal of the focal skill approach is studying in the Second Language in order to acquire it. This second language curriculum stresses the balanced development of listening, speaking, reading and writing by measuring competency in each skill and then focusing on the development of the weakest skill.

CONTENT-BASED INSTRUCTION (CBI)

Oxford (2001) describes approaches to CBI, which include theme-based & adjunct learning. Theme-based CBI focuses on a theme of high interest to students and develops a wide range of language skills around that theme. The learning of the

content requires considerable exposure to a variety of forms of information, which, in turn, requires the use of all four modalities.

TASK BASED INSTRUCTION (TBI)

According to Nunan (1999), task-based instruction (TBI) uses tasks or stand-alone activities, which require comprehending, producing, manipulating or interacting in the target language. The amount of listening, speaking, reading and writing involved to complete the problem posed by the task is dictated by the task itself; however, most complex (multi step) real-life tasks that take learners into the world outside the classroom will utilize all four skills.

PROJECT-BASED APPROACH

This approach concretizes the integration of not only the four skills but also language, culture, experience and learning strategies (Turnbull, 1999). With the careful selection of a final project that requires learners to demonstrate what they have learned through both oral and written production, the teacher plans backwards to identify what aspects of language, culture, experience and learning strategies are required to complete the end project

12.17 PRACTICAL REMEDIES

Listening is the root-cause for the development of other skills of language. Any inadequacy of listening will affect the development of other skills eventually. However the following remedies will be helpful for the L2 listeners.

Teaching listening comprehension may be taught to make them understand a context, how to deduce meaning of an unknown vocabulary in a context, and how to understand the contextual / situational meanings of words.

The tape-recorded dialogues could be played before the students, and they could listen them, then the theme as well as questions may be asked on the basis of the dialogue. This type of practice will help the students' understanding capacity as well as communicative competence.

Introducing the listening games like sound discrimination (k, g, kh, gh), Recognition of minimal pairs (put, but), Recognizing morphemes (free and bound morpheme), Recognizing syllables in words, Recognizing silent letters in words, identification of parts of speech etc. will help to build up listeners ability to discriminate L2 phonemes, morphemes and phonetic variation of sounds.

The students can be made to listen to different current vocabularies and allow them to write down the synonymous and antonymous words for those vocabularies. Further, practice of finding equal L1 words for L2 as well as translation of sentence from L2 to L1 and vice- versa will help to develop the linguistic competence of the students.

Watching TV programs, films and listening to radio programs will certainly help to understand how the native and non-native speakers use the English language. It will help them also in understanding the dialectal variations of the language.

Observing public announcements (Railway announcement, corporation transport announcement, etc.) will help to strengthen the sociolinguistic knowledge and the presence of mind.

12.18 Guidelines for Effective Listening

- ❖ Listening, as a process, can be improved if the receiver takes an active role.

The best way to improve is to **listen to English a lot**. There's no way around it; you have to spend hours and hours listening to people speaking English.

Listen to things that interest you. If you don't enjoy something, it's going to be hard for you to continue.

- ❖ Interactive listening is best. It's better to talk with someone than just to listen to a recorded TV show, radio program, or podcast. When you talk to people live, you listen more carefully, and you also think about how you're going to respond.
- ❖ Don't just listen to the same kind of English all the time. Expose yourself to a variety of different kinds of situations and topics.
- ❖ Try listening even if you are unable to understand anything.

- ❖ Prefer English captions to subtitles in your native language. When you read subtitles in your language, it keeps your brain locked into "native language mode". English subtitles are good, though. They help you to match words that you know with their natural pronunciations.
- ❖ Live and work in a completely English-speaking environment.
- ❖ Do some kind of sports, hobbies, or other activities with a group of English speakers or you can listen English commentary if you are a cricket lover, instead of Hindi one.
- ❖ Talk face to face with an English teacher at least a few times a week. Try to listen him/her and imitate.
- ❖ Concentrating on the message: Keeping concentration upon what is being said and avoiding distractions and mind-wandering, which result in blank patches, will enhance effective listening.
- ❖ Keeping an open mind: When listening, one should not allow biases to influence (listening) it.
- ❖ Asking question: Being ready to ask questions or provide a remark which, causes the speaker to explain or amplify a point (to) aids the listener's understanding of the message.
- ❖ Listening especially attentively for points and sections of personal importance or relevance: this is to ensure that actions and personal follow-up requests are fully and clearly understood before the speaker rings off, departs or a meeting is closed.

- ❖ Providing a regular feedback (response which) indicates that the message is (still being) received and understood. Responses such as: “You’re right, I quite agree” ensures effective listening.



Paper 12; Module 20; E Text

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Item	Description of module
Subject Name	English
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Module title	Classroom Instructions and Second Language Acquisition II
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Classroom Instructions and Second Language Acquisition II

Module Structure

20:00	Learning outcomes
20:01	Introduction
20:02	Classroom Instructions
20:03	Principles of Classroom Instruction
20:04	Second Language Acquisition
20:05	Factors affecting Second Language Acquisition
20:06	Role of teachers in Second Language Acquisition
20:07	Role of mother tongue in Classroom instructions & Second Language Acquisition
20:08	Proposed Solution for Classroom instructions and Second ` Language Acquisition

20:00 Learning outcomes

By the end the module students will able to understand:

- Definition of Classroom instruction and Second Language Acquisition
- Challenges faced by teacher in Second Language Acquisition
- How Mother Tongue influenced Classroom instructions& Second Language Acquisition
- Implementation of Second Language Acquisition

20:01 Introduction

Language is a system for communication. We use language to express our thoughts. It has also always been an important medium of instruction. In a classroom, a teacher instructs students to learn a new language. There are mixed ability students who come from different socio-economic environment so a teacher need to know the class room management to improve their learning ability. An effective teaching cannot take place in a poorly managed class. Classroom management and classroom instruction are related to each other. As Pollack says, Classroom management is, “one that runs smoothly, with minimal disturbance in the learning environment of a group of individuals within a classroom setting. Classroom management and instruction are not separate, but are interwoven and complex. The interwoven nature of classroom management and classroom instruction is especially easy to see from pupil’s perspective”. A teacher can make the learning and teaching process easier by improving classroom instruction through learners’ centered classroom management.

Teacher should focus their attention on the classroom management for an organized classroom to understand the concepts and interactions.

Research shows that instruction can have a significant effect on second language acquisition, at least in terms of the rate of learning and long term success. Learners seem to be able to benefit more from instruction. Actually Acquisition is not a sudden process but it develops step by step. One advantage of classroom instruction is that learner gets immediate feedback so he is compelled to produce output because his mind is fully occupied and attention is focused.

20:02 Classroom instructions

The classroom environment plays a significant role in shaping a student's future. A positive and encouraging atmosphere enhances their learning process. Many students face a lot of problems in their learning process because they do not receive proper instructions in their class. It is the duty of the teacher to make teaching consistently effective by giving proper classroom instructions.

Classroom instruction is a term used for the teaching process which takes place in a classroom. It can be used at any level of teaching whether in primary class, in a university or students of second language class. It bridges the gap between teachers and students and helps them understand the process of learning. It is one of the major activities of the teaching process. Weil and Calhoun (2003) describe "four categories of models of teaching/instruction (behavioral systems, information processing, personal development, and social interaction) that summarize the vast majority of instructional methods."

A proper classroom instruction prepares students for the future. It teaches them to learn without feeling pressured. According to Bala, a classroom is "a room in which teaching or learning

activities can take place and it can be found in educational institutions” and instruction is a meaningful direction of learning process with proper planning and management in a classroom.

Characteristics of effective classroom Instructions

The most important characteristics of classroom instruction is to understand essential concepts and skills to indentify the individual’s need and instruct them according to their level for the desired outcome. Use of variety of teaching methods in the classroom is also an important part of instruction.

Teachers must be skilled in order to fulfill the instructional need of all students. A teacher should clearly defined teaching objectives with instructional strategies.

Teachers should provide them information about their progress and help. To improve their skill, teachers must be in touch with current research related to core, intensive instruction, and latest technology.

For effective instruction, classroom should be student centered. Both the teacher and student take part in learning process. Teachers can help students learn to think about their own capabilities.

20:03 Principles of Classroom instruction

“If you learn only methods, you’ll be tied to you methods, but if you learn principles you can devise you own methods”

Teachers make learning a thinking centered process with powerful representation. They pay attention to developmental factors and provide the instructional support. Principles of classroom instruction always support teacher to guide their students. All teachers plan, manage, deliver and evaluate their instruction. In a class all students are not same so the goals and objectives of instructions are also different for every individual. Here planning is an important part of instruction. It is the process of making decisions about what lesson to teach, how to teach and how to communicate realistic expectation to learners

Practice is the most important component of instruction. A good teacher always starts lesson with few minutes' review of previous topic.

Introduction of new material in the class is also a good example of effective instruction but it should not too much at once as it may confuse students. Asking lots of questions can also be an important factor of instruction because it helps students to connect themselves with study. Questions help a teacher to decide how well the lesson has been learned. Whether they requirement more instruction or not.

Providing models, charts and other learning tools can also help learners to solve problems faster. It is not enough to give students new materials. In order to store these materials in their long term memory, practice is very important. The students must be prepared for the self practice. Teachers should give sufficient instruction so that the students can solve the problems independently without any difficulties.

It is true that practice makes perfect but it should be without error. So it also a principle of an effective instruction to watch students errors and also warn them about possible errors they are likely to make. It increases their success rate.

Independent practices, systematic feedback, re-teach materials are also important part of an effective instruction. Independent practice should be the guided practice.

20:04 Second Language Acquisition (SLA)

Learning any second language is not an easy process. Second language Acquisition (SLA) is the process by which students learn a language different from their native language. For example a child who speaks Hindi at home because it is his mother tongue learns English in school by the process of SLA. Learning and acquisition are different. According to Krashen's "analysis of the process of mastering a second language, he reserves "acquisition" for the subconscious process of learning a language by being exposed to it. He says, "learning" is the conscious process of mastering a language by studying it". Ellis (1997, p.3) defines the second language acquisition as "the way in which people learn a language other than their mother tongue, inside or outside of a classroom".

According to Ortega, 2009, "Second language Acquisition is the scholarly field of inquiry that investigates the human capacity to learn language other than the first during late childhood, adolescence or adulthood, and once the first language or languages have been acquired."

Brief History

SLA began in the late 1960s, is a relatively young field. In the first half of the last century, SLA was not a separate field. In the 1970s, SLA comes in to exist. It was influenced by Noam Chomsky's developing theory of grammatical competence.

During 1980, there was a rapid development in SLA. Stephen Krashen's monitor theory revolves around the idea that language acquisition is driven solely by comprehensible input.

Since 1990 there have been developments of several theories of SLA. Later various researches were focused on the area of SLA and Approaches of SLA. Towel and Hawkins (1994) described different approaches to SLA. It can be divided in to three categories linguistic approaches, sociolinguistic approaches and psychological or cognitive approaches.

Methods to teach a second language

Traditional Method: It includes translations from first language to the second language.

Direct Method: In this process all teaching must be in second language with emphasis on conversation.

Submersion Method: In this method learner is surrounded by speakers of target language in social setting.

Immersion Method: In this use of first language is strictly restricted. Student taught through L2.

Audio-lingual method: In this method emphasis on speaking and listening is given than reading and writing.

Theories of Second Language Acquisition

Monitor theory

Behaviorism

Cognitive psychology

Connectionism

Multidimensional Model

Inter actionist perspectives

Krashen(1981) formulates five key hypothesis about second language acquisition:

1. The acquisition-learning distinction
2. The natural order hypothesis
3. The monitor hypothesis
4. The input hypothesis
5. The affective filter hypothesis

Facts about Second Language Acquisition

For learners, there is much less time for SLA than they had for first language acquisition so it is influenced by conscious motivational factors. It is developed by stages and systematically

so the learners have variable intuitions about the second language grammatical knowledge of second language is incomplete in comparison to native language.

Children learn their native language very easily because it is the part of their general development so the chances of failure of learning is nothing but in case of second language as the process is intentional it depends on the different factors.

20:05 Factors affecting Second Language Acquisition

There are some factors that influence the success rate of SLA. Some students learn second language more easily than other. The factors can be divided into two parts.

Internal factors: It is related to Individuals' personal quality.

External factors: Factors that characterize the second language learning situation.

Internal factors

Age- Age is an important factor in SLA. Usually adults learn faster than children but in case of second language it is popular belief that children learn it with ease. Montaigne writes, "In my infancy. I learn to speak as pure Latin as my master without art, book grammar.... whipping or a single tear". Children have some benefits in learning a second language as they have an awesome ability for reproducing the pronunciations. They show naturalness than adults and feel no nervousness. This favours natural learning. They have time to become capable in second language.

Aptitude- Aptitude is a specific quality for language. It is correlated to language learning. Every individual does not have an aptitude for second language learning. Some learners have outstanding aptitude.

Personality- Individuals' personality also depends on language learning. Introvert learners make slow progress particularly in oral skills. They do not take advantage of learning process because of their own nature but extrovert learners take benefits from all opportunity. They take risk and gain success.

Motivation- Motivation is very importance to learn second language. If learners have interest and desire to learn a second language they themselves make effort to learn. As Ellis concludes (1994:515):

It is likely that the relationship between motivation and achievement is an interactive one. A high level of motivation does stimulate learning... conversely, a vicious circle of low motivation = low achievement = lower motivation can develop.

There are two types of motivation:

Intrinsic- It is related to students' perception of self. Students who enjoy language learning can be better learners. It encourages students self esteem by giving attention to his capacities for second language learning.

Extrinsic- It is related to external factors. Some external motivation factors are finding a good job, travelling around the world, communication with people of world, opportunity for better education.

Cognitive Styles- The way in which learners process and perceive their learning is called cognitive style. Students with greater cognitive abilities can make faster progress.

Native Language- If second language is related to learner first language it is easy for him to learn fast. For example A Dutch child can learn faster than a Japanese or Chinese child because Dutch is related to English,

External Factors

Learning and teaching context- For second language learner it is important to teach them according to their need. Language learning becomes difficult if students are not fully involved into the mainstream course without any extra aids. If a student gets appropriate and effective instructions in the class his progress will be faster. The instructional method should be correlated to learners' preferred approach to learning.

Culture and Status- It is observed that if student's culture and status is lower than that of the second language culture his learning capability becomes slow. They should be encouraged to learn by their parents and teacher.

20:06 Role of teachers in Second Language Acquisition

Teachers also have an influence on students' outcomes in second language class. Some teachers used progressive teaching while some traditional beliefs and teaching style. There are some teachers who combine the progressive and traditional practices for teaching. Teachers' attitude and personality may have effect on the students' academic performance. For SLA a teacher must be efficient in second language. Teacher should:

- Active, energetic in the classroom

- Use new technology and innovations
- Helpful as well as hopeful
- Determined to improve teaching and learning manners
- Show an interest in the students, treats them well and be friendly with them
- Patient, kind, responsible and flexible in the classroom.

Challenges faced by teachers in SLA

Second language Acquisition is a complicated process which takes time. One of the most common problems of teachers is that they have very limited time with their students. There are two kinds of language proficiency *Conversational English* is the language we use the language we use to communicate is daily life and *Academic English* is the proficiency which student need to learn for an appropriate grade level i.e. how to read, write and learn. It is also difficult for a teacher to find out how long the process of learning this proficiency will take for an individual student when it comes to a class of mixed students.

For a learner whose language and culture are same that of the school, is a challenge to learn new language within a limited time period but those who culture and language are different the task is very difficult.

Teachers working with students of second language learning have to face learners from diverse culture and social background. Teaching students in a mixed ability class is a kind of challenge in itself.

It is also a challenge for teachers to design the course material according to need of individuals and time as these are also important factors affect the process of teaching and learning.

Relationship between culture and language cannot be ignored. A teacher always search ways to opt for the teaching which can make easier the acquisition of English for those, who are native of other country and whose language is different.

Teaching in a multilingual class is a challenge for teachers because during the discussions all students are not able to interact due to their different native language. It's a problem for teacher how to explain them according to their need.

20:07 Role of mother tongue in class room instructions and second language acquisition

The language used in the classroom for instruction affects student's ability to learn. Using mother tongue as a medium for instruction enhances students' learning ability. Mother tongue based instructions have a positive attitude and perception. If in a classroom mother tongue based instruction is given, it promotes student involvement during classroom learning. It directly connects with improvement and achievement of the student. When a learner is given instruction in their mother tongue, his listening, reading, writing skills are increased.

Benefits of mother tongue based education

If learners cannot understand the language used in the classroom, they are unable to respond. Those who understand the classroom language, develop interest in learning. Their ability to learn, write and think has great influence.

For overall development in individual's personality, it is important to understand the medium of instruction. If they understand the language of instruction, they learn faster because they already have good knowledge of vocabulary, linguistic construction and pronunciation of the language. Being able to understand the language, they performed significantly better than those who have instructions in other than mother tongue. There is plentiful evidence that mother tongue based instruction makes easier their learning ability. It promotes general cognitive development that is needed for second language acquisition.

If learner is given instructions in their mother tongue, his home culture and traditional knowledge are increased. They gain a better self concept. They know their own identity and achieve better in all field of his life. It is a kind of strength which supports their learning ability.

Factors must be consider in implementing mother tongue based instructions for SLA

Translation is very advantageous in learning through mother-tongue. Sometimes translation is considered as the fifth language skill after listening, speaking, reading and writing. It promotes communication and understanding between two unknown people. So for better understanding of the lesson, teachers need to translate the lesson in mother tongue. It is effective because most of the class is participating during discussions in the class.

Translation is also important in multilingual class because teacher translate the study matter in different language according to the need of the students. A teacher should be versatile. This strategy is effective because the learners are seen motivated. Milabiling (2011) says that “ those speak more than one language are also generally more aware of sociolinguistic variables and functions than those who speak one language and they are adept at switching between different regional varieties, registers and formal and informal language styles.”

When mother tongue is used as a medium of instruction, all instructional material should be prepared in mother tongue according to the needs of learner. It promotes students' interest in learning.

Problems faced by teachers in implementing mother tongue based instruction

There are some problems which a language teacher faces in mother tongue based second language acquisition.

Improvisation is an important factor in teaching material. There are not sufficient books written in mother tongue. Malone (2007) says that "literacy can only be maintained if there is an adequate supply of reading materials".

No wide range of words and phrases available in mother tongue so it is also considered as a problem. Teachers feel difficulties in teaching because they cannot tell the words exactly equivalent of the source language.

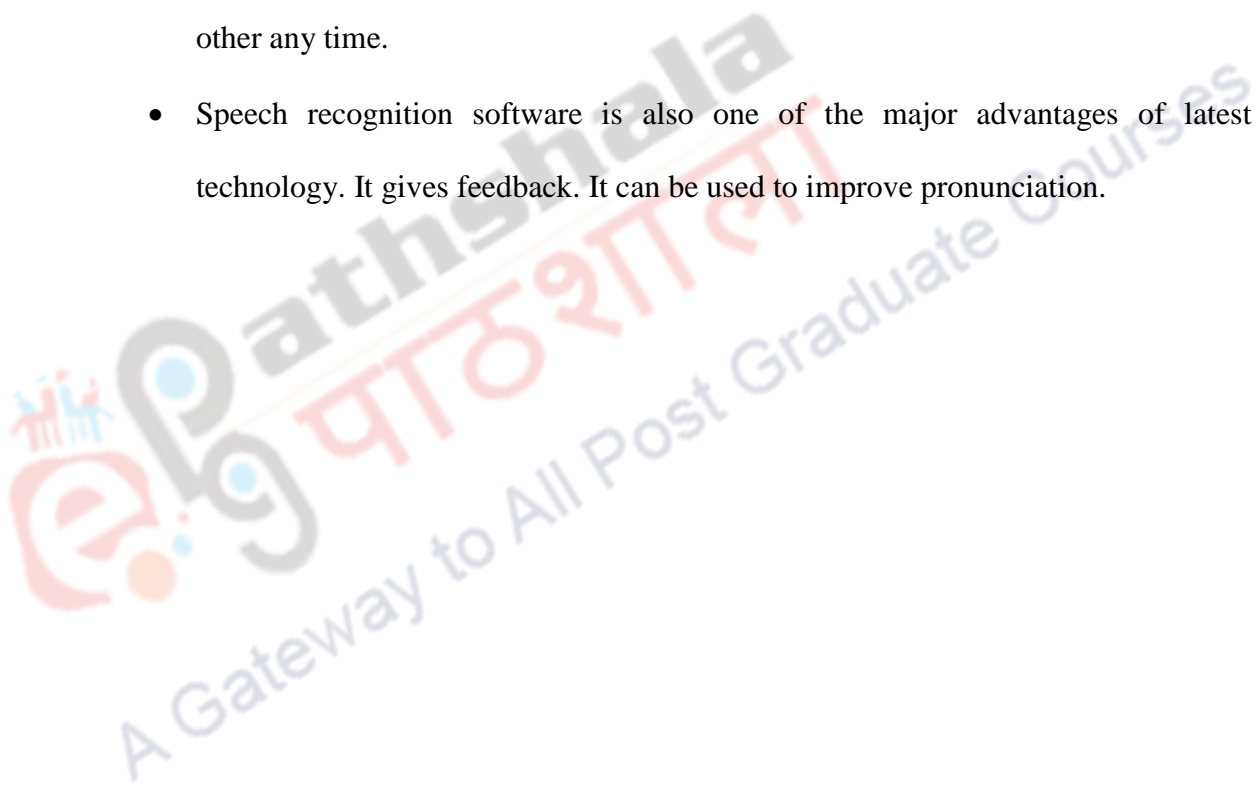
Lack of proper training of teachers is also a problem because they don't know how to tackle with students with different language. For an effective second language teaching teacher should be trained and teaching materials need to be appropriate, accessible and interesting.

20:08 Proposed solutions for classroom instruction and SLA

To benefit the most from second language, it is important to encourage students to involve in the process of learning. For example by using stories, dramatizing them, playing songs, conversations and posters with the most repeated phrases and words as it has been mentioned that the second language acquisition is influenced by some internal and external factors. To gain maximum benefits of SLA, there are some solutions for success.

- SLA depends on input and exposure to the target language so maximum input must be applied in language process. It can be in form of physical response or media that is audio and video. It should be interactive and full of variety. Sometimes teachers unconsciously repeat the same pattern which results boredom.
- Task based language teaching encourages students involvements. They must be given opportunities to use second language for interaction. Small groups activities and other co-operative learning promotes communication skill of the students.
- Teacher should encourage students to share their feelings and experiences through writing in second language. They share experience with each other which promote students knowledge of first language to share with other in second language.
- A teacher should not be afraid to experiment different interactive activities in class with different level of language proficiency
- Promoting listening and reading practice by life like conversation is also an important technique for teaching second language. This gives opportunity to teachers to evaluation of learners. They can correct their mistakes and provide a non-threatening opportunity for students to become more proficient in second language.
- First language supports second language. It is useful medium for learning of second language. As Butzkamm (2007) says, “The mother tongue is therefore the greatest asset people bring to the task of foreign language learning and provides an indispensable Language Acquisition Support System”.

- A language teacher should use effective ways to represent the various types of knowledge, understanding of their students, explore the conception and misconception and help students to overcome these difficulties.
- Traditional ways of teaching second language focused more on reading and writing than on speaking. In the era of E-learning, learning takes place through conversation. Learning through technology is the best way to learn and teach. There is no cultural and geographical boundaries as student can connect to each other any time.
- Speech recognition software is also one of the major advantages of latest technology. It gives feedback. It can be used to improve pronunciation.



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Module Structure:

7.0 Introduction

7.1 Origin of Communication

7.2 General and Technical Communication for Second Language Learner

7.3 Barriers to Communication for Second Language Learner

7.4 Effective ways of Communication for Second Language Learner

Learning Outcomes

- **Features of Communicative writing**
- **Communication Cycle**
- **Tips to improve Communication skills for Second Language Learner**

Introduction

The second language learners do not speak fluently because of the lack of confidence, lack of proper English speaking atmosphere at home, basic Education in Non English Medium School etc. Improper command over Vocabulary & ideas of learners make them think that there is no need of learning English. But a second language learner should learn Language like a new born baby and start by listening, speaking, reading then writing and one should always speak without fear and learner should think that nobody is PERFECT so making mistakes is a normal way of learning. One should try to follow the given below formula to learn second language:

Before knowing more about the second language we should know about communication and language. The famous British linguist MAK Halliday explained that the use of language, which is the most powerful means of communication, varies according to the region and subject matter of the speaker or writer. Dialect means the language of a region and register refers to the subject matter. It is followed by the language of science and technology, trade and commerce, these three are different registers. It is the need of this professional world where technocrats are required to express themselves in an astute manner to grab the opportunities. This paper unravels the difference between the general and technical communication. People talk, converse, write



letters describing events and express their emotions and feelings. There is no hard and fast rule about communicating the ideas and feelings.

When language is the tool of communication then what's the need of communicative English.

These questions can be very well answered by examining the meanings of the words communication, professional and technical. According to *The Concise Oxford English Dictionary* there are four meanings of the word communicate:

- a) share or exchange information or ideas
- b) Convey (an emotion or feeling) in a non verbal way
- c) Pass on (an infectious disease)
- d) Transmit heat or emotion

Second Language Learner should know the characteristics of language because language can be:

1. Abstract: As one word depicts many meanings until written with proper context, so it becomes difficult for the second language learner to derive the exact meaning. The second language learner should co relate the word with its exact meaning before interpreting.
2. Arbitrary: There is no logical relationship between a word and its meaning. It is very difficult to find why any rule is applicable and why any word is called so. The second language learner should be acquainted with the vocabulary and its usage and the Syntax.
3. Creative: Everyday many new words are added in the Dictionary and many new words are created by adding prefix or suffix. For e.g. Smoke + Fog=Smog, Break + Fast=Breakfast. So, the second language learner should always keep himself updated for comprehending the meaning accurately.

4. Redundancy: A word is interpreted by different individuals in different senses. For e.g. if one says school, everyone thinks of his or her own school. It could be a multistory building or a single storey building. So, the second language learner should not reach any particular conclusion without getting the exact analysis.
5. Restricted: Many a times we are not able to encode our thoughts into words. Whenever we are full of emotions, maybe positive or negative, we run short of vocabulary or words. At times words are not enough to express our feelings. So, the second language learner should know how to overcome the restriction of language.

I.A. Richards, a great critic and teacher of language, propounded the idea that science makes statements and poetry pseudo-statements. When a scientist says that he observed ten thousand of stars, he makes a statement, but when a poet writes that he saw ten thousand stars at a glance he makes a pseudo-statement. In fact, he means to say that he saw a large number of stars whereas the scientist observed exactly ten thousand stars. The language of literature is marked by figures of speech and ambiguity, but the language of science is plain, unambiguous, clear and exact. Language is the most important tool invented by human being. It enables them to express their ideas and emotions emphatically. Man can communicate even without using a language. A little baby cries when he is hungry, here communication is taking place without language. Nevertheless, man needs language to express his views because he has a vast number of finer ideas to express than any other living being. Any person can express many ideas at a time with the help of language. It is an important aid for socialization for it spreads unity round the globe.

People of different castes and creed, who are basically Second language learners, can share their views with one another by the means of using a common language.

Origin of Communication

The seeds of technical communication are endorsed to Ancient Greece, the Renaissance and the mid 20th Century. However, we can see a clear trend towards the professional field from the First World War in which the need of technology-based documentation, manufacturing, electronic and aerospace industries strengthen the budding of Technical communication. In 1953, two organizations concerned with improving the implementation of technical communication were founded on the East Coast of the United States: the Society of Technical Writers and the Association of Technical Writers and Editors. Afterwards they merged in 1957 to form the Society of Technical Writers and Editors.

On the basis of the above observation, we can say that Technical Communication started with the development of trade and technology and it became a worldwide accepted fact that all the technocrats/managers need to communicate in plain English in a clear and lucid style. Technical Communication is related to trade and commerce. It includes all the official documents. It is a medium which is used to inform, instruct or persuade.

The word communication in Technical Communication is related to the first two meanings which are given above. The word Technical means “of or relating to a particular subject, art or craft or its techniques.” The other meaning is “involved or concerned with applied and industrial sciences.” Thus, technical communication is a form of communication to convey, share or exchange of information of ideas in a particular subject, especially applied and industrial sciences.

Nonverbal Communication for Second language learner

Non-verbal communication includes the overall body language of the person who is speaking, which will include the body posture, the hand gestures and overall body movements. The facial expressions also play a major role while communication since the expressions on a person's face say a lot about his/her mood. On the other hand gestures like a handshake, a smile or a hug can independently convey emotions. Non verbal communication can also be in the form of pictorial representations, signboards, or even photographs, sketches and act those paintings. Non verbal communication becomes a supporting aid for the second language learner because it is a worldwide accepted fact that, "Action speaks louder than words." We often go with the non verbal communication more than the verbal content so it helps the second language learner to communicate more effectively.

Types of Communication Based on Style and Purpose

Based on the style of communication, there can be two broad categories of communication, which are formal and informal communication that have their own set of characteristic features.

Formal Communication for Second language learner

Formal communication includes all the instances where communication has to occur in a set formal format. Typically this can include all sorts of business communication or corporate communication like official conferences, meetings, written memos corporate letters etc. Formal communication can also occur between two strangers when they meet for the first time. Hence formal communication is straightforward, official always precise and has a stringent tone to it.

When it comes to second language learners, formal communication becomes more necessary for them as not being the native speakers of the language, they are hesitant. So, the second language learner should know all the nitty-gritty of formal communication.

Informal Communication for Second language learner

Informal communication includes instances of free unrestrained communication between people who share a casual rapport with each other. It does not have any rigid rules and guidelines. Informal conversations need not necessarily have boundaries of time, place or even subjects for that matter since we all know that friendly chats with our loved ones can simply go on and on. This type of communication helps to raise the confidence of the second language learner and makes him communicate more effectively and precisely.

General Communication and Technical Communication for Second language learner

The term 'communication' includes both general communication and technical communication. General communication means the kind of verbal and non-verbal communication which is made in daily life. People talk, converse, write letters, describe events and express their emotions and feelings. There is no hard and fast rule about communicating the ideas and feelings. Technical communication, on the other hand, is specific. It is related to the specific field of knowledge. There is a special use of language in this kind of knowledge. Although most of the writers have considered technical writing specific to science, technology and business management, we cannot say that writing a play, a novel or a book on Economics or Political science is non-technical. In fact, writing becomes technical when it is highly specialized. All research papers are technical whether they belong to literature, humanities, social sciences or pure sciences. The

main reason is that technical writing is well planned, concise and it uses technical terms which are defined and universally accepted. For example, the terms *bull, bear, debenture and liquidity* have a special meaning in Economics and Commerce and similarly *critical, sublimation and compound* in science. The terms *empathy, climax and denouement* are specific to literature and literary criticism. In short, technical writing is extremely skilled and specialized and is written and read by professionals and specialists. So, the second language learner should be well aware of both types of communication and their practical usage.

Importance of Technical Communication for Second language learner

An organization will run smoothly if there is a perfect co-ordination between its different wings. For this, it is essential that there is no communication gap. In the days of computer, internet, website, e-mail and fax, any delay in sending and receiving messages will jeopardize the functioning of a corporate. Among the different levels of communication, Interpersonal, Organizational and Mass communication are of utmost importance for Second language learner. For day to day activities interpersonal communication between the peer group and the superior official is of utmost importance. Now-a-days, officials submit their daily reports to the head of the section. Conferencing has been rather common. Colleagues discuss problems and future plans in the conference hall. These Multinational companies which have branches all over the world have definite days and hours of conferencing. All the heads of the branches of different countries do video conferencing on their computers, desktops or laptops. They review the past activities, confer the present condition and plan for the future.

Mass communication has gained momentum in the present era. All companies promote their items in newspapers and on television. When a new product, say a can, a refrigerator, a

motorcycle or an electronic gadget is launched, there is wide publicity in newspapers and on television, besides; pamphlets and sales letters are circulated. Professional (technical and business) communication is on the other hand, highly specialized. For example, a pilot while flying a plane communicates with the control room of an airport in a specialized language, a language which consists of a number of words used in aeronautics. This language is unintelligible to the common man. Similarly, when a doctor reports to his senior about the condition of a patient, his/her language is highly professional or technical. That's why the role of Technical communication becomes more prominent for the second language learner.

Following are the features of professional communication that every second language learner should know:

- i. It is register specific because language has variety and it varies according to its subject-matter. The language of professional communication is specific to the register of professional courses such as science, technology, medicine, management and commerce.
- ii. It is direct as it provides utmost clarity to the readers. The main objective of the addresser is to make the addressee understand each and every word. Politicians and diplomats often speak in vague words. Professionals never do so. As they have to abide by what they say or write, they seldom make a vague or ambiguous statement or commitment.
- iii. It is plain and simple because the sentences are short and structurally straightforward. For the sake of precision, brevity and exactness, the addresser uses the well defined words i.e. technical terms. For example, this sentence "Atomic radiation has crossed the danger level" is a part of technical communication. The compound word "atomic

radiation” gives us the exact idea of the event. Similarly, the expressions “the market trend is bearish” and “the Sensex dripped by 165 points” are technical as they describe the event briefly and precisely.

So, Technical communication, because of its clarity of language, precision, specificity and professional approach has gained importance for the second language learner and no nation or industry can hope to grow and develop if it does not have an advanced system of technical communication, as no place has hundred percent native speakers. Nicholas D. Sylvester in his book *Engineering Education* has given data under the title “*Engineering Education Must Improve the Communication Skills of its Graduates.*” From the data, it is observed;

“75 percent of engineering undergraduates take jobs in the industry, where at least 25 percent of an engineer’s time is spent in the reporting process. As the engineer moves up the managerial ladder, this time can increase to as much as 80 percent.”¹

On the lack of communication skills, Nicholas observes that

“The engineers who cannot communicate – cannot spell, cannot make a sketch and have difficulty in all phases of life and in communication with others.

Students of today need more ability than ever and a key need is to increase the ability to communicate both in speech and graphics.”²

Barriers to Communication for Second language learner

Communication aims at perfect understanding between the addresser and the addressee. Any flaw in the message and the media may cause misunderstanding. The flaws in communication are due to certain causes. These causes are called Semantic Gap. Semantic gap may be broadly divided into a) physical and b) human. By a physical barrier it is meant, the barriers caused by

the defect in the sound system, internet and website. These barriers can be removed immediately. If there is a defect in the microphone or the transformer, the mechanic will correct it. So far internet and websites are concerned, they are operated by men of high technical skills, and it is their duty to see that the working of the internet and website is flawless.

It is the human barrier which is more important. The reason is that the defect lies in the speaker or writer as the second language learner is at times not able to encode or decode properly due to lack of familiarity with the language. We shall discuss the barriers which are very common to both oral and written forms of communication for the second language learner. They are:

- a) Insufficient command of language
- b) Little knowledge of the background of the listener or reader

a) Insufficient command of language: As we all know that the words and their organization into sentences are the basic components of language. Words are of two kinds; a) structure words and b) content words. Pronouns, auxiliary verbs, articles, prepositions and conjunctions are structure words. They are so called as they form the structure of a sentence. Nouns, adjectives, verbs and adverbs are content words; these words carry meaning. There must be a proper co-ordination between structure words and content words to form a correct sentence. Besides, the user must know the meaning of the content words she/he is using. Let us take a few examples:

(i) **I saw man working in the field.**

Here, the omission of the article *a* is glaring. A listener will confuse *man* with *men*.

(ii) **It's raining heavily. Don't go out. You may catch cold, I hope.**

Here, the speaker/writer has made a wrong use of the word **Hope**. She/he should have used the word **fear**, not hope. Therefore, every speaker/writer should have a good stock of words and sound knowledge of grammar.

b) Lack of required knowledge of the listener's/ reader's background: listeners/readers can be broadly divided into three groups according to their background:

(i) **High- tech**

(ii) **Low- tech**

(iii) **Lay people**

a) High –tech readers have the following characteristics:

(I) They are experts in their fields and understand the technical terms used by the addressee fully. Therefore, the frequent use of technical terms and jargons are accepted by them gleefully. If the technical terms, acronyms and abbreviations, are used, they will be rather happy and may get offended if the speech or writing is in layman's language.

(II) High tech listeners and readers require minimal detail. For them, the language should be precise and standard.

(III) The manuals made for Engineers use a highly technical language, and they cannot be understood by the common people. For example, this sentence is to be read by the doctors and scientists:

Salicylic acid has bacteriostatic and fungicidal actions as well as keratolytic properties.

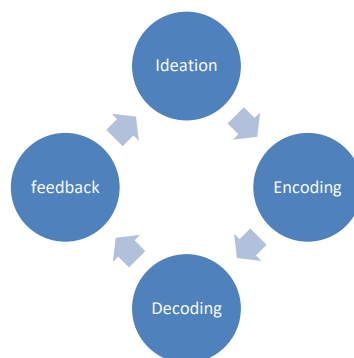
b) Low- tech listeners and readers belong to the other fields of specialization, but they have the working knowledge of the field of the addressee. For example, an electrical engineer

has a good working knowledge of mechanical engineering and so has the mechanical engineer of electrical engineering. But there are many terms and acronyms and abbreviations specific to one branch. Therefore if an electrical engineer writes to a mechanical engineer in a high tech language, there will a communication barrier.

- c) Lay people are ignorant of technical language. If a speech is given in high-tech or low-tech language, there will be a communication barrier. For them, explanation of technical term is essential. A common example in UP is the use of the abbreviation hi-fi (high fidelity) in the sense of highly fashionable or high flying. Therefore, there is the need of using words from core English (the language used by all people) and explaining the technical terms, jargons, acronyms and abbreviations if used at all, within brackets.

Effective ways of Communication

Any learner who is learning English as a second language should know the reasons of miscommunication by which s/he can improve the communication. Any learner should learn any language in its own identity like English should be learnt in English not in any other regional language. Any communication takes place in a cyclic process like:



This process starts with Sender who has ample of ideas to communicate then s/he tries to formulate the ideas in words, then receiver decodes the ideas with the help of language and on getting the message s/he gives feedback or response.

To acquire second language one should use only second language because if a Hindi person tries to speak then s/he will translate the ideas from Hindi to English which takes time and the communication with another native speaker will be delayed. For example, First of all he will think about the idea in hindi like “*ye ek seb hai*” then he will convert *seb* into Apple, *ek* into one, *ye* into this and tries to make a sentence This is an apple and all this takes time which leaves the speaker into inferiority complex which is one of the reasons of hesitation.

The Second Language Learners should read simple passages which can encourage thought. After reading the passage the students should explain the passage and at last they should give the answers of Questions for clarity & discussion. Learner should pick up an interesting passage from the newspaper or any other textual material then they should discuss the passage with his/her friends. Students should listen to different audio clippings in English either from the lab software or the internet and should summarize the contents of the passage. Students should pick out words from the audio-clippings they heard in which they had difficulty in understanding or pronouncing & should practice them. To understand usage of the new words, learner should form sentences using the newly learnt words or they can take a group of 5-6 words and form a paragraph using the newly learnt words. Students should keep a notebook and write short paragraphs on relevant topics like-their impressions of their first couple of days in college, any current affairs topic they are interested in, about human values etc. These can be evaluated by

their friends or teachers and they should write about the same topic in past, present and future tense to appreciate the differences.

One should always use English language in a creative act like writing poems, speak with partner or while speaking s/he can record the conversation which can be evaluated later on. I would like to suggest that one should have a willingness to commit mistakes which shows that s/he is ready to face any situation. This can be scary, but it's the only way to develop and improve. One can start using the language by talking to strangers in the language, asking for directions, ordering food in restaurant and even trying to crack a joke.

Few tips for good communication for second language learner:

1. **Adopt an audience centered approach:** It means focusing on the receiver to make a meaningful communication. A message written while keeping in view the receiver may be understood easily.
2. **Foster an open communication/ Climate:** Restricted environment leads to misunderstanding. Hence communication should flow in all directions freely i.e. upward, downward, lateral. There should be fewer links in communication chain in an organization.
3. **Commit to ethical Communication:** It means to observe transparency in working. No deceptive tactics should be used for profit. Even negative information should be declared to all.
4. **Create efficient messages:** In order to avoid overloading of information on communication network, the number of useless messages, should be reduced, and

distractions should not be there. One should be physically, and mentally fit and send meaningful messages

- 5. Improve pronunciation**
- 6. Work on voice modulation**
- 7. Work on body language**
- 8. Read more**
- 9. Listen more**
- 10. Interact with qualitative people**
- 11. Improve on your topic of discussion**
- 12. Practice meditation & good thoughts**
- 13. Think and speak**
- 14. Do not speak too fast**
- 15. Use simple vocabulary**
- 16. Expose your ears to as much native dialogue as you can. This includes watching and listening to English language films, TV, radio, and even music**
- 17. Familiarize yourself with commonly used phrases and patterns of intonation**
- 18. Repeat the words you hear, aloud**
- 19. Focus upon the pronunciation of the letters and the intonation**
- 20. Even listening to and singing along with Western Pop and rock music can produce astounding results!**
- 21. Try to think in English**
- 22. For 10 minutes each day, make it a habit to banish your native tongue from all mental activity and construct your thoughts in English**

- 23. Whenever you have the opportunity, converse in English with your friends or colleagues**
- 24. It's no secret. The only way you will gain confidence in speaking, which in turn leads to a more natural sounding fluency, is through frequent usage**
- 25. Constant practice and rigorous implementation of these ideas will help one to become a good communicator.**
- 26. Create an open communication environment.**
- 27. Always keep the receiver in mind**
- 28. Avoid having too many transfer stations**
- 29. Do not communicate when one is emotionally disturbed**
- 30. Be aware of the diversity in culture, language etc**
- 31. Use appropriate non-verbal cues**
- 32. Select the most suitable medium**
- 33. Analyse the feedback**
- 34. Don't ever become disheartened because 'practice makes a man perfect'!**

Paper 12; Module 18; E Text

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(B) Description of Module

Item	Description of module
Subject Name	English
Paper name	English Language Teaching
Module title	English Language Learning Strategies
Module ID	MODULE 18

English Language Learning Strategies

18.1: Learning Outcome: One who learns this content on **English Language Learning Strategies** will be able to develop the ability

- To communicate effectively in formal as well as informal contexts
- To update with the advancements in technology for language acquisition
- To understand and apply the different strategies to acquire English language communication
- To understand and explore the self learning strategies in language acquisition
- To research on further innovative strategies for language acquisition.
- To acknowledge and make use of the skills of a language teacher in language acquisition.

18.2: Introduction:-Language, the means of communication is an essential component of a person's success in his social, professional and personal domain. Effective communication skills add grandeur to the overall performance of the individual. Language proficiency determines the success of the person to a great extent because it decides the power of expression of an individual. In the global scenario where English language has achieved the status as international language, it has become essential for the aspiring professionals to develop a good command over English Language for being a successful professional. Though many other languages are coming up attaining popularity in the job market, the status of English continues to be luring in the global world.

When it comes to English language proficiency, the most startling aspect is the difficulty of our professionals to communicate in English though they excel in their academic and technical fields. In the

present scenario, where India gives lot of importance to Education, the different States of the country are competing to achieve the best educational status for their citizens. Having been a colonial country



under the British, Indians are much aware of the significance of the English Language Competency in the personal, social and professional domains of an individual. This awareness has given more preference for English Education or education in English medium in India. As per the Indian Education system a student gets a minimum of 14 years and a maximum of 15 years exposure to English language by the time he/ she completes higher secondary education. Apart from this, a good number of parents provide English medium education to their children where the child learns all the subjects, except mother tongue in English. With all these advantages, the most startling aspect about Indian professional is their poor communication skill in English. Indian technical skills are most admired and wanted in the super power and well developed countries, but the Indians lose this great opportunity because of their weakness in English communication.

Why do the Indians face linguistic difficulty in English? It is again a startling question which every expert, scholar and researcher related to English Language teaching is much concerned about. The research and studies show that the basic problem is the way an individual is trained to acquire this language.

18.3: English Language Acquisition

Language is not to be taught but to be caught. As per this statement, the acquisition of language depends mainly on the learner. The type of mind set, exposure, training and the learning habits of the learner decides the quality and proficiency of his / her communication in this foreign language. Even after with 10 to 14 years exposure to English language, an Indian student finds it difficult to communicate fluently in English. If a child or student without a single day's exposure to English language is placed in an environment of exclusively English speaking people, the child picks up the language within a few days. Within months, he becomes amazingly fluent in that language. Why does it happen so? The answer is *Language is not to be taught but to be caught*. Need or necessity is the basic requirement for language acquisition. When the child had no other way to communicate other

than pick up the only means available, it acquires the language exposed to. Moreover, it got an environment created for this language acquisition.

18.4. Conventional Strategies of English Language Teaching & Learning

The pressure to acquire English Language proficiency is very intense and stressful as the student approaches his career selection stage. Everybody corners the student with the question “Why you cannot speak in English?” Neither the students nor the society knows what has gone wrong for this bad luck. A systematic study of the curriculum of English shows the basic error in the introduction of English to our students as second language or foreign language. The impact of the traditional methodology of teaching English is so deeply rooted among the students as well as teachers that, it seems to be a strenuous job to inculcate the new methodologies and approaches effectively in the English language acquiring programme. The deeply rooted approaches in language teaching and learning are as follow:-

1. A purely text book oriented teaching and learning: Here the teacher’s knowledge is confined to the text book prescribed for that particular class, and the teacher makes the students also to be confined to the same frame work. Again a screening is done by the teacher by selecting specific topics or areas to train the students to score the maximum marks. This particular approach makes the students to look at English as a subject to score maximum marks in the exam by mugging up at their best.

2. Bilingual approach: This is the most comfortable and effective approach used by both an average and a below average teacher in order to make the class successful. The teacher uses the mother tongue to explain each and everything in the prescribed English book. Here the student response and the class room interaction will be highly remarkable because the students overcome the language barrier to a great extent and give expressions to their ideas in mother

tongue. Teacher is content at the fact that the students are giving desired responses at least in their mother tongue clearly indicating that they have understood the fact. Language proficiency is



acquired when a student starts thinking and then expressing in that particular language. In bilingual approach, the student is trained to think everything in mother tongue and then those thoughts are translated to the foreign tongue as per the rules and norms of mother tongue. This results many semantic and syntactic errors.

3. Exam oriented teaching and learning: A new language can be acquired only if it is used for the purpose of communication. Since the curriculum insists on the completion of the syllabus within the stipulated time and the conduct of the exam, the teachers also rush through that path. Hence the major focus is on a one-way approach. The teacher explains and dictates and the student is to cram up what ever is given in the class. Hardly any teacher gives the opportunity for the student for creative expression. The latest curriculum very much insists on the creative expression by students, but how far the teacher succeeds in evaluating such innovative attempts is a very serious point to be pondered upon. If an individual has to acquire a new language, that person should be provided with the platform to use that language without any inhibition.

4. Defective evaluation system: It is an impossible feat for a teacher to evaluate the language development of a student in the most appropriate way. Language development is possible only when the student is given a platform for free expression either in spoken or written form. But in a class-room teaching and learning process, the teacher shows his/ her knowledge of the language through meticulous correction of the students expression. The student is eager to see whether his writings are decorated with red lines by the expert teacher. Actually the teacher never thinks of the mental block or the fatal impact this sort of evaluation inflicts on the creativity of the students. If it is the assessment of spoken English, the teacher cannot have the required patience to listen or analyse the effort of each student. Besides the teachers tend to be selective in giving chance to the students. The ultimate result is again back to square one. Instead of acquiring a new language with all its skills, they learn it from the examination point of view.

5. In addition to the above issues there are a few common issues the students come across in a language class. They are as follow:-



- Text book based study
- Teachers' boring lectures
- Classroom confined teaching and learning
- Knowledge-based learning
- Rigid supervision of the teacher
- Boring assignments which are equivalent to rewriting
- Poor accent and incorrect pronunciation
- Stereotype letter writing, paragraph writing etc.

18.5: Student Expectation in a language class

In fact what do the students expect in a language class? Technology has been a common tool in education. When we talk about technology, our focus is on how this technology can be utilized for teaching and learning English language. For this both the teacher and the educationists should be aware of what the students expect from a teacher of Language. Any student in a language class expect the following:-

- Freedom to learn by their own
- Teacher as a friend or a helper
- Guidance through friendly approach
- Innovative teaching –learning methodology
- Variety and useful topics
- Activity based learning
- Useful oral activities
- Proficiency in using the language

Though English language teacher is considered to be of prime importance by students and parents for Language acquisition, the truth is that the learner is the most important person in language acquisition. The EL Teacher is to create a suitable environment, facilitate and to ensure the acquisition of language by the learner. With the support of a committed and creative Language teacher, a student will get a favourable atmosphere for language acquisition. Despite this there are many ways how a student can acquire proficiency in English Language communication. The following part of the text deals with the different strategies for English Language Acquisition:-

18.6.A: Teacher Assisted Language Acquisition:-

As discussed earlier, students can develop command over English language with the assistance of language teacher. Here the teacher will be a guide, facilitator or mentor to the student in enhancing the language proficiency. Following are the basic strategies a teacher can apply for the development of language skills in the students:-

i. **Goal oriented Language Teacher:-**The primary aim of an English teacher is to develop language proficiency among the students. Language proficiency is commonly defined as a person's ability to speak or perform in an acquired language. The English Language teacher should be very clear about his /her goal as the language teacher – it is to help the learner acquire proficiency in the language. Everything that is required for this purpose should be provided or created by the teacher to generate language by the students. The language teacher should get totally out from the exam oriented teaching of language.

ii. **Well designed curriculum for language acquisition:-** An experienced and efficient teacher can design a very constructive curriculum for English language acquisition which will be consistently encouraging students to develop the language skills. A well supervised conduct of the curriculum will instill interest to the students to involve actively in the language developing activities. The various modules of the syllabus will be directly and indirectly language generating sources.

iii. **Teacher's communication competency:-** A teacher who uses English language with good command will be always a source of inspiration for the students. Imitation is the basic instinct of any human being, hence there is a good possibility for the students to imitate their teacher's attractive way of communication.

iv. **Teacher as an encyclopedia:-** A teacher with a good source of knowledge on variety of topics will be always a respected by students. The teacher's efficiency in displaying knowledge on current topics and life related issues will encourage students to read and to be knowledgeable. This desire will ultimately strengthen the reading habit and conversational skill which in turn will lead to good reading and speaking skills.

v. **Teacher as a good communicator:-** Teacher's love to communicate or converse or to indulge in discussion with the students elicit contexts for effective language generation. The teacher should such open ended discussions that provide plenty of opportunities for students for free and natural expression of their views and ideas. Such a natural setting can be created only by a teacher who loves indulging in discourses with students.

vi. **Teacher as a facilitator:-** No more a teacher is the monopoly of knowledge. The advancements in science and technology have made the learners the master of the magic box called „computer“ with internet. An effective and successful teacher must ensure to get updated with the current developments in the society and in the world. As a facilitator or a guide, he / she should lead the students towards the window that opens to the world of knowledge. The teacher should guide the students how to access knowledge through that window and how to use that knowledge for himself and the society. The exposure to this great ocean of information will encourage the students to read and listen a lot. This will enrich them with lot of ideas which will find an outlet in the form of conversation or discussion or any other form of speech.

vii. **Interactive classrooms:-** It is high time for us to get rid of the conventional lecturing method or chalk and board teaching. A teacher must encourage interaction in the class. Only a creative teacher can keep class lively. It is always welcome to open discussions on topics from real life situations. On a



rainy day, a student falls sick. While giving attention to the student, the teacher can open discussion on the diseases during rainy season, reasons for the diseases, precautions etc. This is a very familiar area for the students, and they will be eager to share their experience and information. Teacher can assist them for finding apt words for expression. A lot many words can be added to their vocabulary which they will definitely apply in the similar situations. This approach can be applied in almost all the situations like accident, feelings at the time of failure, celebrations, festivals, tour, food, family functions etc.

18.6.A.1: The appreciable criteria for a teacher of English language are:

- Proficiency in communication
- Effective reading skill
- Good accent
- Good subject knowledge
- Should be able to develop the communication skills of the students
- Proficiency in using technology for developing communication skills

English, the colonial language is introduced to the Indian students either as a second language or as a foreign language. What ever the status is, the eagerness or keenness to acquire this language is mainly determined by the attitude and approach of the teachers in the class room. It is a fact that students never look at English as a language they have to acquire to speak and write. The sole responsibility of developing this attitude among students is that of the teachers who handle English in the class room. As India stepped to the thresholds of globalization, the significance of English also has become an indispensable element of the success of an individual. Teacher assisted language acquisition is a very comfortable language learning process for the beginners and the school children. It needs a lot of courage and preparation from the teacher to handle daringly any topic that comes for discussion. The teacher has to be highly spontaneous and should be with a very strong positive attitude. The teacher

must know something about everything and everything about something to cope up with the requirements of the present generation students.

18.6.B: Technology Assisted Language Learning:-

It is a world of technology we are living in, and the tools of technology are irresistible to the students irrespective of age and course. While the society blames the technology for distraction of their students and youngsters from their responsibilities, it is high time the educationists should start exploiting this computer mania of the students for their own betterment. The greatest contribution of technology called the computer with an internet connection has made the students all the more powerful with this treasure house of knowledge. The entrance of technology to the educational field itself has resulted a revolutionary change in the learning and teaching process. The advantage it causes in the development of English language skills among students is miraculous. Teaching and learning English in association with technology has opened many innovative methodology in acquiring this language. Many institutions install language lab for effective communication. It is good. A creative teacher should use the computer and internet for the above mentioned class room activities. Since the students are so fond of working with the computer and internet browsing, a creative and knowledgeable teacher can exploit this mania of students for their benefit. A proper use of internet facility is a marvelous source for language acquisition. Following strategies can be used for exploiting technology for language acquisition:-

i: Computer :- Apart from playing games, it can be used for preparing and recording assignments, notes etc related to the subject. A creative teacher can give practice in diary writing, maintaining record of home work, plan of work and so on in a computer. The assessment record, feed back and other remedial suggestion stored in the computer will be always an encouraging source for the betterment of the students.

ii: Internet:-The four language skill acquisition can be marvelously achieved with the purpose oriented use of computer with internet facility. A teacher can randomly announce to students to prepare



the topics in the class itself using the system. Write ups on literary people, literary works, current issues, book reviews, social or historical events, latest developments etc can be the topics to work upon. In between they may jump into face book or such other portals, but without getting angry, the teacher must bring them back to the work highlighting the time schedule. Each slot should be divided to introduction of the activity, gathering and organizing data and presentation. Each of these sessions should be strictly followed to the time slot. It would be good to have consecutive 2 periods for English on a day. One group of 25 students is the ideal number for Lab class. The individual guidance, attention and the nature of work done by the students give them lot of confidence. The presentation of the prepared work in front of the students enables the students to strengthen their presentation skills. The repetition of this sort of activities generate interest, refine their referencing and research skills, groom their interaction skills and develop them into more knowledgeable and confident people with excellent communication skills. Since they have the freedom to opt topics, resources for reference and facilities for displaying their ideas, Language generation can be given a better performance in the theory class. The demo of Group Discussions, debating, Presentations etc. give perfection, confidence and better output by the students with remarkable communication competency.

iii: Video conferencing: A wise and talented teacher can provide platform for the students to interact with the great literary personalities and other VIPs through video conferencing. It will be a great experience for them. There are many students with very matured and clear views about the social, political and educational happenings around us. Video conferencing with either students from different institutions or the prominent people from the concerned areas can bring out a lot of constructive ideas. Similarly an interaction with the victims of various social and political issues will enable the students to realise the truth in life or to experience life with all its dark and bright aspects. It helps them get real life experiences. Communication with peers in the other continent or country is one of the most fascinating activities students love to do through video conferencing.

iv: Lap top: A teacher can guide the students to prepare PPTs on various subject topics and give presentations. It has been observed that the students are very interested in giving presentations. A language teacher can utilise this platform to study, analyse and present the views of the youth on the various current issues. It will enhance the sharing of knowledge, new ideas and innovative perspectives on various issues around us. Thus the teacher can be a tool to invoke social awareness among students.

v: E-mailing: Teacher can train the students with email etiquette and can encourage them to send the assignments and other home works through email for checking. Besides, the teacher can conduct on line tests on the subjects which will more welcoming among the students. It is indeed time saving and more authentic.

vi: Multi-media: It is a very interesting teaching tool. Since it enables the student to see, hear, read write and speak, the objective of language acquirement can be easily achieved. The visual and hearing impact make the classes more and more interesting and lively. The learning through this methodology gets imprinted in the mind so well that the student hardly forgets anything that he has learned. Meaningful visual images will definitely enable the students to develop their language skills.

vii: Language Lab: This is the most important means used for developing English language skills in the advanced institutions that look for the effective methodology for Language development. Students really love these language lab activities since it provides them with a platform for self-study, interesting activities with variety and novelty. As per the quality and effectiveness of language lab software, self-evaluation and personal attention are also possible. Through continuous evaluation process a student can achieve tremendous improvement in his communication competency.

viii: Wiki space: Teacher must be aware of the various webs available for interaction and contribution and expressing views on the internet information. This is a great source of information for students. Their creativity finds excellent arena here. Since it is an open platform and the responses being from the peers or the people of same interest, the fear of demotivating corrections by the teachers disappear. This encourages more creative expressions which is the first step to language development.

ix: Mind tool: They are computer based programmes that engage the students in creative thinking and innovative activities. Pictures for picture compositions, one after another pictures can be flashed for variety and novelty. Special software for pronunciation and communication skills with dialogues enable the students to develop genuine interest in learning English. Games and puzzles and similar other programmes with a lot of conversational activities indeed inspires the students to enhance their language proficiency. The software with evaluation modules like assessment boards with indicator or mark board gives self-satisfaction to the students. This encourages them for better performance. Teacher assisted computer activities can certainly result miraculous output.

x: Cell phones: We look at cell phones as a time consuming instrument for chatting. But while learning English, students can confidently browse the dictionary for meaning and pronunciation. They can access internet, use calculator, refresh listening to music or even record study materials and revise later. It is absolutely foolishness to scold children while they enjoy these benefits of technology. At the same time it is mandatory that the teachers should have perfect control over students through mutual respect. They must be able to check that they never misuse the mobile phones. Once the students start using this instrument for higher ideas, the mean ways of misusing the mobile phones for vulgar activities will find less room in the student mind.

xi: **Blogging:** It has become a fascination among students. A creative teacher can utilize the blogs for teaching purpose. The major use is to encourage the creative talents of the students like



;poetry writing, story writing, essay writing etc. The students can display their creative works in their blogs and can give access to others. So that they can get feed back and encouragement for further growth.

Technology assisted language learning is specially preferred by students of higher classes. Their attitude, exploring nature and curiosity creates a very good liking towards technology assisted language acquisition. Teacher's role in technology assisted language learning is indeed noteworthy.

18.6. C: Self Learning strategy in Language acquisition:-

There are many ways how students or individuals acquire English language through self effort. Of course, all the above mentioned strategies require the self effort from the learner to achieve the goal. In addition to these, the student finds his own ways of language learning as follow:-

i: Personal liking: There are students who have a personal liking towards English language. Such students read and listen a lot in English without any outside compulsion. They do it because they like it. Such people will prefer to watch English movies and programmes in English language. This will automatically strengthen their exposure to this foreign language and they perform better in this language than others. Such people pick up this language automatically with ease. They might not be knowing the grammar rules but they will use the language with grammatical correctness.

ii Self Motivation: Proficiency in English language communication is the need of the hour since we are part of globalization. In this globalized world, the influential role of English language in the area of personality development, employability and international acknowledgement must be the basic reasons for the rush of students for English language communication skills. This awareness itself becomes the biggest motivation for students to acquire this language at any cost. It is highly ironical that a student who has studied this language for 14 years is not capable of communication well in English; but the same person when gets an opportunity abroad, picks up this language by attending very costly one month or two months' English speaking programmes. How is it possible? The simple answer is the

„need drive“. As the old saying „necessity is the mother of invention“. The advantages a person can enjoy by having this language become the motivation to acquire this language.

iii Status demand: Some students consider the command over English as a status symbol. In such cases they put in self effort to acquire this language. They might have been impressed the way some people conversing in English language, they might have noticed the respect society gives to people who speak well in English or they might have noticed the distinguished identity the English speaking people get in the present scenario. A passionate desire develops in such students to possess English language proficiency. This status value of English language make them get associated with English speaking people, which in turn help them develop good command over the language with great comfort.

iv: Exposure to Social networks: Social networks play a significant role in a youngster’s life now-a-days. Getting into groups of academic people or professionals or student group instills a drive to be like others in the group. The slow entry into the discussions on academic or professional or social matters will encourage the smooth generation of language. Imitation is the basic instinct of man. The tendency to imitate the blogs, web pages, face book comments etc. indirectly encourage the individual to gather ideas and to use language for expressing those ideas.

v: Reading habit: A good reading habit encourages the reader to browse through various portals of information. The exposure to the new realms of knowledge stimulates them to gather more information with true joy. This in turn will make them more confident powerful in communication.

vi. Movies, Cartoons and Games: A student eagerly spends time on watching or enjoying his favourite games, cartoon or movie. The teachers or elders must be able to guide the students to make use of the games and movies and the cartoons for their language development

The fact remains that English language has its influential position in the job market and social arena. Proficiency in English is the need of the hour for any aspiring professional. The role of the English teacher is very significant in the present English Language Learning scenario. As the teacher of a Language he/she should be able to develop the communication skills in the students. The proficiency in the language makes an individual confident. The students must know the innate capacity to possess this

language. They must know the vast resources available at their finger tips to achieve proficiency in this

language. Nobody can teach you a language unless and otherwise you have that „drive“ to acquire it.



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LANGUAGE SKILLS LSRW III (READING)

14.0 Language Skills

14.1 Introduction

There are four language skills known as LSRW, where R stands for Reading. Conventionally, reading was contemplated as an inactive skill, but it is today measured as an active one. A person should be capable of reading in order to decode, to interpret and to understand properly the content of a reading material.

Reading is considered as a good source of self-education. A person cannot keep himself up-to-date of all the news and knowledge, religion and culture, literature and science of world, if he cannot read.

14.2. Definition of Reading

Reading is an intricate activity using the written symbols, meaning, ideas and the readers' background knowledge. On the surface level reading seems a simple process but a person who cannot read understands its importance. In fact it is a thinking process. Reading is hence taken to include all the comprehension procedure necessary to arrive at the renovation of authors' meaning. Any definition of the reading process therefore must include interpretation and evaluation of meanings as well as construction of meaning. When a reader starts to read, he feels comfortable, and he easily understands the meaning. Hence, he gets meaning, and easily matches the

information he gets from the text with that which is within his fund of knowledge he possesses.

The amount of information retrieved from the printed matter may differ from reader to reader. Here, the definition also needs some specification about the amount of information a receiver gets from the text. Written text not only provides linguistic meaning but also contextual meaning. Linguistic meaning involves represented information and this is called literal. Contextual includes the socio-cultural and intentional meaning incorporated in the text. A literal meaning of a text is accessible to the ordinary reader whereas to obtain the pragmatic meaning of the encoded matter, one must have rich exposure to the ethno linguistic aspect of the reading materials. The efficient reader can only retrieve both his literal and pragmatic meanings from a text. Thus, READING is an interaction between the language and thought. The writer encodes thought in the form of language through the words. If the reader is not able to interact with the words, the meaning will be lost.

The experts on reading have defined reading in different ways.

"the purpose of reading is the reconstruction of meaning. Meaning is not in print, but it is the meaning that the author begins with when he writes. Somehow, the reader strives to reconstruct this meaning as he reads". -- Goodman (1970)

"Reading has been defined as an act of responding to printed symbols so that meaning is created. It has long since been recognized, however, that getting meaning from the printed page is too limited as a definition of reading. Bringing meaning to the printed page indicates more accurately the reciprocal process between the printer symbols and the mind of the reader". - Jenkinson (1973)

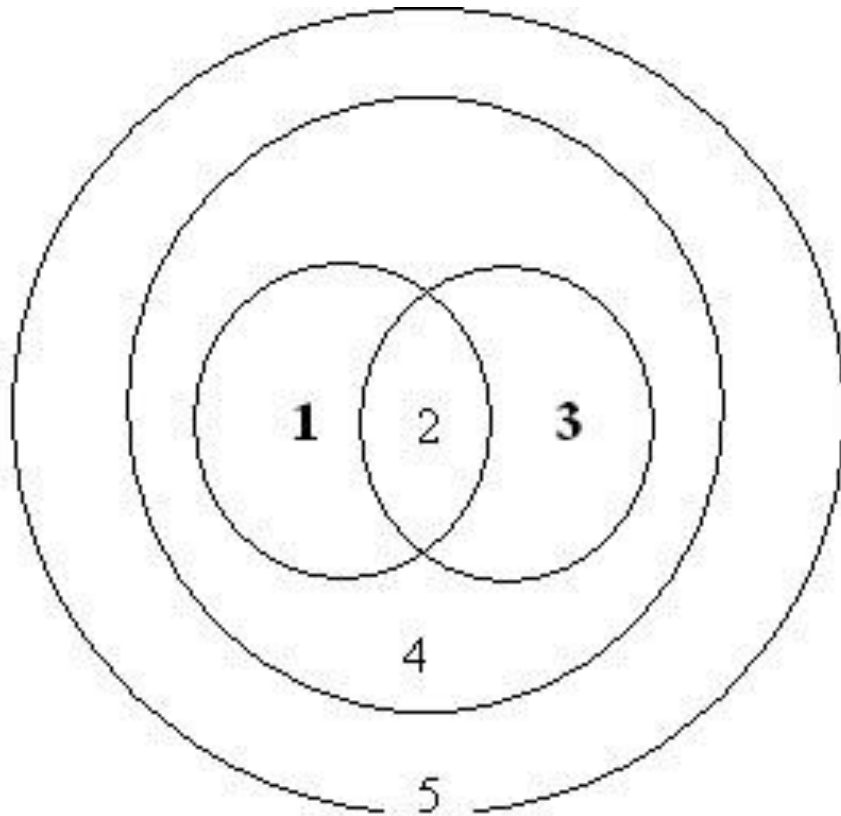
"reading is the process of getting linguistic information 'via-print' through reading; the information conveyed by the writer through the print medium is retrieved by the reader". - Widdowson (1979)

14.3. The Reading As a Visual Process

Reading is a visual process. It is an experimental process; because, without experience the mind will be unable to invest meaning to the symbols that we see. 'Reading comes about when we take meaning to the printed page, not just the act of taking meaning from the printed page (Berg, 1971 : 10).'

Reading is a trans active process in which readers negotiate meaning or interpretation. During reading, the meaning does not go from the page to the reader; instead, it is a complex negotiation between the text and the reader that is shaped by the immediate situational context and broader socio linguistic contexts (Weaver, 1988).

The Reading Process



(Figure is adapted from Weaver, 1988: page 30.

1. Reader;

2. Transaction;

3. Text;

4. Immediate Situational Contexts and

5. Broader Socio Linguistic Contexts.)

14.4. Two Kinds of Processing in Reading : Bottom up and Top down

Bottom up processes are those that take in stimuli from the outside world-letters and words, for reading and deal with that information with little recourse to higher-level knowledge.

With **top down** processes the information is guided by an individual's prior knowledge and expectations.

Teriman (2001) says that in most situations, bottom up and top down processes work together to ensure the accurate and rapid processing of information.

14.5. Reading and Reading Skill

Reading in general is ability. The reader decodes meaning from the printed or written words. In the process of reading, the reader employs his reading skill. The degree of reading skill varies from person to person according to the linguistic competence and background knowledge he possesses. However, the following are some of the important components of reading skill.

❖ Recognition of the graphemes.
❖ Recognition of the correlation of graphemes within words.
❖ Recognizing word boundaries and sentence boundary.
❖ Recognizing the meaning of words and its relationship in sentence.
❖ Recognizing relationship between and among sentences in a discourse.

❖ Deducing meaning of unfamiliar words
❖ Inferring implicit and explicit information and ideas of text, etc.

14.6. Qualities of an Effective Reader

When a person reads, his capability as a reader can be judged by his efficiency of reading, which depends upon his linguistic competence, background knowledge about the subject and the words used in the text.

A successful reader can easily manage large amount of written material. The following are the characteristics of a successful or effective reader (Berg, 1971:7-8).

A reader is one who

· has purpose
· can concentrate
· comprehend what he reads
· remembers what he reads
· has a good vocabulary, and
· can read rapidly, but with rate depending on the material.

Further, Berg says that knowing how to select the right combination of skills for a particular purpose - to change the rate of reading in a co-ordinated reaction to purpose and difficulty is the mark of the effective reader. This skill is called flexibility.

The flexible reader is a purposeful reader. He knows how to skim for previewing an article before reading, and he knows how to scan for specific information in a selection. He learns from his preview skimming, to know whether to read the selection rapidly, at an average rate, or slowly.

This way the reading task gets completed

14.7. Types of Reading

Yoakem (1955) has classified reading according to the form, purpose and the psychological process involved. Reading may be of many types:

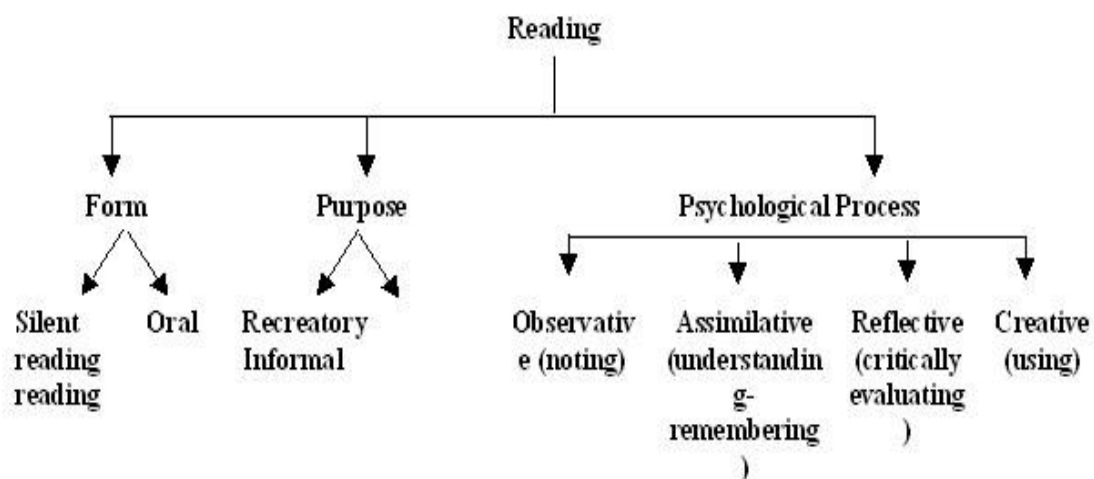
Oral and silent reading: On the basis of 'form', reading is categorized as silent and oral reading. The reader either reads to himself or to others
Informational reading: reading to provide information or to get information
Recreational reading: reading for entertainment and time pass.
Observational: where the reader makes note of what the writer intends to write but makes no special efforts to analyse it or to remember the words or ideas.
Assimilative: where the reader tries to understand fully and remember what he reads.
Reflective : where the reader reads with a critical attitude.
Creative readings: where the reader tries to discover ideas so that he can use them subsequently in oral written expression.

Skimming: Skimming involves quickly running one's eye over at text to get the risk of it.

Scanning : Scanning involves quickly going through a text to find a particular piece of information.

Extensive reading is nothing but reading longer text usually for one's own pleasure. This is a fluent activity, mainly involving global understanding.

Intensive reading involves reading shorter texts to extracts specific information. This kind of reading is otherwise known as reading for details.



14.8 Five Stages of Learning Reading

- ❖ At the first stage, the learner learns to read the alphabetic orders ABC upto XYZ.
- ❖ Then he learns to read its combinations (like h.e, s.h.e).

- ❖ In the third stage, the learner learns to read the words and its combinations with other words in a sentence and understand its meaning.
- ❖ In the fourth stage he extent his reading ability at the sentence level.
- ❖ In the fifth stage, he begins to comprehend the discourses. Only at this stage, he uses his both linguistic and socio linguistic knowledge for complete understanding of the text.

14.9: Methods of Teaching Reading :The learning of reading is a conscious process which is taught to learn deliberately. However, reading is taught by adopting different methods in school curriculum which are categorized (Yadov, 2002) as:

- ❖ alphabetic method
- ❖ syllabic method
- ❖ word method
- ❖ phrase method
- ❖ sentence method
- ❖ story method and
- ❖ phonic method.

In alphabetic method, the name of the letters are taught to the students in alphabetic order and then combination of two or more letters and words combination in sentences. In the syllabic method, the unit of teaching is the syllable not the letter. Syllables are used directly and words and sentences are framed combining syllables. In word method, word is the unit of teaching and as well in phrase method, phrase is the unit of teaching. In sentence method, sentence is the unit of teaching. In story method, the students are taught story in four or five sentences which are illustrated

with pictures. The story is learnt by rote and then the students reads it. The students recognize sentences and then words. The last one, the phonic method, this method is based on phonology and is used in combination with the alphabetic method.

14.10. Causes of the Poor Reading

Reading is an important way of gaining information in language learning and it is a basic skill for a language learner. There are a lot of reading exercises in an examination today. But all these readings must be done in limited time. So learners are asked to read them correctly and with a certain speed. For instance, someone reads word by word. Someone reads with his finger pointing to the words or with his head shaking. Those are all bad habits. They should read phrase by phrase. Do not blink eyes so often and shake head. Just move the eyeball. That is enough. If they want to get more word information, there must be a proper distance between their eyes and the reading material.

One's reading capacity normally fails due to his inability of recognizing words and deducing its meanings. Apart from word recognition, the knowledge about the subject of the written matter also controls the reading ability of the reader. Berg (1971: 5-7) says that the following are the causes of poor reading habits:

- ❖ · lack of effective techniques
- ❖ · lack of effective practice
- ❖ · not a direct translation between word symbol and comprehension; word is compared to one in the more common spoken language
- ❖ · insufficient background
- ❖ · technical details which demand a slower reading and

- ❖ · visual problems.
- ❖ sounds of letters.
- ❖

14.11. Reading Comprehension

Reading means reading with comprehension. In the process of reading comprehension, the printed words are not just decoded as it is, but a reader using his linguistic competence, socio linguistic and existing knowledge about the topic decodes it. Reading is not only the activity of merely decoding the writer's meaning, but also it is the activity of more than that. That is, sometimes the reader goes beyond that or understands nothing from that.

It is the fact that how one comprehends can be decided by the internal and external factors.

Internal factors

Linguistic competence (what the reader knows about the language)
Motivation (how much the reader cares about the task at hand as his general mood about reading),
Schooling and accumulated reading ability,
How well the reader can read

External factors

The printed page

The qualities on the reading environment
Text readability and text organization
Teacher activity

14.12 Testing Reading Comprehension

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

To test the reading comprehension of a student following activities can be adopted

- ❖ selection of appropriate answers from the given answers,
- ❖ deciding the statements given are true or false,
- ❖ getting the answers from the text.

Knowledge based questions required the subjects to recognize the parts of the sentences, to complete the incomplete sentences and recalling vocabularies and grammatical information from their memory.

Test item	Type of the Text	Mode of answering or questions	Type of skill
1.	Incomplete	Complete the sentences by	Competence based

	sentences	using the options given	
2.	Passages narrative	True / false	Text based
3.	Matching table	Match these parts of sentences to make complete sense.	Competence based
4.	Word	Choose the correct synonym	Competence based
5.	Word	Fill in the blanks with the correct word choosing from the options given within brackets	Competence based
6.	Sentence	Pickout the segment that has error in the given sentences	Competence based
7.	Telegram	Choosing the options given	Text based
8.	Sentence	Labelling the parts of the sentences	Competence based
9.	Passage	Choosing the options given	Text based
10.	Pie graph	Choosing the answers given	Text based

14.13. Remedies

The following remedies will be helpful for the enhancement of reading comprehension of the Second Language Learners.

- ❖ Practice of differentiating the lexical and grammatical items, recognition of unfamiliar words and understanding of their literal and contextual meanings

with the help of the teacher or dictionary will enhance the reading comprehensibility.

- ❖ Practice of labeling parts of speech and recognizing the word boundaries and tense markers will develop the linguistic competence of the students. Further, that will be helpful for enhancing the understanding ability of texts.

- ❖ Easy and simple vocabularies may be used in reading materials. Further, the hard and unknown vocabularies may be introduced in familiar context of the students. If it is unfamiliar context, both the context and vocabularies and hard words give them trouble. So, the use of unknown and hard words in a familiar context of the students will increase the understanding ability of the students.
- ❖ Teaching of reading comprehension, has to be done. That is, how to read, how to understand a text and how to understand a contextual meaning as well as literal meaning of words will increase the reading ability of the students.

- ❖ The reading games may be introduced in classroom. That is, finding phrasal verbs, differentiating the mono, die and tri syllable words, differentiating the nouns like common, abstract, animate, inanimate, etc. and the verbs like transitive and intransitive in sentence or discourse will be helpful for the development of linguistic competence which will enhance the reading comprehensibility of students.

- ❖ In order to make reading an interesting challenge as opposed to a tedious chore, it is important that learners do not work hard over every word, whether they are skimming the text for general meaning or scanning it to pick out specific information.

- ❖ As with listening activities, it is important to spend time preparing for the task by using the illustrations (a usual feature in reading activities for children), learner's own knowledge about the subject matter, and key vocabulary to help the pupils to predict the general content of the text.

- ❖ Discuss the subject and ask questions to elicit language and to stimulate the learner's interest in the text before they begin reading. Also make sure that the learners understand the essential vocabulary they need to complete the task before they begin to read.

- ❖ Do not encourage learners to read texts aloud unless this is to learn a play or recite a poem. Reading aloud inhibits ELLs and forces them to concentrate on what they are saying as opposed to what they are reading and the meaning is very often lost.

14.14 :Summing Up

It is concluded that the use of phrasal verbs, hard words, complex sentences, lengthy sentences, unknown contexts, etc. in the reading materials of the students hinders the students in understanding the concepts of reading materials.

So, it can be concluded that the parental education and economical position and the medium of instruction significantly contribute to the learning achievement of the students especially in second language learning. However, the gender and geographical location have less influence over the process of learning reading comprehension of the students.

