

Janata Shikshan Mandal's, Sane Guruji Vidya Prabodhini,
Comprehensive College of Education, Khiroda. Tq. Raver Dist. Jalgaon-
425504

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Pedagogy of a School Subject-I (CCM-English

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon
Revised Syllabus for Two Years as per NCTE Regulation 2014
First Year B.Ed. wef.2019-2020
Pedagogy of a School Subject-I (CCM-English)

Course Objectives:-

To enable the teacher trainee to –

1. Understand the role and importance of English Language in India and in education
2. Understand the concept, nature and importance of content-cum-methodology in English.
3. Understand the approaches, methods and objectives of teaching and learning of English as a second and third language of secondary and higher secondary.
4. Acquaint her/him with planning and testing in the teaching of English
5. Acquaint her/him with the methodology and techniques of communicative language teaching.
6. Acquaint her /him with the essential aspect of English grammar and usage.
7. Acquaint proficiency in the communicative use of English.
8. Acquaint her/him with varied learning resources
9. Acquaint her/him with the teaching Profession
10. Make aware regarding the grammar items

Unit -1 Nature of Language

- i. Definition
- ii. Characteristics of Language
- iii. Principles of Language Learning
- iv. Place of English
 - a) In India with special reference to three language formula
 - b) In Maharashtra state
 - c) In present school curriculum
 - v) Need and importance of English Language
 - vi) Halliday's seven basic functions of language
 - vii) General Objectives of teaching English
 - viii) Instructional Objectives of Teaching English

Unit 2- Content-cum-Methodology

Unit 2- Content-cum-Methodology

- i. Historical Perspective of Content-cum-Methodology
- ii. Meaning, Concept, Nature, Structure of Content-cum- Methodology
- iii. Scope of Content-cum-Methodology
- iv. Content analysis
- v. Objectives of Content-cum-Methodology
- vi. Need and Importance of Content-cum-Methodology
- vii. Plan and procedures
- viii. Implementation of Content-cum-Methodology

Unit 3 Developing skills in CLT (Communicative Language Teaching)

- i. Listening skill- Nature, Types-focused, casual procedures and techniques to develop listening skill.
- ii. Speaking skill- Nature, process of teaching speaking skill. Procedures and techniques to develop speaking skills.
- iii. Reading skill- Nature, types of reading skill, loud reading, silent reading, intensive reading and extensive reading
- iv. Styles of Reading- 1) skimming 2) scanning
- v. Components of Reading Skill Development : a) Correct Pronunciation b) Proper Stress c) Intonation d) Use of Punctuation Marks e) Reasonable speed
- vi. Procedures and techniques to develop reading skill.
- vii. Writing skill- nature, types of writing: copying, dictation, conversation, guided /free composition
- viii. Procedures and techniques to develop writing skill
- ix. Communicative skill / talking skill
- x. Nature of skill integration in communicative skills.
- xi. Procedures and techniques to develop communicative skills.

Unit- 4 Approaches, Methods and Techniques of Teaching and Learning o English

- i. Meaning and concept of Approach, Method and technique.
- ii. Difference between approach and method
- iii. Various methods evolved for teaching English-** Grammar translation method, direct method, Bilingual method, Dr. West's new method, Eclectic method.
- iv. Various Approaches evolved for teaching-** Structural Approach, Communicative Approach, Constructivist Approach and Total Physical Response Approach (TPR)
- v. Techniques /Devices** -Note- Making and Note-taking, pair work, group work, Storytelling, Narration, dramatization and Brainstorming etc.
- vi. Support services-** Language Laboratory, audio visual aids, Mobile Learning, Computer and web services.

Unit -5 Planning and Evaluation

- i. Types of Planning- Planning- annual Plan, Unit Plan, and lesson plan(with Meaning, framework, and merits)
- ii. Construction of Unit Test- Blue Print
- iii. Types of Exams- Oral, Written and Practical.
- iv. Continuous comprehensive Evaluation System (CCE) – Concept, nature, types and implementation.

Unit -6 Grammar and Usage

- i. Phonetics- The sounds of English-Vowels, Diphthongs and Consonants
- ii. Word Stress
- iii. Intonations
- iv. Strong and Weak form of Words
- v. Use of Dictionary in Pronunciation
- vi. Kinds of Sentences- Declarative sentence, Imperative Sentence, Interrogative Sentence, and Exclamatory Sentence.
- vii. Types of Sentences- Simple Sentence, Complex Sentence, and Compound Sentence.
- viii. Parts of Speech - Noun, Pronoun, Verb, Adverb, Adjective, Preposition, conjunction, interjection.
- ix. Application of Punctuations.
- x. Auxiliaries and Modals

Unit -7 Teaching as a Profession

- i. Concept and Nature of Teaching profession
- ii. Difference between Occupation and Profession
- iii. Essential competencies of English Teacher
- iv. Characteristics of good English teacher
- v. Concept of in-service, pre-service teacher training programmes.
- vi. Training institutions for professional development of the English teacher with special reference to its nature, structure objectives and functions. DCE, SIEM, and TEAFLU
- vii. English Teacher Association-Nature and its role in professional development.

Unit-8 Learning Resources

- i. Print Resources: Resources** for communicating verbal experiences: - Textbook, workbook, magazines, newspaper, encyclopedia and instructional Material.
- ii. Learning Experiences:** Types, nature and criteria of good learning experiences.
- iii. Audio-visual aids:**
 - a) Audio Resources:** Meaning, purpose -educational radio broadcast, tape recorder, Language Laboratory.
 - b) Non-projected visual Resources:** meaning, purpose – Graph, map, poster, charts, pictures cartoons, diagrams, globes, puppets and models.
 - c) Projected Visual Resources:** Television, computer with LCD Projector, Film strips, movies, Videos, and animation.
- iv. Innovative Resources:** Library as a learning resource, E-resources- (Blogs, e-books, social networking sites, Computer assisted language learning-CALL) Language Laboratory, for ELT and ELL.
- v. Advantages and disadvantages of Audio-visual aids.**

Practicum

(Any one of the following)

1. **Planning – Annual plan, Unit Plan, Construction of the Unit Test with Blue print**
2. **Evaluation of the Text Book**

Recommended Books:

1. Byrne D., 1976 , Teaching Oral English : Longman
2. Geeta Nagraj, (1996), English language Teaching, Hyderabad: Orient Longman.
3. D.S.Moruskar, (2003), Content-cum –Methodology in English, Gargoti: Abhimanyu Publishers and Distributors
4. Harris D., (1976), Teaching English as a Second Language
5. J.Sethi and D.V.Jindal,(2006), A Handbook of pronunciation of English Words, New Delhi: Prentice Hall of India Private Limited.
6. J.Sethi and P.V.Dhamija, (2008), A Course in Phonetics and spoken English, New Delhi: Prentice Hall of India Private Limited.
7. Johnson K & Keith Morrow,(1983), Communications in the Classroom Applications and Methods for Communicative Approach.
8. Kute M.P., Pandit B.B. Suryawanshi D.A., (1999), Communicative Language Teaching in English, Pune: Nutan Prakashan
9. Kripa K.Gautam, (1988), English Language Teaching, New Delhi: Herman Publishing House
10. More Lata, S,(2008), Methods and Techniques of English Teaching Nagpur: Pimpalpure & Co. Publishers
11. Leech and Svartivick, (1974), A Communicative Grammar of English : Longman
12. Littlewood W., (1983), Communicative language Teaching : CUP
13. Richards J & T.S. Rodgers, (1995), Approaches and Methods in Language Teaching : CUP
14. Teachers Manuals published time to time

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Unit No.01 Nature of Language

1.1 Introduction

Language is the ‘species-specific’ and ‘specific –uniform’ possession of man. It is God’s special gift to mankind. Without language human civilization as we know it, would have remained impossibility. Language is ubiquitous. It is present everywhere – in our thoughts and dreams, prayers, and meditations, relations and communications, and storehouse of knowledge, it is an instrument of thinking as well as a source of delight (e.g. singing). Language dissipate superfluous nervous energy, direct motion in others, both men and animals, sets matter in motion as in charms and incantations, transfer knowledge from one person to another and from one generation to another. Language is also the maker or unmaker of human relationships. It is the use of language that makes a life bitter or sweet. Without language man would have remained only a dumb animal. It is our ability to communicate through words that makes us different from animals. Because of its omnipresence language is often taken for granted. But many a time it has become the serious concern not only of linguisticians but also of philosophers, logicians, psychologists, scientists and literary critics, to name only a few.

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1.2 'LANGUAGE' AND 'A LANGUAGE'

- Whereas 'language' in the abstract is our faculty to speak; or 'the faculty of speech, which all human beings hold in common'; 'a language' is 'a particular code, a set of convention which we operate through the possession of the faculty of speech; and language is not held in common by all human beings but only by those who belong to specific –community.
- Aristotle has called man a social animal. As such, he/she needs to communicate his feelings and thoughts. It is only through language that he communicates with his fellow beings. Thus, language is a unique possession of man. It shows his superiority over other animals. Language is the greatest gift with which man is endowed. One can not think of human society without language. Even Bloomfield has remarked, "Each community is formed by the activity of language."
- According to Gleason, "Language is one of the most important and characteristic forms of human behaviour." It is only through language that language that we are able to think, feel and express ourselves. Hence, language is the flesh and blood of our culture.

1.3 Meaning and Definition of Language:

- The word ‘language’ has been derived from the Latin word ‘lingua’ which implies tongue. French word ‘langue’ and ‘parole’ is also related to language. **‘Language is a specific form of speech which is conventional and belongs to a particular community.** For example, in India we have languages like Punjabi, Rajasthan etc. ‘Parole, also means speech but it denotes the ‘individual’ side of language i.e. how a person express his feelings, emotions and desires while living in a society.
- **Since linguistics is the study of language,** it is imperative for a linguist to know what language is. Language is a very complex human phenomenon; all attempts to define it have proved inadequate. In a nutshell, language is an ‘organised noise’ used in actual social situations. That is why it has also been defined as ‘contextualised systematic sounds.’
- According to an ancient linguist of India, Patanjali, language is that human expression which is uttered out by speech organs. In the *Encyclopaedia of Britanica*, Vol.13, language is defined as, “a system of conventional, spoken or written symbols by means of which human beings, as member of a social group and participants in its culture, communicate.” Some other definitions which are currently popular in linguistic circle are cited below:

“Language is the expression of ideas by means of which speech sounds are combined into words, words are combined into sentences and combination of sentences gives answer to ideas and thoughts”

-- Sweet

- “Language is the set of human habits, the purpose of which is to give expression “Language is a set of arbitrary vocal symbols by means of which a social group communicates.”

-- Bloch and Trager

- “Language is the set of human habits, the purpose of which is to give expression to human thoughts and feelings especially to impart to others.”

-- Jespersen

- “Language is a purely human and Non-insensitive method of communication, ideas, emotions and desires by means of a system of voluntary produced symbols.”

--Edward Sapir

- “**Language** in its widest sense means the sum total of such signs of our thoughts and feelings as are capable external perception and as could be produced and repeated a will.”

-- A.H. Gardiner, **Speech and Language, 1935**

- “Language may be defined as the expression of thoughts by means of which speech-sounds

--- **Henry Sweet, The History of language**

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“A system of communication by sound, i.e. through the organs of speech and hearing, among human beings of certain group or community, using vocal symbols possessing arbitrary conventional meanings.”

--- **Mario A. Pei and Frank Gaynor**

--- **Dictionary of Linguistics, 1954**

Language is humana verbal systematic symbolism a means of transmitting informationa form social behaviour..... (with a) high degree of convention.

-- **J. Whitemouth, Language**

“A language (is a) symbol systembased on pure or arbitrary conventioninfinitely extendable and modifiable according to the changing needs and conditions of the speakers.”

---**R.H. Robins, General Linguistics**

Language is “audible, articulate human speech as produced by the action of the tongue and adjacent vocal organsThe body of words and methods of combining words used and understood by a considerable community, especially when fixed and elaborated by long usage; a tongue.

--- **Webster’s *New international Dictionary, 2nd ed.***

1.2 Characteristics of language

1 Language is verbal, vocal: Language is sound

Language is an organization of sounds, of vocal symbols- the sounds produced from the mouth with the help of various organs of speech to convey some meaningful message. It also means that speech is primary to writing. There are several languages in the world because they are spoken. Music and singing also employ vocal sounds, but they are not languages. Language is a systematic verbal symbolism; it makes use of verbal elements such as sound, words, and phrases, which are arranged in certain ways to make sentences. Language is vocal in as much as it is made up of sounds which can be produced by the organs of speech.

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2 Language is a Means of Communication:

Language is the most powerful, convenient and permanent means and form of communication. Non-linguistic symbols such as expressive gestures, signals of various kinds, traffic lights, road signs, flags, emblems and many more such things as well as shorthand, morse and other codes, the deaf and dumb and Braille alphabets, the symbols of mathematics and logic, etc. are also means of communication, yet they are not so flexible, comprehensive, perfect and extensive as language is. Language is the best means of self-expression. It is through language that humans express their thoughts, desires, emotions and feelings; it is through it that they store knowledge, transmit messages, knowledge and experience from one person to another, from one generation to another. Most of the activities in the world are carried on through or by it. It is through it that humans interact. It is language again that yokes the present, the past and the future together.

Continued...

3 Language is a social phenomenon:

- Language is a set of conventional communicative signals used by humans for communication in communality. Language in this is a possession of a social group, comprising an indispensable set of rules which permits its member to relate to each other, to interact with each other. To co-operate with each other: it is a social institution. Language exists in society. It is a means of nourishing and developing culture and establishing human relations. It is as a member of society. That a human being acquires a language. We are not born with an instinct to learn particular language. English, Hindi, Russian, Chinese, Bengali, Tamil, or French. We learn a language as the members of the society, using the language, or because we want understand that society, or to be understood by that speech –community. If a language is not used in any society, it dies out. Language is thus a social event and social phenomenon.

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4 Language is non-instinctive, conventional:

No language was created in a day out of a mutually agreed upon formula by a group of humans. Language is the outcome of evolution and convention. Each generation transmit this convention on to the next. Like all human institutions languages also change and die grow and expand. Every language then is a convention in a community. It is non-instinctive because it is acquired by human beings. Nobody gets a language in heritage; he /she acquire it, and everybody has been provided with an innate ability to acquire language. Animals inherit their system of communication by heredity, humans do not.

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5 Language is Arbitrary:

By the arbitrariness of language we mean that there is no inherent or logical relation or similarity between any given feature of language and its meanings. That is entirely arbitrary, that there is no direct necessary connection between the nature of the things or ideas the language dealt with, and the linguistic units are the combinations by which these things or ideas are expressed. There is no reason why the four-legged domestic animals should be called **dog** in English, **Kutta** in Hindi, **kukkur** in Sanskrit, **nai** in Kannada, **kukka** in Telgu, **kukur** in Bengali, **Kutra** in Marathi, and **Kutro** in Gujrathi. That those particular words rather than any other are used in these different languages, is merely an accident of linguistic history. Furthermore, these are at variations in different languages of the world, and have no uniformity.

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7 Language is systematic:

Although language is symbolic, yet its symbols are arranged in a particular system. All languages have their system of arrangements. Though symbols in each human language are finite, they can be arranged infinitely; that to say, we can produce an infinite set of sentence by a finite set of symbols.

Every language is a system of systems. All languages have phonological and grammatical systems and within a system there are several sub-systems. For example, within the grammatical system we have morphological and syntactic system, and within these two sub-systems we have several other systems such as those of plural, of aspect, of tense, etc.

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8 Language is Unique, Creative, Complex and Modifiable:

- Language is a unique phenomenon of the earth. Other planets do not seem to have any language, although this fact may be invalidated, we have to discover a talking generation on any other planet. But so far there is no evidence of the presence of language on the moon. Each language is unique in its own sense. By this we do not mean that language do not have any similarities or universals. Each language has its peculiarities and distinct features.
- Language has creativity and productivity. The structural elements of human language can be combined to produce new utterances, which neither the speaker nor his hearers may ever have made or heard before any listener, yet which both sides understand without difficulty. Language changes according to the needs of the society. Old English is different from modern English; so is old Hindi different from modern Hindi. Lokik, Sanskrit, Pali and Prakrit are the various forms of Sanskrit arisen from number of changes.

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9 Language is both Linguistic and Communicative Competence:

A language is an abstract set of psychological principles and sociological consideration that constitute a person's competence as a speaker in a given situation. These psychological principles make available to him an unlimited number of sentences he can draw upon in concrete situations and provide him with the ability to understand and create entirely new sentences. Hence language is not just a verbal behaviour; it is a system of rules establishing co-relations between meanings and sound sequences. It is a set of principles that a speaker masters; it is not anything that he does. In brief, a language is a code which is different from the act of encoding; it is a speaker's linguistic competence rather than his linguistic performance. But mere linguistic or communicative competence is not enough for communication; it has to be coupled with communicative competence. This is the view of the sociolinguists who stress the use of language according to the occasion and context, the speaker and the listener, the profession and the social status of the speaker and the listener. That language is the result of social interaction is an established truth.

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- No species other than human has been endowed with language. Animal can not acquire human language because of its complex structure and their physical inadequacies. Animals do not have the type of brain which the human beings possess and their articulatory organs and also very much different from those of the human beings. Furthermore any system of animal's communication does not make use of the quality of the features, that is, of concurrent system of sound and meaning. Human language is open -ended, extendable and modifiable whereas the animal language is not.
- In addition with above mentioned characteristics following are some of the characteristics summarised as below:
 - 1) Language is a means or vehicle for communicating ideas, thoughts, feelings, experiences and emotions.
 - 2) Language is a verbal communication or verbal interaction of thoughts and ideas among the members of society.
 - 3) Some signs, cries, laugh, smile, and body gestures are also used for communicating something. It is known as verbal language or body language, or non-verbal interaction. The verbal interaction takes place with the help of a verbal language.

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- 1) Language is the God given gift or boon for human being, no other animal and species can use a language. Man alone uses language for communication.
- 2) Language is signally system which employs vocal sounds and is based on man's abilities and skills to speak. The written language is derivative and secondary aspect of a language.
- 3) Language is speech which in turn means the production of meaningful sounds according to a system. It is an introduction to the study of speech.
- 4) Language is the system of systems which includes phonemes, morphemes, semantics and syntax.
- 5) Language is a powerful instrument or tool which has made human civilization and culture.
- 6) Language is a uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another.
- 7) Language is a purely human and non-instinctive method of conveying or communicating, ideas, feelings, emotions and desires by means of a system of voluntarily produced symbols or alphabets or words.
- 8) Language is a social and cultural not a biologically inherited function. The skills of a language are reading, writing, speaking and listening are acquired.
- 9) Language is a highly structured system, which permits an infinite of permutations. The structure is based on semantics and grammatical relationship between words.

Continued...

- 1) Language has its roots in its spoken forms which essentially dynamic nature, is found on the interplay of its spoken forms in social functions.
- 2) Language is system of phonetics, grammar and vocabulary which themselves are systems.
- 3) Language is the science or knowledge of alphabets, words, sentences and grammatical relationship between words.
- 4) Language is a medium of communicating ideas, feelings, emotions and experiences. It is verbal interaction among the people. Language is a verbal interaction among people of a society.
- 5) Language is the form acquired skills and competencies related to cognitive and psychomotor domains.
- 6) Language makes use of non-verbal language or body language or silent language for an effective communication or verbal interaction. The feeling and emotions are expressed effectively by using body gestures. Thus verbal language and non-verbal language are complementary to each other from expression point of view.

1.4 Principles of Language Learning

- In our country English is taught both as a foreign language and as a second language. There are certain basic principles common to all good language teaching. Since these principles are fruitful for teaching all languages so they are called general principles of language teaching. Some of the principles that must be kept in mind by English teachers (or foreign language teachers) are as follows:

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1) Principle of Naturalness:

The mother tongue is learnt more easily because a natural environment exists for learning it. It is spoken in family and in neighbourhood. But this is not true for a foreign language. The child encounters with a foreign language in his class for about six periods a week and so it becomes difficult for him to learn it. Efforts should be made to teach the child with a natural environment for learning this foreign language. For this, following points have to be considered:

- a) Communicating with the students in foreign language in the class, on playground etc.
- b) Encouraging students to converse only in this language.
- c) Arrange group discussion, activity in the class.

Cont...

2) Principle of Habit Formation:

Language learning is a skill like learning cycling, swimming etc. Language is the instrument of all subjects. So it should be intuitive, habitual. It should be learnt upto the point where little or no efforts have to be made in order to speak it.

“Language learning is essentially a habit forming process, a process during which we acquire new habits.” -- Palmer.

3) The Principle of Proper Order and Proportion:

- Natural order of learning is made up learning the four basic language skills. These are listening, speaking, reading, writing and communication (LSRWC). The classical order involved in teaching these skills:

First ---- Listening (Understanding)
Second ----- speaking
Third ----- reading
Fourth ----- writing
Fifth ----- communication

In addition to the above principle of proper order it is also desirable to follow the principle of proper proportion .i.e. while teaching a language due and equal emphasis be put on each aspect. No skill should be over emphasized or neglected.

Cont..

4) Principle of Passive and Active Vocabulary:

To enrich vocabulary is one of the objectives of teaching English.

There are two kinds of vocabulary:

a) Passive Vocabulary

It consists of those words which are recognized and understood but seldom used in speaking or writing.

b) Active Vocabulary

It consists of those words which are understood and constantly used by the learner while speaking and writing. Teacher should make conscious efforts to bring the words from passive vocabulary to the active vocabulary of the learner.

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5) The Principle of Using Mother Tongue

In this context, Robert Paul expresses his views in his book, “Understanding English” when we learnt first language, we face the universe directly and learn to clothe it with speech; when we learnt the second language, and we tend to filter the universe through the language already known.

So we can make use of mother tongue in teaching a foreign language.

6) Principles of selection

The principle of selection is based on the assumption that it is not possible to teach the whole system of the language within a short period. Because only limited things can be taught within a limited period. So for the teaching matter following points must be kept in mind:

a) Frequency:

Those words or sentences should be selected which have a high frequency of occurrence (which are used a larger number of times) or which are frequently used e.g. book, pen, mobile phone, table etc.

Cont...

a) Range:

b) Availability:

c) Coverage:

d) Teachability:

e) Learnability:

f) Frequency:

Cont....

7) Principle of Phonology:

To remember written symbols it is always desirable to attach them with spoken symbols. Therefore teaching a foreign language. Beginning should be made with a speech lesson and in no case it should start from writing. Oral speech is the quickest way of learning a language. Emphasising the importance of speech Wren states, “There was speech in the world a long time before here was writing.”

8) Principle of Interest: To arouse interest among the students, teacher can make use of the following:

Audio-visual-aids –pictures, charts and e-images etc.

Relating the material to everyday life.

Undertaking various activities such as speaking, reading and writing etc.

9) Principle of Learning by Doing:

- It places more emphasis on acquisition written work, pronunciation, reading, spelling, writing, listening are essential activities.
- Students be given a good practice of these.

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10) Principle of Accuracy and Correctness

Accuracy means to make use of right and exact words. Thus only those words be used which impart meaning for this, that:

The selection of the words should be right.

Use of words should be economical.

Expression should be impressive.

Correctness also implies the accuracy, pronunciation, intonation, spelling, structure, and articulation. Thus the teacher should be accurate as well as correct from the very beginning.

11) Reinforcement:

Immediate reinforcement is an important principle. It has been experimentally proved that reinforcement of correct responses helps in better learning. The student should be told that his response is correct immediately after is given by him.

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12) Language using:

A language is best learnt through use in different contexts and situations. Prof. Eugene A. Nida rightly observed, “Language learning means plunging headlong into a series of completely different experiences. It means exposing oneself to situations where the use of language is required”

13) The Principle of Co-relation with Life:

Teacher should make efforts to relate the subject matter to life, customs traditions, peculiarities and characteristics of the society to which the student belongs. This will make the teaching more meaningful and learning can be transferred to real life situation. Thus, the principles of language study are quite useful to cultivate the fourfold skills (LSRW) of English language. The teacher, who follows these principles, can achieve the proper effect in teaching English. It is true that a successful teaching is that which brings about effective learning.

1.4 Nature and Scope of language

As regards the nature of the language, it is very difficult to explain it because the question about the definite origin of language still remains unanswered. It is very difficult to explain the nature of the language and the question what is language?

Here are certain points that make the nature of language clear.

- 1) Language is complex whole.
- 2) It is clearly a kind of control.
- 3) It involves oral-aural communication.
- 4) It is a essential speech.
- 5) It is always relational.
- 6) It is a dynamic and not static phenomenon.
- 7) It is an arrangement of oral written signs, symbols and words.
- 8) Language is a unity. It is an organic entity and not a compartmental piece. It can not be conceived of piecemeal.
- 9) Language is evolutionary in nature.
- 10) Language is a means to communicate one's thoughts, feelings and experiences.
- 11) Human-beings preserve, develop and prosper their knowledge through language.
- 12) The nature of language differs according to its geographical, social and psychological basis.
- 13) It involves the process of thinking.
- 14) It adopts two main forms –oral and written.

1.5 A Place of English : In India with special reference to three language formula

In India it is important that our education in regional languages should have a prime place in the school and college education. The Kothari Commission wisely recommends the following language formula to meet the needs of mother tongue or regional language, the national language Hindi and the international language English.

A. Class I to IV – Regional language

B. Class V to VII – Two languages Regional language and second language Hindi or English.

C. Class VIII to X – Three languages- Regional language, National language Hindi and English.

- It is clear from this, that English can be learnt for a minimum period of three years only from class VIII to X. The commission also recommends two levels of achievement at the school stage one for those who learn English from Class V and another for those who study it from class VIII. The commission has also made it clear that no language should be made compulsory after class X, which gives full scope for those who are not interested in the study of English. Those who like it may study it for six years upto class X and even beyond.
- Thus, English may be compulsory at school level for a limited number of years. Several states in the north have adopted this practice though some others have made it optional.
- At present in Maharashtra English is a compulsory subject from the 1st standard of primary school. They say that, English is being introduced at the primary school level as a complement to the mother-tongue which has been the medium of instruction.

1.5 A Place of English : The place of English in the present school curriculum: In Maharashtra state:

- ‘Three language formula’ is suggested by Mudliar Commission and Kothari Commission, in which English has been placed as a second or Foreign language. It is expected that English should be one of the compulsory subjects and should be taught as a second language or foreign language. Its duration should be of three years or six years respectively.
- As per the Three Languages Formula the language teaching should be in English Medium schools :
 1. International language – English
 2. National language – Hindi
 3. Mother tongue – Marathi, Telugu etc.
- For Marathi Medium school or in the vernacular medium school
 1. Mother tongue – Marathi, Gujarati etc.
 2. National Language – Hindi
 3. International language – English
- In different states of India English is introduced from class VI and is compulsory subject upto degree level. In some states it is taught from VIII standard (in Gujarathi).
- As per the resolution of Maharashtra state Government, English has been taught from 1st standard, from June 2000. This indicates that the most of the states are following the ‘Three languages Formula’ , with some modification. But there is little uniformity regarding this language in some curriculum from state to state and in the duration.

1.5 Need and Importance of English language

- English as a Window
- International Language
- Language of Commerce and Industry
- Link Language
- Medium of Instruction
- Language of education (medical, engineering and law etc.
- Store House of Knowledge
- Language of Law and Judiciary
- Language of Literary Development
- Language of Communication
- Language of Political Interaction
- Language of media
- English is a library language
- Language for Peace
- A language of bread and butter
- A language of science and Technology

1.6 Halliday's Seven Basic Functions

There are seven basic functions of language given by M.A.K. Halliday (1970: 145). As follows

1. The instrumental function. (using language to get things)
2. The Regulatory function. (using language to control the behaviour of others)
3. The Interactional function (using language to create interaction with others).
4. The Personal function (using language to express personal feelings and meanings)
5. The Heuristic function (using language to learn and to discover).
6. The imaginative function (using language to create a world of imagination).
7. The Representational function (using language to communicate information)

Cont....

(1) **The instrumental Function:** when language is used to get things and to get work done, it is called instrumental function of language. it includes request, command and urging. It serves the function of ‘I want’, the satisfaction of material needs.

e.g.

1. Bring me a cup of tea- command.
2. Can you bring me a cup of tea- request
3. Bring me a cup of tea, please – urging.

Here we use language to get things,

(2) **The regulatory Function:** Regulatory function means the use of language to control the unexpected behaviour of others. It means whenever we expect proper behaviour from others, we give instructions, suggestions and advise. By using language we try to regulate the behaviour of others. Sometimes we threat and scold.

e.g.

1. If you don't attend the class, I will complaint to the principal – threat.
2. Smoking is prohibited- general rule
3. Learners are informed about Gathering – Notice.
4. Start now ! – instruction
5. we could start now – suggestion
6. Read this book it will help to develop your personality- advise.

Cont....

(3) The International Function: It refers the use of language to create interaction with others. Language is used to develop and maintain social relations. We use language for the interaction between self and others. That's why it is also called 'me and you' function. One important aspect of this function is, if you want to maintain social relations, simply open up yourself and communicate. It includes sympathy, greeting, gratitude, flattery and hostility or enmity. It is contact oriented function.

e. g.

1. Thanks a lot – gratitude
2. Hallo! Hi ! – greeting

(4) The personal function: when language is used to express our personal feelings, thoughts, likes and dislikes it is called personal function of language. the purpose of personal function is to show the direct attitude of the speaker- about his thoughts and emotions. Poetry serves the purpose of personal function. This function of language refers to communicate not knowledge but feelings emotions. Poetry serves the purpose of personal function. This function of language refers to communicate not knowledge but feelings emotions, and attitudes.

e. g.

1. I like the company of reference books and knowledgeable person, who give me more knowledge and inspiration.
2. O, my love is like a red red rose !
3. Not gold but only man can make a nation great and strong
4. I love to rise in a summer morn when the birds sing on every tree.

Cont...

(5) the Heuristic function: when language is used to learn and to discover or explore it is called heuristic function of language. when language is used as the means of investigating reality it is supposed a heuristic function of language. we ask various questions and doubts, it serves the purpose of heuristic function. For enquiry why – questions and Yes/No type questions are asked by the speaker or language user.

e. g.

1. How do we get energy?
2. What's your name?
3. I'd like to know where the museum is?
4. Could you tell me, where the college of education is?

(6) The imaginative function: It refers the use of language to create the world of imagination. Here language is not used to describe facts, but to create the decorative world of our own wish. So it is the use of language for its own sake, to give pleasure. With the help of language we get pleasure i.e. imaginatively and aesthetically. It means language is the medium of getting pleasure.

e.g.

1. If I were an apple and grew on a tree
I think I'd drop down on a nice boy like ME.
2. The night has a thousand eyes,
And the day but one.
3. I had a little tea party;
This afternoon at three,
It was very small
Just I, myself and me.

Cont....

(7) the representational function: When language is used to communicate the information, it is called representational function of language. language is used to convey the convey the message about the process, person, object abstraction, qualities, states and relations of the real world around us.

1.7 Instructional Objectives of Teaching English

- A careful language teacher can decide about aims of teaching the target language. In the words of Prof.P. Gurrey, “with careful thought, puzzling out precisely what he wants to achieve and what are the immediate needs of his pupils, a teacher of language can soon become expert in noting the objectives that he should strive for; and once he is aware of the advantage, he very soon forms the habit of directing his efforts and those of his pupils on to selected objectives.
- In teaching English, we may have general aims of teaching the language as well as specific objectives of teaching a lesson in the subject.

1.7 Instructional Objectives and their specifications:

- In the teaching of English as a second language, emphasis would not be on the study of English literature, appreciation of poetry, study of various authors and their style. The pupil is expected to acquire necessary skills for communication. Hence emphasis is given on developing skills in reading, listening, conversing and writing.
- Instructional objectives of a language course (English in the present context) in secondary and higher secondary schools can be listed as under:

Cont...

1) Knowledge:

- **Learning outcomes:**

- He/she tells the meaning of the difficult word.
- He/ she answers to the short answer type questions.
- He she tells the parts of the speech
- He/she tells the functions of the words within the given sentences.
- He/she tells the synonyms and the antonyms.
- He/she tells the kinds of the sentences.
- He/she tells the names of the punctuation Marks.
- He/she grammatically corrects the sentences.
- He/she recognizes.....
- He/she recalls.....
- He/she compares.....
- He/she discriminates.....
- He/she identifies the difference between...

Cont....

2) Understanding / Comprehension:

Learning outcomes:

- He/she tells the central idea of the lesson/poem
- He/she recognizes the pairs of the rhyming words
- He/she clarifies.....
- He/she locates errors from given language items
- He/she transforms language items as he is directed.
- He /she analyses of the given language items.
- He/she synthesizes.....
- He/she substitutes.....
- He/she illustrates in respect of –
- Grammatical structure, sentence pattern, Vocabulary, punctuation and pronunciation etc.
- He/she shows an enriched vocabulary.
- He/she uses various forms in speech and in writing.
- He/she communicates effectively from English into his mother tongue.

Cont....

1) Application:

- **Learning outcomes:**

- He/she uses/applies the difficult words/ phrases in his own sentences.
- He/she practices studied language items in his day to day life.
- He/she communicates confidently with teacher and his friends in English.
- He/she follows the etiquettes and manners as practiced in English language culture.
- He/she writes the letters to their relatives.

1) Expression/skills:

- **Learning Outcomes:**

- **Listening:**

- He/she follows the pronunciation, accent and intonation of the speaker.
- He/she tells the meanings of the words.
- He she explains the ideas implied in the speech.
- He/she follows the sequence of ideas.
- He/she follows the directions given by the speaker.
- He/she follows the radio news bulletin.

Cont....

➤ **Speaking:**

- He/she uses proper stress and intonation.
- He/she uses appropriate words and structures.
- He/she appropriate pauses in speech.
- He/she has a reasonable flow of speech.
- He/she uses varied sentence patterns.
- He/she presents his ideas in a proper sequence.
- He/she converses with another person.
- He/she gives oral answers to questions.

➤ **Silent reading:**

- He/she Locates key words and phrases in a given passages.
- He/she locates significant details.
- He/she finds out the central idea in a given passage.
- He/she explain the meanings of words/phrases and sentences.
- He/she locates the sequence of events, ideas and facts.
- He/she answers question based on the passage.
- He/she draws inferences in respect of ideas, feelings and moods etc.
- He/she attains reasonable sped.
- He/she uses dictionary.

Cont....

➤ **Loud/Oral Reading:**

- He/she reads with proper pauses and accents.
- He/she reads with proper intonation.
- He/she reads with proper pronunciation.
- He/she reads with reasonable speed.
- He/she recite a poem with proper rhythm.

➤ **Writing:**

- He/she writes legibly and distinctly.
- He/she uses varied sentences patterns.
- He/she uses appropriate words and phrases.
- He/she spells the words correctly.
- He/she uses various marks of punctuation correctly.
- He/she writes with reasonable speed.
- He/she organises ideas, facts etc. Into paragraphs.
- He/she writes various forms of composition such as a story, a letter, an easy etc.
- He/she uses various forms of reporting.
- He/she writes as per dictation.

Cont...

- **General Aims: Reception and Expression:**

- ❖ The study of every language has four important aspects, namely, the phonetic aspect, the semantic aspect, the graphic aspect and the phonetic –cum- graphic aspect. The phonetic aspect refers to speech and pronunciation, that is, listening and speaking. The semantic aspect refers to the meaning of the words and their inter-relationships in a sentence. The graphic aspect refers to the written shapes of the language. Lastly, the phonetic -cum graphic- aspect refers to the reading side of the language.
- ❖ None of the above aspect of a language can work in isolation. They must function in co-ordination with one another. We have accepted English to be a foreign language as well as a library language. In this context, the above aspect can be rolled into the following general aims:

- **Reception and Expression**

- ❖ A language is first received and then expressed. In language learning, four language skills are involved. These skills are listening and understanding, speaking and writing. The differences among these skills bring to light the differences between responding to language (reception) and using language (expression). In the first case, the learner gives meanings to language symbols, spoken or written. In the second case (using and expression), the learner has to produce both meanings and symbols.