

Adding Feathers...

A Handbook for ELT



State Council of Educational Research and Training
Varun Marg, Defence Colony, New Delhi-110024

Adding Feathers 2017-18

Copyright © SCERT Delhi

March 2019 (1200 copies)

ISBN:978-93-85943-66-9 (Series-2)

State Council of Educational Research and Training

Varun Marg, Defence Colony, New Delhi – 110024

Website: www.scertdelhi.nic.in

Email id: dpascert@gmail.com

ACKNOWLEDGEMENT

SCERT Delhi would like to acknowledge the support of all different companies, institutes, universities, schools, individuals and other sources from where the pictures and materials have been taken to be used as fillers in this Handbook. Their support played an instrumental role in designing and achieving an impact on bringing out this issue of the Handbook.

Chief Advisor:

Dr. Sunita S. Kaushik

Director, SCERT Delhi

Guidance:

Dr. Nahar Singh

Joint Director, SCERT Delhi

Vetting Experts:

Dr. Varada Mohan Nikalje

Associate Professor, NCERT Delhi

Dr. Quazi Ferdoushi Islam

Assistant Professor, JMI New Delhi

Ms. Manasi Kumar

ELT Consultant, CELTA Certified

Editorial Team:

Ms. Sheelu Mary Alex

Lecturer, SCERT Delhi

Ms. Aisha Islam

Lecturer, SCERT Delhi

Mr. Vikram Kumar

Lecturer, SCERT Delhi

Ms. Aamna Ahmed

Lecturer, SCERT Delhi

Publication Officer:

Dr. Mukesh Yadav, SCERT DELHI

Publication Team:

Mr. Navin Kumar, Ms. Radha & Mr. Jai Bhagwan

Cover & Layout:

Mr. Vikram Kumar, Lecturer, SCERT Delhi



Foreword

I am delighted to release the second ELT Handbook- Adding Feathers..., a companion to our Language Teachers, and we believe that this publication will be a valuable tool in helping teachers make language teaching effective.

This book provides a highly practical and accessible guide to teaching English as a second language. It is a comprehensive guide, where the authors provide advice on methods and resources that will make classes more enjoyable and more effective for teachers and students alike.

I believe, the handbook will cater to both the learners' and the teachers' needs and help teachers equip themselves with the necessary skills to be able to teach more effectively. This handbook contains ESL instructions and learning along with practical, accurate, and current information pertaining to the many facets of the ESL teacher's job.

Have a delightful teaching experience throughout the year!

With compliments

Dr. Sunita S. Kaushik
Director, SCERT Delhi

Introduction

The purpose of this ELT Handbook- Adding Feathers 2018 is to aid, facilitate and assist English teachers across the country. Teaching of English has been a challenge ably taken up by the tireless teachers in our schools.

The articles published here, has been included keeping in mind their coherence and relevance to ELT pedagogy. The authors were carefully selected based on their vast experience and expertise in various ELT fields. The concepts explained in the articles will enlighten and inform and also serve to refresh the ELT theory and its importance in the classroom learning environment.

To make the handbook more relevant and up-to-date, we have included lots of practical advice and suggestions as evidenced by the inclusion of photocopiable worksheets, games, different activities, fun corners, etc.

The reference page mentions websites which may be accessed for more such suggestions and worksheets.

The idea being – there is no limit to creativity and innovation.

The Handbook also contains a phonemic chart which may be displayed in the classroom for easy reference. We have also provided an innovative Learning Tree display worksheet.

This handbook aims to encourage ELT teachers to bring creativity and innovation into their classrooms, making learning a joyful process for the students.

The goal of ELT is to excite the students about learning, speaking, reading, writing, and comprehending English. Keep the advice and information supplied in this handbook as a tool to be used often, and you will be one step closer to that goal.

We, at SCERT Delhi, would love to hear from you!

You can reach us at dpascert@gmail.com Or  [@dpascertdelhi](https://www.facebook.com/dpascertdelhi)



Content

Foreword

Introduction

Section - I

1. The Native English Speaking Teacher: A Model of English Proficiency in India
2. Developing Language Skills in English
3. Implications of Learning Theories in ELT
4. Interactive Teaching Methods : A Fun Way to Learn
5. Mother Tongue: an Effective Tool in Teaching English
6. Telling a Story: Stories as Instruments of Language Learning
7. Learning Technologies for English Language Teaching
8. Enhancing Reading Skills Among Students
9. New Technologies in the Language Classroom
10. Give CALL a Chance

Section – II

1. Activities for Primary/ Elementary/ Secondary/ Senior Secondary
2. Fun with Words Corner
3. Phonemic Chart
4. Some useful Sources for English Language Teachers
5. Some useful Software for Language Teaching-learning
6. Name Tree for the Class Room

IN-DEPTH METHODOLOGY TO IMPROVE CLASSROOM TEACHING

Section – I

- The Native English Speaking Teacher: A Model of English Proficiency in India
- Developing Language Skills in English
- Implications of Learning Theories in ELT
- Interactive Teaching Method: A Fun Way to Learn
- Mother Tongue: an Effective Tool for Teaching English
- Telling a Story: Stories as instruments for language learning
- Learning Technologies for English Language Teaching
- Enhancing Reading Skills among Students
- New Technologies in the Language Classroom
- Give CALL a Chance

Today a reader, tomorrow a leader.

- Margaret Fuller

Reading isn't something that should happen when you have a spare five minutes. Make a point of setting aside a regular time to read to your child (when they're unable to read for themselves) each day. For children who are old enough to read on their own, it's still important to set aside 'reading time' every day. Depending on the age of your child, you might be happy with one chapter a day. Of course, if the story is gripping, one chapter could become two or three – just to see how the story develops. Encourage the habit, and it's set for life.

www.bona.co.za/today-a-reader-tomorrow-a-leader



The Native English Speaking Teacher: A Model of English Proficiency in India

- Ajit Singh

Abstract

One should not assume that, purely because of the native language speaker status, the native speaker teachers are models of language proficiency. The arguments favouring the native speaker teachers are based on the assumption that, they are necessarily 'better' at English and therefore more persuasive than they might appear at first. Everywhere in India, if the English teachers are posted to teach in the States other than their own, both the teacher and the students face problems and this subsequently disturbs the teaching and learning process. Furthermore, there may be some non-linguistic advantages accruing to the native speaker teachers. For example, many native speaker teachers use a variety of teaching styles and techniques. Characteristics such as these may, in fact, be more valid justifications for employing native speaker teachers than non-native speaker teachers for language proficiency.

Although academics generally take a neutral position on the pros and cons of making the native Indians proficient in English language, the general public perceives the regional language speaker teachers as preferable because, they provide a 'better support' for learning English. By ignoring the arguments favouring English as an International Language, the Indian language teaching environment does not provide a truly proficient model of English. The non-native speaker teachers whether from different Indian States or abroad, cannot be proved proficient in English Language Teaching. The native speaker teachers can fulfill that purpose as they are competent enough to provide the students, a native or regional language reference substitute.

Important Words and Phrases: Native Speaker (NS) Teachers, Non-native Speaker Teachers, Language Proficiency

Perceptions of Native Indians

While considering the proficiency of English language in India, one basic consideration is the ease of learners in learning a foreign language in general. Whereas in society, and perhaps especially in India, the regional languages are perceived as 'better' despite English being a *lingua franca*. The learners prefer to be taught English by a Native English Speaker teacher wherein, they are not only concerned with that teacher's knowledge of the target language, but his/her

GOAL OF ENGLISH LANGUAGE TEACHING IN INDIA

The end-goal of English language teaching in India should be defined as the use of English by speakers of different first languages to communicate with each other.

(McKay, 2002).

knowledge of the native language also. It has become absolutely necessary, or even advantageous, that the proficiency of English be taught by a bilingual teacher. That is why the Native English Speaker teachers are proved to be the best in English language teaching.

Some people seem to believe that, if they can speak a language, they can teach it too. Indian teachers of English language, similar to the teachers of other countries where English language teaching has been introduced, meet reluctant learners of an alien language which for them is hard to practice.

There is a general belief, that the Native Speakers of English are better English teachers as their pronunciation and knowledge make them susceptible for the learners.

However, ironically, the perception about spoken proficiency is so widespread that, many academic institutions explicitly state in their recruitment advertisements, that they will employ teachers who possess brilliant communicative skills.

Similarly, the vast majority of advertisements seeking to recruit teachers, even for the kindergarten level, emphasize, that the school wishes to employ only proficient English teachers (admittedly, the language used in the advertisements, sometimes suggest that, a Native Speaker may act useful for checking the language before the advertisement gets published).

“We are seeking brilliant English speakers.”

“Now! ... require Speaker teaching American English.”

“Efficient English speakers, female, work with small kids.”

Frequently, such job advertisements are even more specific, requiring a specific kind of English speaker.

Advertisements like these may aim to bar certain kinds of Native Speakers of English, which subsequently curtails children's chance of a good education. Indeed, it seems that, for some schools, the advertisements would also state that the convent passed out teachers will be preferred.

Arguments for and against the Native Speaker Teachers

The main argument given for employing Native English Speaker teachers is that, their English is more susceptible than that of those teachers who preferably teach only in English. For example, their pronunciation meets the learners' accepted norms, their use of vocabulary is more appropriate and accurate, and they can easily co-relate the grammatical units with the native language grammar.

This argument, however, may be invalid for just one reason. Apparently, the accepted norms against which a speaker's language use can be compared may not actually favour the Native English Speaker teachers. Most learners of English in India would use their Indian English ignoring the British Received Pronunciation model. They are more likely in a need to communicate with other native speakers than with the non-native speakers. Thus, the end-goal of most English language teaching in India should be defined as the use of English by speakers of different first languages to communicate with each other (McKay, 2002).

English proficiency

English in India is primarily used as a *lingua franca* between the native speakers of Indian languages rather than as a means by which they communicate. According to the Census of 2001, English was known to 12.6% Indians. An analysis of the 2001 Census concluded that, approximately 86 million Indians reported English as their second language, and another 39 million reported it as their third language. Whereas, no data was available to identify whether these individuals were English speakers or users.

According to the 2005-India Human Development Survey, Out of 41,554 surveyed households it was reported that, 72 *percent* of men (29,918) did not speak English at all whereas, 28 *percent* (11,635) could at least speak some English, and 5 *percent* (2,077) spoke fluent English. Among women, the corresponding percentages were 83 *percent* (34,489) speaking no English at all, 17 *percent* (7,064) speaking at least some English, and 3 *percent* (1,246) speaking English fluently.

According to statistics of District Information System for Education (DISE), the enrollment in English-medium schools increased by 50 *percent* between 2008–09 and 2013–14. The number of English-medium school students in India had increased from over 15 million in 2008–09 to 29 million by 2013–14.

India ranks 22 out of 72 countries in the 2016 EF English Proficiency Index published by the EF Education First. The index gives the country, a score of 57.30 indicating “moderate proficiency.” India ranks 4th out of 19 Asian countries included in the index. Among other Asian countries, Singapore (63.52), Malaysia (60.70) and the Philippines (60.33) received higher scores than India (Kachru, 1996).

GOAL OF ENGLISH LANGUAGE TEACHING IN INDIA

Teaching is not just a matter of speaking proficiently in English as is the case of the British Parliamentarians. It requires a variety of things like the depth of knowledge, linking the topic with other related topics, contextualizing the subject matter, use of Indian English Idioms and Proverbs, Indian way of pronunciation and exploitation of the stores of other Indian languages to clarify the doubts of students.

This statistical data indicates the predominance of Native Speaker to native speaker use of English in India which means that, the goal of learning English should be Indian English Language rather than any non-native speakers' norms of English. In Indian English Language, the use of English is not connected to British or American culture (McKay, 2002), and thus using British or American standards for English is probably inappropriate (Honna and Takeshita, 2001). Instead, the standard Native Speaker norms for English should be viewed as possible varieties of English as International Language among a plethora of other possibilities.

The switch away from the non-native speaker as the end-goal of English language teaching (ELT) represents a clear paradigm shift. Until about years ago, the non-native speaker teachers' goal was unquestioned in ELT. For example, the book written in Indian English on an Indian subject matter generally focuses on the real English that students will encounter and need to use, despite the fact that the book is based on the western subject matter. More recently, however, arguments have been put forward suggesting that, competent Native Speaker teachers are more suitable model of proficiency than non-native speaker teachers.

The arguments in favour of Native Speaker teacher models for ELT fall into two categories. Firstly, the predominance of Indian English Language vastly reduces the value of using non-native speaker teacher models of competence (McKay, 2002). Secondly, for the overwhelming majority of learners, non-native speaker teacher models present an unattainable goal for learning, especially for pronunciation (Jenkins, 2000). A model of a successful second language learner of English, on the other hand, is by definition attainable and therefore makes a more realistic and motivating goal for learners (Cook, 1999). If we accept these arguments, the value of non-native speaker teachers of English is also greatly reduced.

Is Native Speaker's English really error-free?

The second argument against using non-native speaker teachers questions the assumption that non-native speaker teachers use language correctly and produce error-free English. When investigating non-native speaker teachers, these errors of insufficient competence fall into two categories. Firstly, there are errors made when teaching, such as incorrect explanations of grammar points and attestations of erroneous rules. These errors are usually due to the gap between being able to use English placing it in the Indian scenario and being able to explain English, and highlight the need for non-native speaker teachers to improve their knowledge of Indian linguistic scenario. Such errors also illustrate, why a “**non-native speaker teacher**” status is not a sufficient qualification to be a teacher.

The second kind of error of insufficient competence is those made by non-native speaker teachers when using the language for ordinary, everyday, real-world purposes. In considering non-native speaker teachers' errors, I will not examine the careless or intentional errors such as slip of tongue and errors perpetrated to create effect. Instead, I will focus on those errors which seem to originate from insufficient competence in English. The British Prime Minister is the latest politician to publicly fail to answer grammar questions designed for 11 year olds. Speaking in Parliament for Prime Minister's questions, Green MP Caroline Lucas asked David Cameron to define a “modal verb”, one of many literacy questions likely to appear in this year's (2017) National Curriculum tests in primary schools. The question was met with jeers in Westminster as Mr. Cameron failed to give an answer.

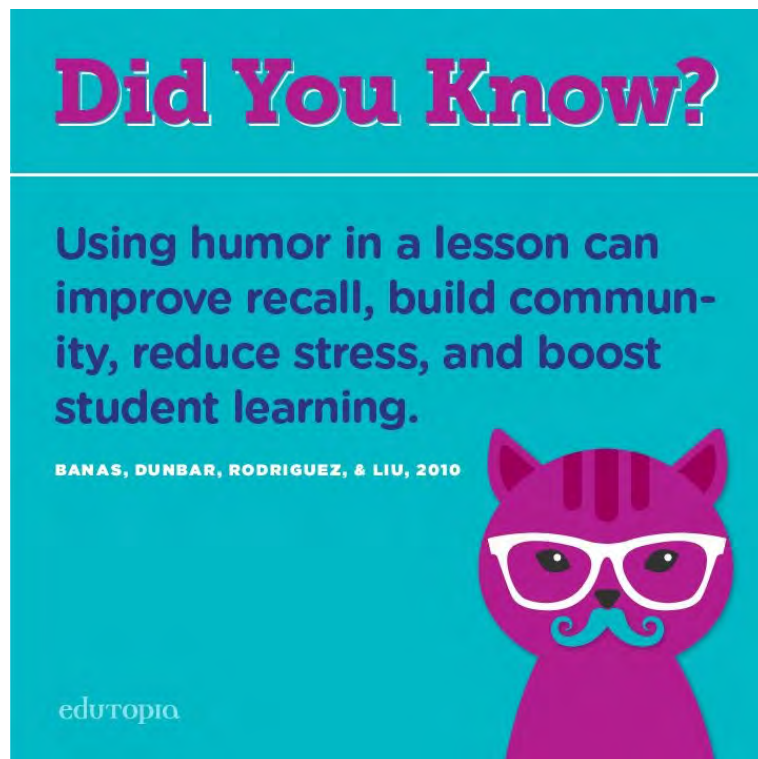
The whole point of these questions is to make sure that the British children are better educated than the Parliamentarians. We Indians in learning a foreign language (English) are like the British children focusing on the learning procedures exactly in Indian context and for this very purpose our own Native Speaker teachers prove beneficial referring to examples and contexts from other Indian languages. Teaching is not just a matter of speaking proficiently in English as is the case of the British Parliamentarians. It requires a variety of things like the depth of knowledge, linking the topic with other related topics, contextualizing the subject matter, use of Indian English Idioms and Proverbs, Indian way of pronunciation and exploitations of the stores of other Indian languages to clarify the doubts of students.

Conclusion

To summarize, the arguments presented in this paper elucidate that, simply being a Native Speaker teacher does not guarantee proficiency in English language and is not sufficient on its own to warrant employment as a teacher. While English proficiency is a key criterion for selecting teachers, it should not be used as a justification for restricting recruitment of teachers to native speaker teachers only. In fact, much attention should be paid to quality of teaching, dedication and willingness to develop oneself. These characteristics are as prevalent in the Native Speaker teachers as in the non-native speaker teachers.

References:

- Cook, V. (1999) Going beyond the native speaker in language teaching. *TESOL Quarterly* 33: 185-210.
- Eaves-Walton, F. (1999) Native speakers get it wrong! *English Teaching Professional* 12: 6-7.
- Grundy, P. (1995) "Is it a joke?" The language awareness (LA) component of CTEFLA courses. *The Teacher Trainer* 9: 3-7.
- Honna, N. & Takeshita, Y. (2001) On Japan's propensity for native speaker English: a change in sight. *Asian Englishes* 1. Available at: <http://www.alc.co.jp/asian-e/honna.html>.
- Jenkins, J. (2000) *The Phonology of English as an International Language*. Oxford: Oxford University Press.
- Kachru, B. B. (1996) The paradigms of marginality. *World Englishes* 15: 241-255.
- McKay, S. L. (2002) *Teaching English as an International Language*. Oxford: Oxford University Press.
- Thornbury, S. (1997) *About Language: Tasks for Teachers of English*. Cambridge: Cambridge University Press.
- Willis, J. & Willis, D. (1988) *Collins COBUILD English Course, Student's Book 1*. London: Collins.



Developing Language Skills in English

- Neerja Gaur

In a country like India, 'English' has achieved the status of a business language. The trend has consolidated itself more and more with the onslaught of Multi-National Companies in Indian Market due to globalization of economy. Fluency in English is a big “PLUS” in the CV of young aspirants. Thus, spoken English has become a coveted soft skill. *Dr. Johnson has aptly said “Languages are the pedigree of Nations.”*

English is a foreign (non-native) language for Indians. Most of us Indians are desirous of learning good English because of the fact that it fetches easier recognition in business and social circles. However, a major handicap to any non-native language learner is his born mental set up, auto-tuned to thinking process in the mother tongue. As a matter of fact, thinking process precedes the spoken word. The tongue acts on brain signals as part of a complete cognitive process. *In case of most learners of a non-native language, thoughts naturally emerge in mother tongue spontaneously followed by speech in the same language. Thus, it becomes difficult for them to express their thoughts in the foreign language such as English. So, what should a learner of spoken English do? What is the way to go about it?*

The first step is to start thought process in English. To quote Carlyle- “Language is the flesh, garment, and the body of thought.” Beginners can start with simple daily/routine English sentences e.g.

(i) Let me have food. (ii) It is time to go to college? (iii) What to do now? etc. Daily speaking practice would create better co-ordination between mind and tongue of the learner who would soon discover that, his thinking in English is spurring his English speaking ability. As a class-room activity, teachers can make the students think 5-10 routine sentences in English instead of mother tongue and then instruct them to speak these sentences. Gradually, the students would find it much easier to speak such routine sentences straightaway in English without having to consciously think of them in English. This happens within 2-3 months. However, *it needs sustained practice* as the mind-tongue co-ordination starts getting established involving English language as a part of cognitive process.

Dr. Johnson wrote “Language is the dress of thought”.

As a **second step**, one should start listening to more and more of English, starting with simple TV shows, news etc. to higher level listening of English movies, debates,

“Language is the flesh, garment,
and the body of thought.”

'TED' talks etc. *Higher level listening skills is the next step after initial practice of training the brain to think in English. Now, the learner is required to focus on practical and functional aspects of spoken English such as pronunciation, accent, intonation etc. Gradually, the learner is able to speak in English with relative ease.*

Teachers can develop activities such as **“dedicated listening skill exercises”**. The teachers can play an audio-video clip of 3-5 minutes' duration, containing simple English before students. Gradually after every 2-3 months, the difficulty level of the content and time duration can be increased after assessing the progress made by the children. To further enhance this activity, teachers can leverage technology based audio-visual aids and schools can establish language labs. Such audio-visual aids can be effectively used by the teachers to make the meaning of a word or situation clear and practice using them in other situations. Every school should have arrangement of language labs and time table should provide separate dedicated periods for spoken English.

Another useful class activity could be to organize **role-play** by way of small 5-6 minutes playlets in English in which students can participate and get involved in play-acting in different roles. Such plays can be selected from children's books like 'Two-minute plays' by G. Broughthon. Stories from treasured resources like Aesop's Fables, Panchtantra etc. can be adapted as playlets of 5-6 minutes' duration. The students of higher classes can be involved in roles in whole plays or on important occasions such as Annual function, Parents' Day etc.

Reading Comprehension, under the able guidance of a competent teacher helps a lot in developing spoken English in a big way. Apart from enhancing vocabulary, it can very effectively elevate thinking level of the learners in English which eventually enhances speaking ability of the students. The teacher's role becomes vital here, who should suggest specific books, articles, reports etc. to the students, organize reading sessions, contests etc. Periodically, the teacher should assess students' progress through suitable oral questions from such reading material. Teacher should also read out short (4-5 minutes) texts before children and then instruct students to ask/answer questions related to the text. This would be an effective combination of **Reading + Listening + Speaking Classroom activity**.

So, dear teachers and students, **when are you beginning? Just start** and, be sure, you would hardly notice and would only wonder how fast you became good at spoken English. **You Just need to be sure, confident and persistent.**



Implications of Learning Theories in ELT

- Niboli T. Awomi

"I am indebted to my father for living
but to my teachers for well living"- Alexander the Great.

Teaching is a private job, but it's a public affair. Teaching is done privately inside a four walled classroom, but what it produces either makes or breaks the society. As it is rightly said that, 'Teaching is one profession that creates all other professions'.

According to Edward Anthony, a well-known American linguist, the term 'Method' is "...an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach [theory]..." (Anthony, 1963, p. 63). In this context, all classroom methodologies are backed by a theory. Thus, how and what is taught in a classroom reflects the theory adopted, which determines what language skills are to be taught, how contents are to be ordered and presented, and what the roles of the teachers and the learners are.

The quest for effective ways of teaching and learning is evident from the various teaching methods and theories of learning that flourished during the 19th and 20th century. However, by so far, none of the methods/theories have been able to provide a foolproof panacea for effective teaching and learning and perhaps no method/theory ever would, but the quest should not be left complacently.

Different theorists have given varied opinions on how learning takes place; what are the best and effective ways to ensure learning. Some of the most prominent theories of learning that emerged in the past century are: -

Behaviourist Theory of Learning- This theory is based mainly on the works of Pavlov and Skinner. It emphasizes on the belief that learning is a habit formation, and repetition facilitates learning. According to this theory, the basic method to ensure effective teaching and learning is to practice the pattern of repetition and imitation based on the stimulus-response concept. The Audio-lingual method of language teaching is based on this theory and the methodological practices of language teaching under this method includes: sequential learning of language skills i.e. hear, speak, read, and write; phonological aspect of language as a basic unit of language learning; immediate correction of mistakes; repetition of sounds, memorizing of dialogues, and performing drill practices. Thus, language learning is basically viewed as a mechanical process of habit formation. However, this theory clearly stands on the sinking sand by presupposing learners as the passive recipients. Their thinking credibility is not taken into account. It assumes that, learners will function as intended. However, humans are by nature unpredictable; it is very unlikely that one will react to the same situation exactly the same way every time. Moreover, assuming that effective teaching and learning will happen without taking into account the affective factors would

PSYCHOLOGY BEHIND ENGLISH LANGUAGE TEACHING

The Audio-lingual method of language teaching is based on the **Behaviourist Theory of Learning** and the methodological practices of language teaching under this method include: sequential learning of language skills i.e. hear, speak, read, and write.

The basic teaching technique associated with **Cognitive Theory of Learning** is the problem-solving tasks; whereby, learners' logical thinking and reasoning skills are focused primarily. Reasoning skills in language learning includes reading tasks such as inferential reading, reading for comprehension etc.

Affective Theory of Learning presupposes that effective teaching and learning will happen when learners are motivated, when they feel good about what they are learning. In the context of language learning, motivation is facilitated in a situation where: learners feel safe; teachers are empathic; and a learner-centred approach is adopted.

mean humans are emotionless being and that in itself is inhumane. Learning involves a much more complex phenomenon than mere repetition and imitation. Furthermore, repetition entails lack of creativity in teaching and that would ultimately lead to boredom and lack of motivation to learn.

Mentalist Theory of Learning – Noam Chomsky is the main proponent of this theory. He opines that thinking is a rule governed activity and learning consists of acquiring rules. Learning is acquisition of rules that enable learners to deal with infinite range of experiences they may encounter. In the context of language learning, the proponents of this theory opined that, acquisition of language is not a mechanical process of habit formation, but it is a rule conscious process. Moreover, the theorists hold a strong belief that language learning happens due to an innate knowledge that learners by virtue of being human possess. This innate knowledge was termed as, “**Language Acquisition Device**” (LAD) by Chomsky. He opined that LAD is not socially acquired or obtained, rather, humans are born into the society with LAD; and it is this innate knowledge which permit humans to acquire a language. Thus, this theory totally discredits any societal influence that could affect the language learning phenomenon. However, learners are social beings, born and raised in a society. A child left alone in a jungle with no human contact will never learn to speak any human language by himself; in this context, the belief about LAD held by the mentalist theorist(s) stands contrived.

Cognitive Theory of Learning – Unlike the behaviourists who took learners as passive actors, the proponents of this theory perceived learners as active beings. In the language teaching and learning scenario, learners are viewed as 'Information processors' who think and use their cognitive ability to acquire language rules and their implications, and process information. Thus, acquisition of language is seen as an active discovery process which happens consciously. Language learning is a dynamic process where learners are actively engaged in the negotiation of meanings. The basic

teaching technique associated with this theory is the problem-solving tasks; whereby, the learners' logical thinking and reasoning skills are focused primarily. Reasoning skills in language learning includes reading tasks such as inferential reading, reading for comprehension etc.

Affective Theory of Learning- This theory is based on the premise that, learners think, but they also feel, i.e. they are emotional beings. Earl Stevick, an expert in language learning and teaching stated, “Learning, especially that of language learning, is an emotional experience, and the feeling that the learning process evokes will have a crucial bearing on the success or failure of the learning” (Stevick, 1976). This theory presupposes that effective teaching and learning will happen when learners are motivated, when they feel good about what they are learning. In the context of language learning, motivation is facilitated in a situation where- learners feel safe; teachers are empathic; and a learner-centered approach is adopted. Moreover, learners' cultural affiliation and social conditioning plays a pivotal role (as emotive stimuli) in the overall outcome of the language learning journey. Thus, learning is more than just an acquisition of knowledge; it is a journey whereby the means are as important as the end. However, to seek motivation for teaching and learning solely on the emotional factor is irrational. Learners feel, but they think too. Hence, to place an irrational importance on emotions in the quest for effective teaching and learning is to base the foundation of learning on an unstable ground whose demise is foreseeable. The theories mentioned above have a role in shaping the language teaching and learning paradigm.

However, as pointed above, these theories have drawbacks too. As no particular theory can be placed at a pedestal, an eclectic of all would make a substantial contribution in the quest for effective classroom teaching and learning. The need is to engage learners both affectively and cognitively. Learners learn in different ways, they have different needs and interests. Thus, teaching and learning should not be based on one static prescriptive theory but on the concoction of good ingredients from all theories. Variety not only adds spice to learning, but it also ensures that all learners in the class are benefitted.

Above all, the true essence of an effective teaching in the classroom depends on the teacher. Teaching is an art and like all other arts, its best manifestation depends on the artist's skills and personality. A teacher as a facilitator, instructor, and a classroom manager plays too many roles in the classroom. The teacher's personality is an indispensable factor in making a classroom from the most dreaded place into a place where imagination ignites, hope blooms, and creativity flowers; the place where teaching and learning happen with motivation driven by passion.

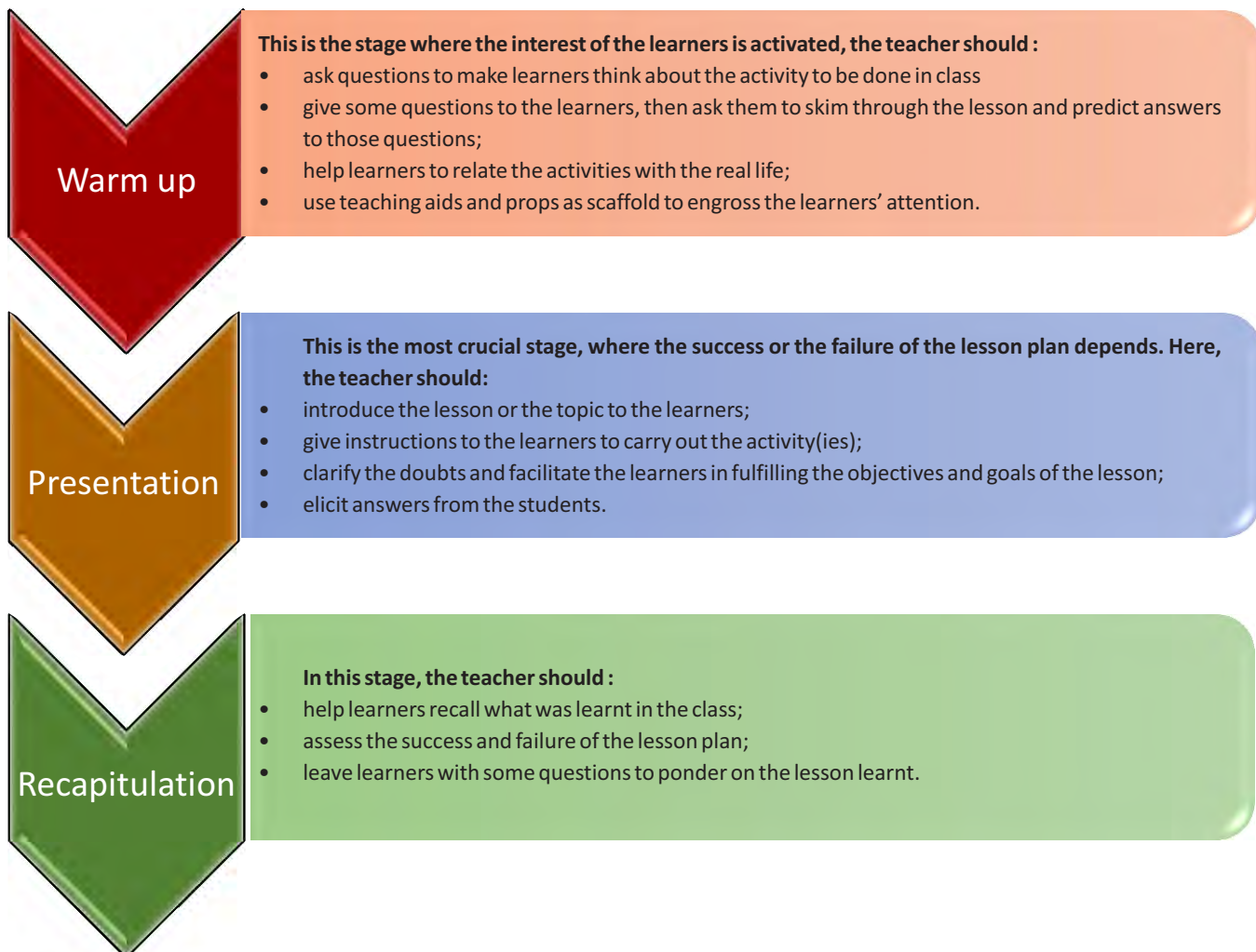
There are no specific sets of theories to master the teaching skills. But some good teaching practices can be generalized to ensure effective classroom teaching:

- A good Lesson Plan
- Classroom Management
- Reflective Teaching

1. **Lesson Plan-** It is a sad reality that most often, teachers have a very little say in designing the syllabus. It comes as a prescription; the contents chosen, sequenced, and graded to be followed. However, a teacher in her capacity has the choice of planning and implementing the syllabus in ways that suits best to the learners' needs. Furthermore, planning a lesson not only helps a teacher to be clear with the objectives, goals, and purpose of the lesson to be taught, but it also helps to contextualize the lesson for effective teaching and learning according to the learners in the classroom.

In the preparatory stage of the lesson plan, the teacher decides about the objectives, goals, resources, time, activities (tasks), whether an activity would be an individual or a group work etc. and its implementation in the classroom is done in three stages-

- Warm up
- Presentation
- Recapitulation



Sometimes, it may become necessary to make certain changes in the lesson plan. Therefore, having a contingency plan is always helpful, although, a variety in lesson delivery, choice of activities, and being mindful of the lesson pace can avoid occurrence of such circumstances large extent.

1. **Classroom Management-** A classroom is as interesting or as boring as a teacher makes it. An interesting classroom is a class of engaging, motivated, and productive students. A boring classroom is a class of disgruntled and unenthusiastic students. Here, a teacher's personality is a quintessential factor and the influence of a teacher in the classroom environment is an indispensable fact. It includes the teacher's gestures, body language, and the intonation of voice.

A teacher's role in the classroom management includes:

- (a) Motivating the unmotivated learners by ensuring their participation in the classroom;
- (b) Managing time;
- (c) Dividing the class into small groups;
- (d) Ensuring that every group gets a chance to answer;
- (e) Systematizing the activities in the class.

2. **Reflective Teaching-** It is a method whereby, the teacher critically assesses his/ her class and seeks to improve oneself by being one's best critic. It is a reflective process wherein the teacher:

- (a) Analyzes the day's or the week's class;
- (b) Evaluates what went wrong and what went well in the class;
- (c) Diagnoses the problems faced in the class, and
- (d) Finds solutions to the problems.

Conclusion

To sum up, the efficacy of teaching in the classroom depends not on the strict adherence to the set of theories or methods, but on the teacher who instructs, facilitates, motivates and strikes a balance in the classroom. To this end, the best scaffold for a teacher to ensure effective teaching in the classroom is a **good lesson plan**. Besides, effective teaching depends on good classroom management, for only then, a lesson as planned could be implemented. Moreover, having time to reflect back to one's teaching at the end of the class, is a good practice, as there would always be a scope for improvement.

References

- Richards, J.C., & Rodgers, T.S. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Hutchinson, T., & Waters, A. 1987. *English for Specific Purpose: A learning-centered approach*. Cambridge: Cambridge University Press.
- Hughes, A. 1989. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Richards, J.C., & Renandya, W.A. 2002. *Methodology in Language Teaching: An Anthology of Current Practices*. Cambridge: Cambridge University Press
- Nunan, D. 1988. *Syllabus Designing*. Oxford: Oxford University Press.



Singing

Children enjoy singing and it can really improve motivation. Simple songs are very repetitive and good for singing along. For very young learners 'The alphabet song' is a good starting point for singing and reinforcing the alphabet. Singing can also improve the pronunciation and intonation patterns of the learners, especially younger children. At primary level, vocabulary teaching tends to concentrate on single word items, and songs allow learners to learn 'chunks' or meaningful phrases of language rather than single words, as well as to learn about how sounds connect and run together. For example, children can become aware of using contractions and weak forms. Traditional songs are particularly useful for developing pronunciation and acclimatising young learners to the sounds of the language.

Many of the songs on '**Learn English Kids**' are suitable for singing in class or for an individual child to sing along to. Community singing in class brings the benefit of total participation from all learners, especially if accompanied by actions or mimes. The total physical response (TPR) approach is particularly suited to younger learners.

<https://learnenglishkids.britishcouncil.org/en/songs/the-alphabet-song>

<https://www.teachingenglish.org.uk/article/kids-songs>

Interactive Teaching Methods : A Fun Way to Learn

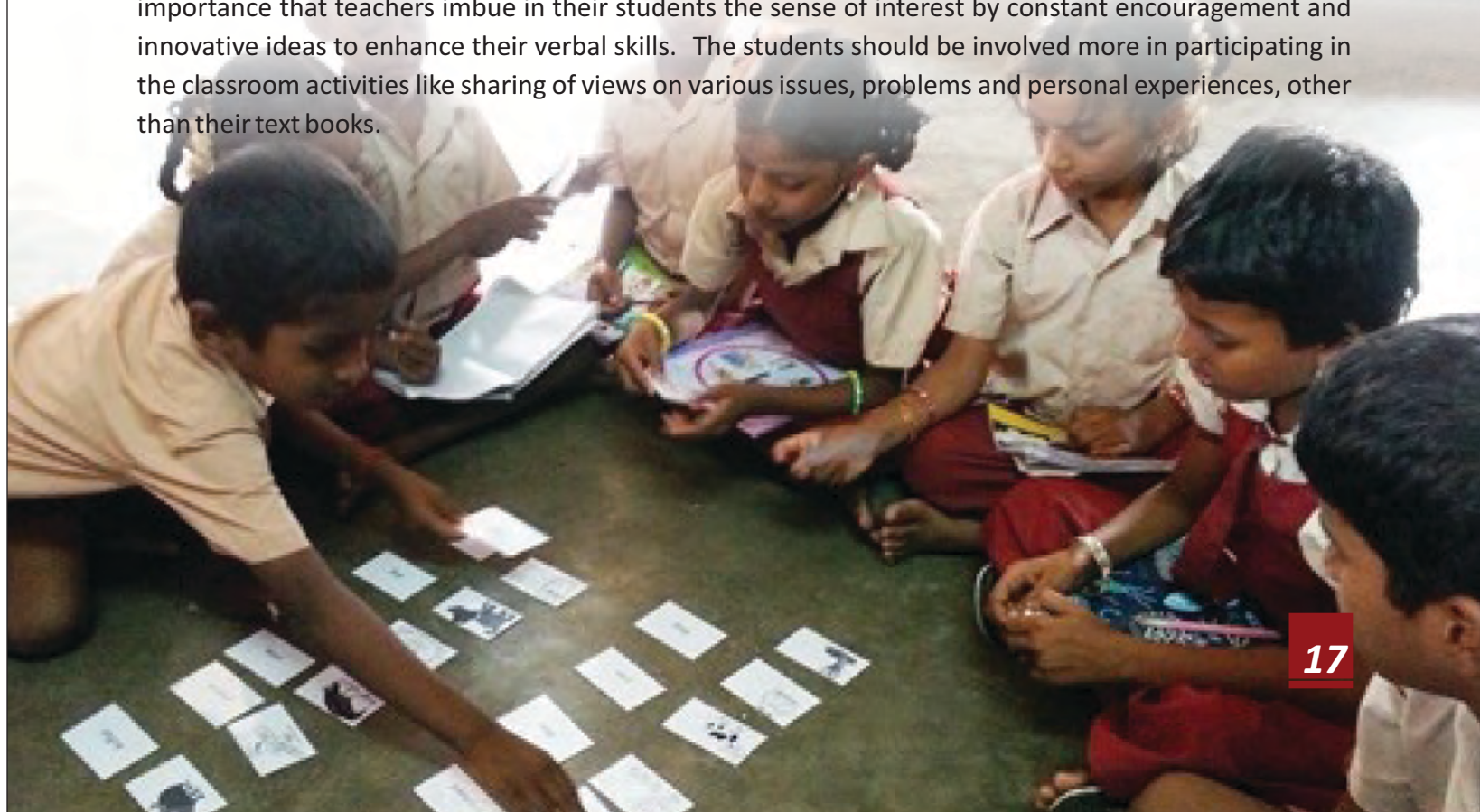
- Mousumi Biswas

English is the most widely used medium of national and international interaction and communication worldwide. India, being a multilingual state with varied cultural and social diversities, teaching English has always been a huge challenge for teachers. However, with the help of various innovative ideas and approaches, English teachers can capture the attention of the students and keep them excited and engrossed in developing the reading, writing, listening and speaking skills of the students. The major problems faced by the teachers are with pronunciation, vocabulary, fluency and grammar. The use of slang language due to the advent of social media and internet by students has made matters worse.

"Innovation is the key to educational success."

In the traditional method of teaching English, the teachers deliver the lectures and students listen in rapt attention. This has been replaced by the interactive and communicative method where the students put forth their views and make teaching – learning process more interesting and lively. In order to encourage students' participation in the class, with advancement in technology, the English language teachers have to be creative and innovative in their teaching approach.

Communicative Approach: The main objective of this approach is to make learners use the language appropriately according to the given situations and to make them competent speakers. Communicative language teaching uses real life situations and activities to promote English learning. It is of utmost importance that teachers imbue in their students the sense of interest by constant encouragement and innovative ideas to enhance their verbal skills. The students should be involved more in participating in the classroom activities like sharing of views on various issues, problems and personal experiences, other than their text books.





Pre Learning Tasks: Learning sessions become more interesting and interactive when the concepts are introduced like a story. It can be introduced with questions, related to incidents by students or a questionnaire. Then the topic can be introduced. Sometimes more fun can be added by asking the students to guess the topic to be taken up. This brings out their creativity and enhances their speaking skills.

Pairing and Sharing: Students are asked to form groups or pairs. They discuss the project or question together and then share it with the class. As most of the learners hesitate to communicate in English without prior preparation, this method of pairing and sharing enables them to shed their inhibition and rejection. It promotes oral communication skills and confidence.



Oratory Skills: These can be strengthened through debates, group discussions, speeches, extempore, public speaking, role plays and incidents relating to various issues like global warming and pollution, cyber safety, value based situations, conservation etc. These not only play a vital role in improving the general awareness and understanding about the world, but also increase the imagination, creativity, speaking skills, listening skills, reasoning, critical thinking and vocabulary of the learners. Involving the students to write the scripts and dialogues also augment their

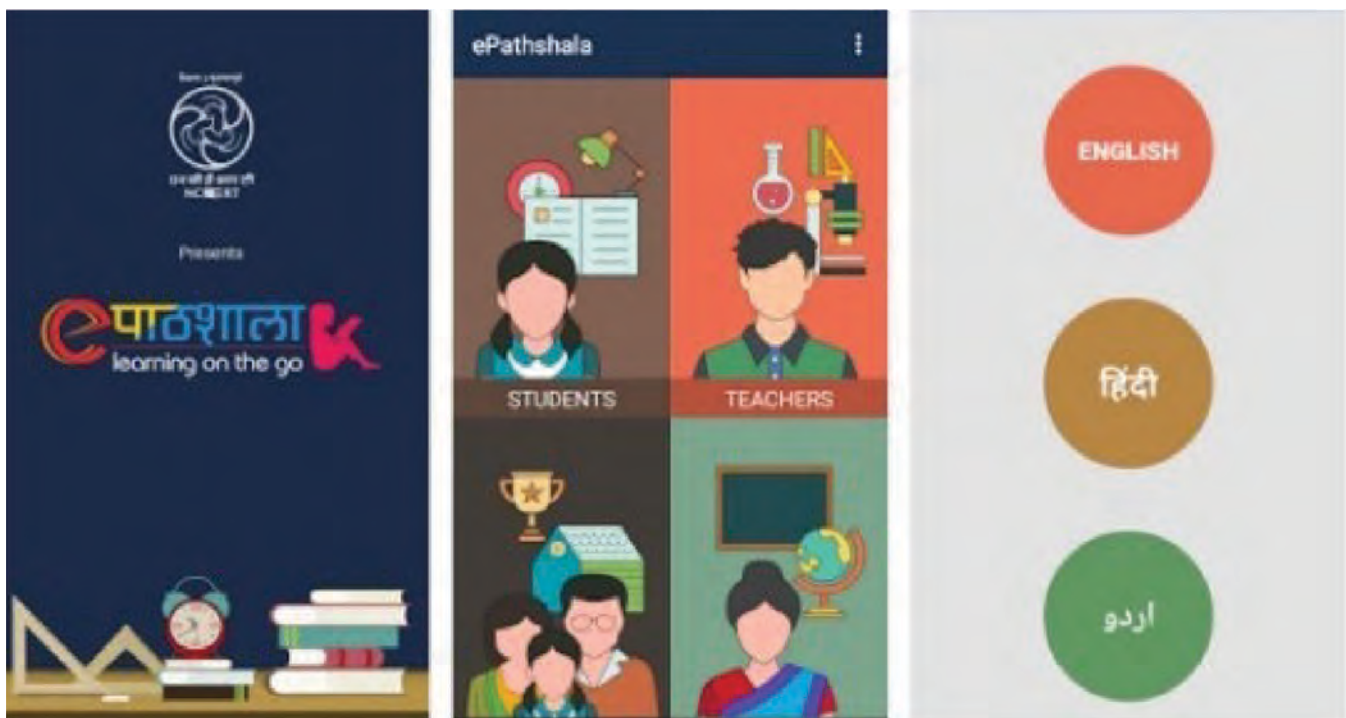
writing skills. The main goal of this approach is to enrich their language skills and help the students to learn and use communicative skills in and outside the classroom effectively. In response to the need of the hour, these have been incorporated into the curriculum.

E-Learning: The use of classroom technologies like the interactive tablets, audio – visual materials, smart board, computers, internet etc. enhance the learning and lifelong learning experience of the students. These



technologies help their imagination thrive. These can be utilized for playing quiz related to a concept, presentations and listening activities. The judicious and skillful use of technology not only keeps the students engaged, but also makes the class enjoyable and concepts clear.

ePathshala: They provide access to e-textbooks for all classes through mobile phones, laptops, tablets. These are user friendly and make learning easy as these are available online and the readers can zoom, share and make notes digitally. Lots of oral and written drilling needs to be imparted through materials other than the text books. The Ministry of Human Resource Development (MHRD)/National Council of Educational Research and Training (NCERT) initiatives such as, National Repository Open Educational Resources(NROER), ePathshala etc. offer free sharable and valuable resources viz. interactive audio – visual aids, modules and capsules, listening and comprehending skills etc. for teachers. Teachers and learners can upload and share learning materials, activities, question banks and modules for further reference.



Language Games: Apart from the conventional methods of teaching English, various fun games can be played to make learning enjoyable and stress-free. By using these fun games teachers can tap the different learning intelligences of the students, like visual, musical, verbal interpersonal and intrapersonal. The students can interact with each other and their teachers. They learn sharing, cooperation, team spirit and sportsmanship. These language games also stimulate the creative thinking, speaking, listening and imaginative aptitude of the students along with their vocabulary and help grasp the concepts better.

FUN LEARNING

DUMBCHARADES



B	I	N	G	O
well	did	this	came	want
and	one	into	must	not
there	down	Free Space	eat	good
on	our	get	in	he
soon	am	find	but	run

PUZZLES

I don't let negative comments _____ me.
 Choose the correct alternative

- A effect**
- B effects**
- C affect**
- D affects**

The Best Book Reviews Have:

- ☒ **A strong summary**
Include the theme, but don't spoil the ending!
- ☒ **A sophisticated opinion**
How do you feel about this book? Why?
- ☒ **Evidence from the text**
Give specific examples to support your opinion.
- ☒ **A recommendation**
Who else might like this book? Why?
- ☒ **Strong Conventions**
Double check your punctuation, capitalization, paragraphs, and spelling!

Games like crossword puzzles, dumbcharades, Bingo, quiz, riddles, simon says etc can be modified to suit the theme of the lesson. This way, students would be able to learn in a relaxed manner. Their attention span also increases. They are able to grasp and retain concepts better when they have fun and thus learn

Bingo – Each student has a board according to the theme of the bingo (vocabulary, antonym, synonym, grammatical concepts etc.) in random order in grids. As the teacher calls out a word from her master card, the students would mark it on their own card. Students who comply by the rules stipulated by the teacher would be the winners.

Dumbcharades – The class can be divided into teams. Each team could be asked to write on a piece of paper, a sentence on a given topic and then put the slip in a bowl. A student from each team would enact it and the others can guess the sentence. The team which guesses it correctly would be the winner.

The game enhances the reading, writing, listening and speaking skills of students.

Crossword puzzles– These involve various skills like reasoning, problem solving, vocabulary, making inferences and choices. It also requires the correct spellings to be able to correctly solve the puzzle.

Quizzes – This can be done as a revision exercise for a few concepts. The class can be divided into teams. Question cards along with the use of technology and modules in the class smart board, can be prepared on vocabulary, grammar, textual concepts reading and listening skills. There can be MCQ, audio –visual and reasoning rounds. The team with the highest score would be the winner. Quizzes motivate the students to study harder and be more competitive.

Word train – Teams would be formed. Students of one team can be asked to write a word. The next team would write a word beginning with the last letter of the preceding word. The game can be played for any grammar concept or general vocabulary.

Bright and colourful picture dictionaries with words along with antonyms, synonyms and usages catch the attention of the young learners. Students can make use of these dictionaries in their day to day learning process.

Making cover pages of book and its review – Students may be asked to make a book cover of their favourite book or author and also write the review. This enhances their creativity, reading and writing skills. It also improves their vocabulary.

Drawing a design following the instructions of the teacher (for grammar concept-prepositions) not only adds fun value in learning but also reinforces the reasoning, speaking, reading and listening skills.

Colourful flashcards made by teachers and students can be used effectively in teaching and learning grammatical concepts and also as picture cards for storytelling, forming rhyming words or for relating incident.

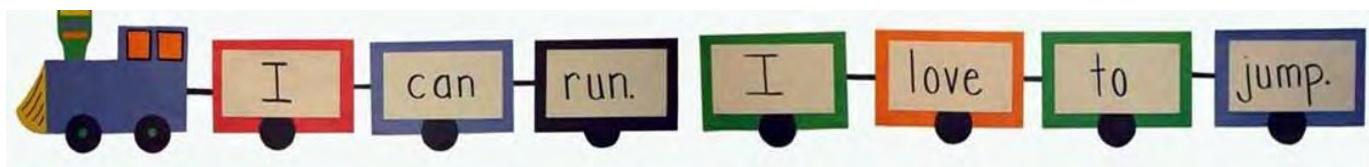
Stories and Rhymes: These are extremely useful in developing the language and communication skills of the students. Reading and reciting aloud helps them to develop their self-expressions, voice modulations, intonations and pronunciations. They help to ignite the interest and imaginations of the young minds.

Activities like reciting and reading aloud, poetry and story sessions through puppets and audio visual aids, adding to a story, spin a yarn, relating real and hypothetical incidents, picture compositions, help students to boost their imaginative, creative, oratory, observation, language and literary skills.

Picture Composition / Flashcards: Students can be divided into groups. Each group can be asked to frame stories based on a given picture or word clues. The teacher can give some chits or flashcards on which the parts of the story could be depicted. A smartboard also can be used. Students have to rearrange them in proper sequence. The group leader has to relate the story.

Re-Telling A Story: An audio visual clipping of a story or incident can be shown. The students may then enact the story with proper voice modulations, grammatical usage, pronunciation and expressions.

Role Play, Theatre and Puppetry: These are dynamic forms of entertainment that appeals to all age groups. These can be effectively used in teaching of English. Students can write the scripts themselves or with the help of the teacher. These can be acted out in the class or in the special assembly with the help of simple props, costumes or puppets. These make communication in English enjoyable making them confident, stimulating their creativity and social skills.





Puppetry



Role Play

Using Classroom, Examples and Everyday Situations and Objects: Learning environment has a prime impact on students. Creative, fun, engaging and stimulating environment encourages students to think and learn better. Teachers must infuse the wealth of real life objects and information they are surrounded by, into their instructions. This would make the concepts easy to grasp and learn. It would also spark the interest of students and keep them active and involved. Grammatical concepts like nouns, adjectives and degrees of adjectives, prepositions, modals etc can be effectively taught through this method.

The teacher can give a printed recipe in active voice. The students have to convert it into passive voice. News reporting, news reading, interview are part of the English language learning curriculum. These activities invigorate all the 4 R's in the students.

Activity /Project Based Learning:

Group, pair or individual activities eliminate anxiety and encourage team work and cooperation. Teachers should give their students the freedom to explore. Other than enjoyment, students gain confidence in expressing their artistic sense, gain sense of pride in their achievement, vocabulary and views. According to Davies (1990), "Discussion session would certainly increase the individual student talking time." Students are more motivated to come out of their shells. It helps to excite the young minds.



Class Library: Besides the school library, a well maintained and easily accessible class library can also be helpful in encouraging the students to improve their reading skills. Making the students write a book review, finding synonyms, antonyms and other grammatical usages in the dictionary and giving presentations, refurbish their reading skills.



Newspaper Reading: The students should be asked to get newspapers. A discussion on the different sections of the newspaper, captioning pictures, a newspaper reading session, newspaper making, mock newspaper reporting, youth parliament etc would not only increase the general awareness, develop an insight into the outside world but also enhance the speaking and reading skills of the students.

The English teacher should possess excellent degree of proficiency in grammar, pronunciation and fluency in order to update the reading, writing, listening and speaking skills of her students. She should be able to use her skills effectively along with technology to be an excellent role model and help students to develop their communicative skills competently to meet the growing demands of globalization.



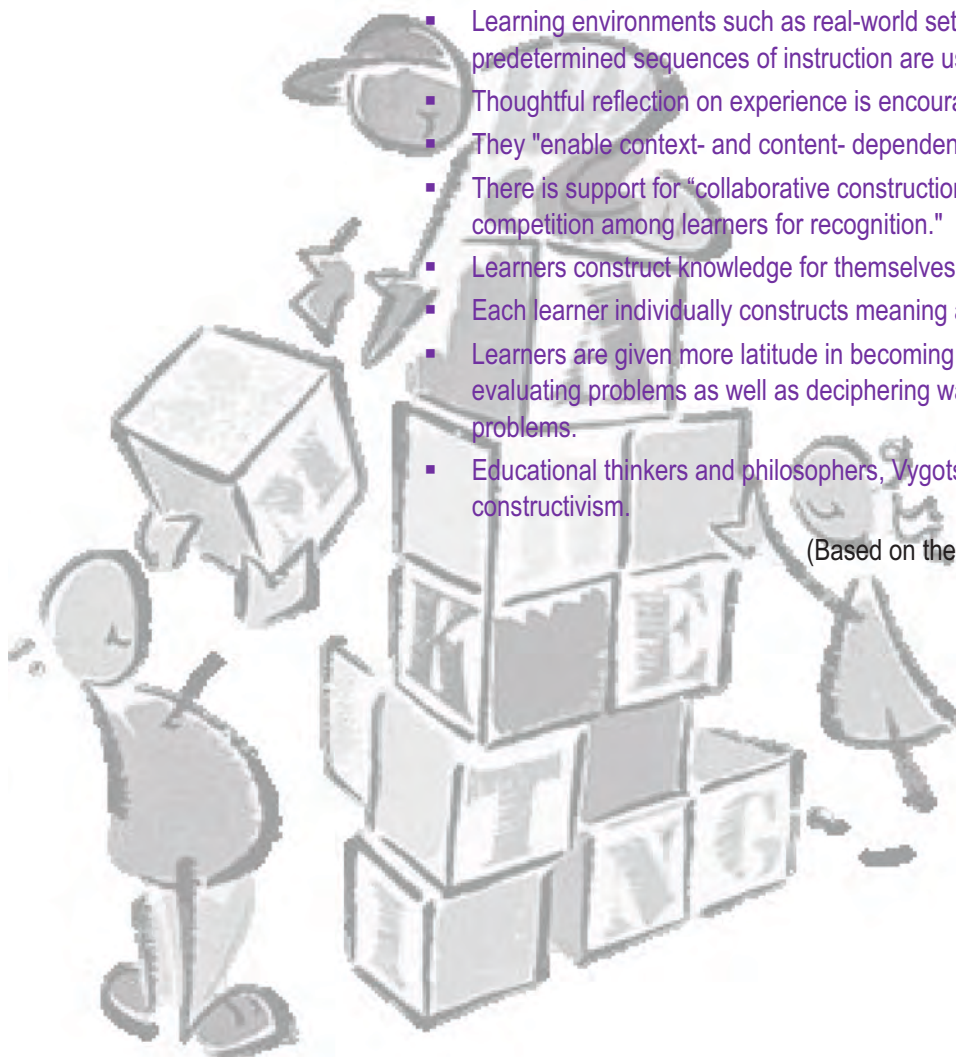
Constructivism: Learner as Constructor of Knowledge

Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This view of learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction, is key.

Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning. The purpose of learning for an individual, is to construct his or her own meaning, not just memorize the "right" answers.

- Constructivism is a theory about learning, not a description of teaching.
- Teaching *cannot* be viewed as the transmission of knowledge from enlightened to unenlightened.
- Constructivist teachers are *facilitators* who encourage learners to reflect, analyze and interpret in the process of knowledge construction.
- They provide multiple representations of reality.
- Multiple representations avoid oversimplification and represent the complexity of the real world.
- They emphasize knowledge construction instead of knowledge reproduction.
- They emphasize authentic tasks in a meaningful context rather than abstract instruction out of context.
- Learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction are used.
- Thoughtful reflection on experience is encouraged.
- They "enable context- and content- dependent knowledge construction."
- There is support for "collaborative construction of knowledge through social negotiation, not competition among learners for recognition."
- Learners construct knowledge for themselves.
- Each learner individually constructs meaning as he or she learns.
- Learners are given more latitude in becoming effective problem solvers, identifying and evaluating problems as well as deciphering ways in which to transfer their learning to their problems.
- Educational thinkers and philosophers, Vygotsky and Piaget are pioneers in the idea of constructivism.

(Based on the ideas of NCF - 2005 and various other sources)



Mother Tongue: an Effective Tool in Teaching English

- Vidya Vati

Abstract

The use of mother tongue in teaching a foreign language has always been a matter of controversy and debate. This paper explores the possibility of use of the mother tongue [here Hindi] as a resource for learning English language. To understand the learners' general attitude towards the use of methodology in an English classroom, a mini research was carried out in both private and government schools of Delhi using questionnaire as a tool. Some methods used in foreign language teaching have also been discussed briefly.

Key words: mother tongue, native, skill, method, grammar, translation

Introduction

The paper explores the possibility of using mother tongue in teaching English and finds out to what extent native language [here Hindi] facilitates the second language learning. It needs to be mentioned that the terms 'native language' and 'mother tongue' have been used for Hindi language; and terms 'foreign language', 'L2' & 'target language' have been used for English language interchangeably.

First, a study has been presented that I carried out in the schools of Delhi and tried to analyze the perspective of learners on the role of native language in the comprehension of an English lesson and language structure.

1. Aim of the Present Study

The aim of my study is:

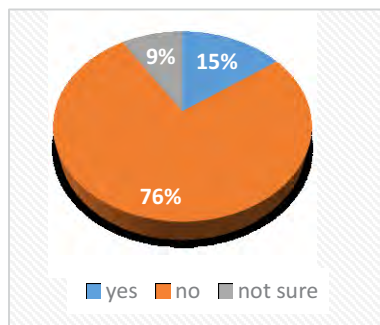
- To understand the learners' perception about the use of the mother tongue in learning English.
- To explore to what extent the mother tongue facilitates learning English.
- To find better ways to integrate the use of the mother tongue in teaching English.

The research was done randomly in five schools of Delhi to understand the **perception** of **508** pupils ranging from 8th to 12th classes, on **'The role of mother tongue in second language acquisition'**. Questionnaire was used to explore the rationale behind participants' perceptions.

1. Do you think that the teacher should explain the text in English only? Why? [maximum 30 words]
2. Do you think that the teacher should give instructions in both Hindi and English?
3. Does the use of Hindi help you in comprehending concepts and vocabulary?
4. Does grammar help you in understanding English?

The result of the Study

Q1. Do you think that the teacher should explain text in English only? Why?



In response to this question **385** learners [**76%**] did not want their lesson in English only; **15%** wanted their lesson in English and **9%** were not sure. They argue that they do not grasp the essence of the concept, if the teacher uses English only. Since Hindi is their mother tongue, they feel uncomfortable in English and take long time to comprehend the text. They also want that their mother tongue should be given value.

Q2. Do you agree that the teacher should give instructions in both Hindi and English?

Responding to the question **469** pupils [**85%**] favored the use of both native language as well as English in instructions. They argue that use of both languages helps them understand what the teacher says and enhance their confidence level. They are able to do their tasks without being embarrassed.

Q3. Does Hindi help you in comprehending the concepts and vocabulary?

In response to this question **488** learners [**96%**], even those who favor English only, accepted that they understand new words and concepts quickly when explained in Hindi along with English. Only **1%** says 'no'.

Q4. Does grammar help you in understanding English?

In response to this question **487** learners [**95%**] had opinion that grammar helps them in understanding English structure. Only **4%** think that grammar learning does not help them in understanding language and **1%** learners are not sure about it.

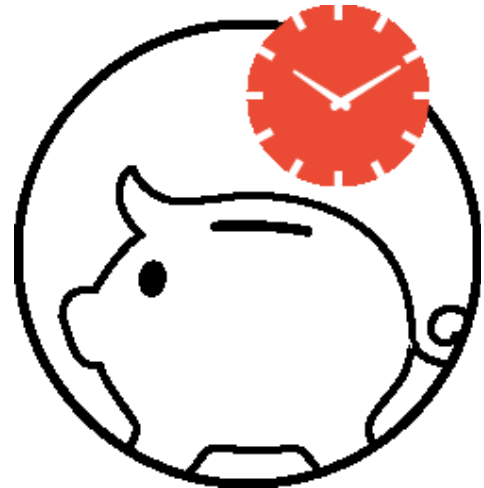
2. Methods and Approaches

The use of the mother tongue has always been a controversial issue. Debate still goes on whether it is useful and desirable to use mother tongue in the English classroom. Many changes have taken place in the methods and approaches throughout the history of English Language teaching viz. Grammar Translation method, The Direct Method, Audio Lingual Approach, Total Physical Response, Communicative Approach, Bilingual Approach etc.

The advocates of monolingual approach suggest that the target language should be the only medium of communication. But the monolingual approach was criticized by practitioners like Atkinson [1987], Widdowson [2003] and Willis. These scholars favor the use of mother tongue in the foreign language classroom. 'Banning use of mother tongue altogether may not be advisable. When mother tongue is totally banned in group talk, the resulting interaction tends to be shorter and less natural' [Willis, 1996:46]. Criticizing Krashen theory Elridge [1996] points out that 'there is no empirical evidence to support the notion that restricting use of mother tongue necessarily improves learner's efficiency'.

3. Use of Mother Tongue for Teaching English

Mother tongue can be a useful resource of English teaching but must be used in a principled way. It should be **means to an end**. "The Teacher knows where to draw the line. The best solution is to make limited use of student's native language at **appropriate** times and at appropriate place." [Rao Zhenui: 2000- Effective Use of Mother Tongue in TFEL] Two questions teachers need to ask themselves:



- Can I justify using mother tongue?
 - Will it help the students' learning more than using English words?
- a. Mother tongue can be used to explain a **new** concept. Using native language equivalents alongside English words is useful for students to memorize new words. When a child enters school, it has a fair knowledge of its mother language. One tends to transfer forms and meanings of their native language to foreign language and culture. In monolingual method, students struggle for hours to comprehend a text or vocabulary, while using mother tongue this can happen very soon.
 - b. Techniques involving use of mother tongue can be very efficient to **save time**. Harvard psychologist

Roger Brown [1973:5] [as quoted in Richards and Rodgers] expressed his annoyance in watching a teacher try to explain new vocabulary through elaborate 'verbal gymnastics', when in his opinion translation would have been a much more efficient technique.



- c. Mother tongue can be exploited to **check**

comprehension of the concept behind a structure. Example--

How would you differentiate these two sentences in Hindi?

- You should start early.
- You should have started early.

This technique encourages students to develop ability to distinguish between structural & semantic equivalence. 'The most important new thing in the preparation of teaching materials is the comparison of native and foreign language in order to find the hurdles that really have to be surmounted in the teaching.' [Robert Lado 1957, 2/3]

- d. **Translation** can be an **enriching** experience. Differences and similarities of two languages, esp. nuances of vocabulary items can be highlighted. For instance, a student was asked to translate a practice in India 'Bhartiya mahilanye apne pation ke baad khana khati hain'. He translated as 'Indian women eat after eating their husband' with funny meaning. Here teacher needs to clarify nuances of both languages. Translation of short passages into mother tongue or vice versa can be turned into an imaginative and highly interactive exercise.
- e. Explaining methodology or an activity in English is genuine communication. We can give **instructions** in English and ask for their repetition in the mother tongue in order to ensure that everyone fully understands what to do.
- f. Mother tongue can help students to validate their **lived experiences**, and when they express their personal opinion. If the mother tongue is not allowed in such situation the learners can feel constrained. 'It could be argued that most natural information gap of all is the one between what the students know in L1 and what he wishes to express in L2' [Weschler, 1997 in Uses of Japanese in the Second Language Instruction].
- g. Here the teacher needs to **monitor** errors caused by the mother tongue interference. As, English is SVO language, while Hindi is SOV. Students wrongly place verb & object in the beginning. Some sentences present difficulties because of the way in which they differ structurally from Hindi. For example, the sentence for continued past activity is:

He was sitting under a tree.

But, sometimes the students construct like this – 'He sat under a tree.'

If the students are aware of the differences, language interference and intervention from their native language are likely to be reduced.

- h. Mother tongue sometimes is useful in presenting **grammar** of target language. Rao Zhenhui emphasizes "the importance of language structure as a fundamental element which allows generating sentences." Correct grammar structure can assure comprehensible communication. Teaching practices have to be varied and flexible. I do believe that grammar and vocabulary is necessary as these tools give



learners the background to understand language2.

Conclusion

As my study corroborates, mother tongue has beneficial role to play in the English classroom. We cannot ignore the wishes of learners. Ausubel, a psychologist [1968] says "the most important single factor influencing learning is what the learner already knows; ascertain this and teach him/her accordingly. Any L2 learning methodology **without** mother tongue is **self-defeating**".

On the basis of classroom experiences it can be said that if learners are equipped with explicit grammatical knowledge of English, they are able to notice the difference between grammar of the mother tongue which they already know and that of the foreign language. But it depends on the **approach** of the teacher. Educators need to develop techniques and methods for a systematic and judicious use of mother the tongue. Word of caution! Mother tongue should be used as **a tool** in English teaching **not** for **convenience**. We need to draw the line and must not lose perspective on all language skills.

References

- Anthony cited in Brown [2002: 9]
- Ausubel, 1968 p vi, 'Educational Psychology: A Cognitive View', Internet
- Edge [1986] as quoted in ELT Journal 2003
- Elridge, J. (1996): Code Switching in a Turkish Sec. School, p. 303, as quoted in [2008] pdf- Hacettepe Universitesi Egitim Fakultesi Dergisi
- Krashen, S. 1981, Second Language Acquisition & Second Language Learning,
- Lado, R. [1957; 2/3], Internet
- Rao, Z. [2000], Effective Use of Mother Tongue in TFEL, [www.exchanges.state.gov/forum/vol37/no.3/p.27]
- Richards and Rodgers [2001, p4] in Approaches and Methods in Language Teaching
- Ross, N. J. (2000). "Interference and Intervention: Using Translation in EFL Classroom, 9[3] as quoted by Galina in Role of Native Language in Learning English
- Weschler, (1997), 'Uses of Japanese in the Second Language Instructions'
- Widdowson, H. (2003) 'Defining Issues in English Language Teaching Oxford: OUP

“If we learn from our mistakes, shouldn't We try to make as many mistakes as possible?”



How to create language learning opportunities

Classroom activities should allow students to use natural and meaningful language with their classmates.

Research findings

Learners need opportunities to practice language with one another. Conversations are important since they require attentiveness and involvement on the part of learners. By conversing, they can practice adapting vocabulary and grammar to a particular situation and making their own contributions to the conversation comprehensible.

The best conversations for such learning, exchange real information, ideas and feelings among the participants. By engaging in such activities, learners have opportunities to try to make themselves understood. They receive immediate feedback as to whether they were successful and where alternative language is needed. As they engage in such exchanges, learners also receive additional comprehensible input, which further aids language acquisition.

In the classroom

Several classroom-teaching strategies derive from these research findings:

- Teachers should go beyond simple language drills to create opportunities for meaningful interaction in the classroom by using activities in which students employ natural language examples in real language situations.
- Students should be encouraged to work in pairs or small groups, with the teacher serving as an occasionally helpful observer rather than a controlling force.
- Teachers should employ activities in which students have to solve problems in which each party must contribute information that others do not possess and which challenge students' minds.
- When feasible, the tasks should relate to students' needs and interests so as to motivate them.
- Teachers should usually avoid intervening in these activities while they are occurring, but should provide feedback after they conclude.

References:

- Doughty, C& Pica T. 1986 'Information gap' tasks; do they facilitate second language acquisition? TESOL quarterly (Alexandria, VA) No. 20 p 305-25
- Ellis, R. 1990. Instructed language acquisition. London, Blackwell.
- Long, M & Porter, P 1985. Group work. Interlanguage tasks and second language acquisition. TESOL quarterly Alexandria, VA No 19 P207-27

Telling a Story: Stories as Instruments for Language Learning

- Ramanujam Meganathan

1. Introduction

Everyone loves to listen to stories. Stories keep children engaged and make them feel as if, they are also participating in the process of storytelling. Language learning, any learning for that matter, happens when **children are engaged in meaningful activities**. If story telling is made into an interesting experience and fun filled activity where the listeners also participate in telling, guessing, manipulating, it could be a joyous learning experience. **Our purpose here is to explore how the good old practice and tradition of storytelling could be used as an input for language learning.**

This paper attempts to develop an understanding among teachers on the importance of storytelling in a language classroom by giving ideas for teachers to select stories and to **use story telling as a strategy for effective language teaching- learning**. It also familiarizes teachers with techniques of storytelling and to create stories with children in the process of language learning. **The paper also tries to develop a perspective among teachers about the uses of storytelling in terms of developing sensitivity to various world views and reinforcement of social values through stories.**

Let us listen to a story first. Read out the story as if you are telling it to someone.

Why won't the Donkey move?

Not so long ago, when the animals could still speak, a Donkey, a Dog and a Goat were friends. They lived together in a village, far away in the desert. But one day, they decided to go and live in the city. They thought that life in the village was dull and they wanted to have some fun.

They got up early in the morning, long before the herdsman was awake, and waited at the side of the road under a big thorny tree. Soon a bus appeared and stopped for them.

"Where are you going?" asked the conductor.

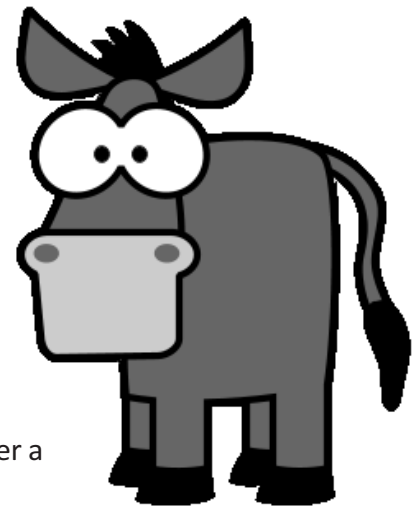
"We're going to the city," they replied. "Will you take us?"

"Yes, of course," he said. "Get in."

It was a long way to the city, and the three friends soon fell asleep. But after a while, the conductor woke them up.

"Ticket, please!" he said, going to each of the passengers on the bus.

The Donkey paid his money and took his ticket. Dog paid his fare, but he paid too much and the conductor did not have any change. "I will give you your change when we reach the city," he told the Dog.



The Goat did not have any money at all, but she did not tell the conductor. "I will pay you later when we get to the city," she said.

After a long time, the journey ended. As soon as the bus stopped at the station, Goat jumped out and ran away.

The conductor was very angry. "I will not give you your change," he told the Dog. "I will use it to pay for the Goat's fare."

But the Dog wanted his money and barked loudly at the conductor.

The Donkey climbed out of the bus slowly. He was not interested in the argument because he knew that he had paid his fare.

And that is why, even today, when a bus passes through a village in their area, the goats run away from it.

They are afraid because they know that Goat did not pay for her trip to the city. The dogs bark at the bus because they are still waiting for the change that the conductor did not give back to the Dog.

But the donkeys take no notice of the bus and stand in the middle of the road, right in front of it. They know that long ago, the donkey paid his fare, and so they are not afraid of any bus!

How was the story of the Donkey? Did that make you interested in the actions and events of the story? Can you now tell the story in English or in your mother tongue to someone?



2. Story telling Vs. Teaching a story

We need to understand the **difference between teaching a story and telling a story**. In teaching a story as a piece of work or literature as it happens in most of our classrooms, the teacher presents and explains the events, actions and characters of the story. Here, the purpose is different. Story telling as a strategy for learning, more so language learning, **serves as a major language 'input' for learners and enables them, through experience, learn / acquire the language naturally.**

3. Understanding the learner and his / her context

Children are impulsive for they have no apprehensions and notions that will stop them from acting; they are inquisitive and want to know what is around them, and what is happening to things and people; they

have enormous energy that will not stop them from doing things till they are extremely tired; they are spontaneous and social, and would like to be entertained always. Moreover, children crave for attention and love, as this is a natural instinct of a child. **If our classrooms keep them engaged with the right kind of entertainment in the process of learning, learning is ensured.** This is because **children are active learners and thinkers** (Piaget, 1970). **They learn through social interactions** (Vygotsky, 1962) and **learn better and more effectively through scaffolding by adults** (Bruner, 1983).

4. Teaching young children

We help children learn language when we ask them to do activities that are purposeful, engaging, meaningful, socially significant and enjoyable. They need to feel supported when they attempt to do something i.e. learning and this could happen when they are given context based tasks and activities. How can we make our classroom activities purposeful, meaningful and engaging? Can you list out some of the ways in which you want to do it?

Now read the following story

Funny Si Kabayan

Long ago, in Indonesia, Si Kabayan loved to play with words. Once, his father-in-law said, "Sing me a song."

So Si Kabayan droned, "Sa-ri-sa-r sari-"

"That's no good," moaned his father-in-law. "I want something gentle on the ears."

"Try chicken feathers." Said Si Kabayan.

"Forget singing then, you fool," said his father-in-law. "Tell me a story"

"Something long?" asked Si Kabayan.

"Yes."

"A road."

"You useless fellow!" roared his father-in-law.

Something short, then? Asked Si Kabayan.

"YES, YES. YES!"

"An ant," grinned Si Kabayan. And that was the last time that his father-in-law asked him to do anything at all, which made Si Kabayan very very glad!

Now reflect

- Is it a humorous story?
- Will (y)our students like it?
- Is the story suitable for your students? Why do you think so?
- How can this story be used in the classroom? (a) Students reading individually (b) Students reading in groups (c) Teacher telling the story to the class.

5. Why stories for language learning?

Stories use a holistic approach to language teaching and support natural acquisition of language. We believe language is learnt in contexts and in chunks, not in isolation, word by word or sentence by sentence. Stories are meaningful inputs i.e. comprehensible inputs (Krashen, 1985) that children receive as they listen to and tell stories. **Comprehensible input refers to the language given to children just above the level of their present language competence.** This helps them to get engaged and motivate them to understand and find out the new words, structures and make meaning out of the input. **Stories develop in children an understanding about other cultures, respect for others and their cultures. Stories help children develop critical thinking and making a judgment about things happening, actions of people, ideas and so on.** Above all children love stories.

6. Selecting the right kind of story

How will you choose stories for children? We have lots of them available in textbooks, supplementary readers, publications of National Book Trust (NBT), Children's Book Trust (CBT) and Sahithya Academy and many other private publications. Don't you feel we need to choose the ones children like, those that match with their age and language level? So consider the following while choosing stories in the classroom.

- Find stories your children will like.
 - Stories that match their age and language level.
 - Stories which engage children, exercise their imagination.
 - Choose stories suitable in terms of context, socio-cultural milieu, values.
 - Choose stories with simple structures.
 - Choose stories with positive values (positive aspects of human nature-resourceful, humourous). Avoid didactic stories. Stories should be such, as children may understand and critique actions, characters, ideas, themes in them and make a judgement expressing their own opinions.
 - Choose stories that relate to children's daily life and their thinking, curiosity and interest.
- (Adapted from Pederson 1995 and other sources)

Now think of a story that you would like to tell your children. Give reasons for your selection.

Here is what a teacher tells what she would do.

- Study the story background and try to test your selection.
- Importance of vocabulary. Children will understand the text they read if they know at least 80% of the words. (Joan Kang Shin, 2007) Here knowing vocabulary means not necessarily the written form of it. They can understand orally.
- If the story has a lot of unknown vocabulary, make sure that you can make it comprehensible before or during the storytelling. There are words which children may not know but will know the meaning in the context by connecting their meaning with the known words.
- It helps if children know the most frequently used words.

7. Techniques of Storytelling

Though children love to listen to stories, we need to begin with short sessions, if they are not familiar with storytelling in the classroom. You can make your own seating arrangement comfortable for children. You can have younger children sit on the floor around you. Teacher can also sit among children. Begin with very short stories, riddles, anecdotes and tales which children like better.

Here are some riddles: -

- Water of two colours in a single pot
- A mother carried her children around her neck
- The old woman who eats only wood.
- Golden lock for a small house.

(See the answers at the end)

You may ask children to tell such riddles and anecdotes in their mother tongue or in English. This would serve as good starter to take children into the story telling session. Now read the story slowly and clearly with expressions. Following are some techniques or actions which the story tellers can employ to sustain children's interest.

7.1. Tools for a Storyteller

Concentration and visualization

In order to make children concentrate, we may set the story in such a way that creates a curious expectation from children. Here are some examples: -

- Close your eyes and recall a story heard as a child, Picture the home you grew up in.
- Remember some of your happiest moments; saddest times; times of anger; times of reflection.

Breathing

- Take deep, slow breaths.
- Enjoy and remain silent and calm while doing so.
- Try breathing in and out quickly as if panting, without moving shoulders or chest much so that you develop deeper, fuller breath support.

Voice work

- Chew, hum and stretch to keep your voice relaxed. Also try voice exercises from vocal/ oral tradition of your region.

RIDDLE

Tall Miss Mary,
In a white frock.
With a yellow face,
And a red nose.
The longer she stands,
The shorter she grows.

Ans. : Candle

- Read a newspaper line or recite a nursery rhyme in different ways varying pitch, volume, texture, and feeling. Try talking in a monster's voice, giving a king's command or a beggar's plea.
- Vary the pace, tone and volume of voice; pause where appropriate;
- Disguise your voice for different characters.
- Do not be afraid to repeat, expand, and reformulate.

Encourage children to take part in story telling

- Ask questions that involve children.
- Make comments about illustrations and expect a response from children.

Sound and Silence

- Listen to the sound of the spoken word.
- Consider alliteration; explore the possibilities of rhyme; Add sounds to the right stories- animal noises; connect culturally.



Word Play

- Very short stories, tales, puns, riddle would do wonders.
- **Repeating:** Repetition makes the stories meaningful to internalize. Children would like to listen to the same stories again and again, if told by different ways. In such repetitions words matter much. (Adapted from Brewster, Ellis & Girard 2004 and Cathy Spagnoli (year not mentioned) and many more sources)

Let's now try some techniques

Now read the following news items in three different ways. (Try and read giving emphasis on the bus, then ninety year old man and then crushing of the bus or the old man into pieces.)

- Bus collided with a ninety year old man and crushed into pieces.**
- Make the noise / voice of an animal or a rail engine.**

7.2. Pre-Storytelling to Post-Storytelling

I. Pre-story telling period

Now let us see how we can design pre, while and post storytelling activities. Our aim is to capture the attention of children before we venture into our story telling session. Children learn with the help of their previous knowledge. They would pick up well and with interest, if they can connect with their prior

knowledge and experiences. Have activities, tasks, role plays or actions that would connect their life experiences with the ideas, themes, incidents or the characters of the story. **Also review the language in the story that children already know and teach new vocabulary or expressions. Children would love to predict what will happen in the story.** So stop when you reach such a point where, the tension mounts, and ask children to predict. The above discussion yields the following pointers:

- Capture children's attention.
- Imagination itself is an exercise to the mind; exercising their imagination is more engaging.
- Connect with their prior knowledge and experiences.
- Review language in the story children already know.
- Teach new vocabulary or expressions.
- Have children predict what will happen in the story.
- Give them a purpose for listening.
- Introduce some new words / phrases which children will encounter in the story.

ii. While story telling period

Here are some techniques through which a story can be told. While storytelling period need not be making the learners passive listeners, it can be an interactive story listening or telling, a serious listening by closing their eyes, and many more ways. The techniques shown here begin from lower classes to higher classes.

For Early Years

a. Listen to the teacher who is telling the story

Teacher tells the story with actions and gestures and students listen to it. Teacher may draw the students' attention to new words and phrases in the story indirectly. However, he/she should not teach the words and phrases deliberately to them.

b. Repeat after the teacher:

Teacher tells the story, line by line, and learners follow him/her by repeating the lines. Teacher can also tell the story as a whole in the beginning or at the end once. This will provide children a kind of reinforcement.

c. Echo Technique

Here the teacher tells the story line-by-line or chunk-by chunk, and the learners may repeat. Thereafter, a 10 seconds gap / silence is observed during which the learners echo the lines they heard in their mind. The echo makes them see the image / scene of actions in the story. This creates a 'schema'- an image of the story. They exercise their imagination. Let's see an illustration of echo technique.

One day a farmer found in the nest of his Goose an egg all yellow and glittering.

(Gap of 10 seconds. Learners echo the lines they heard just before.)

When he picked it up it was as heavy as iron

(Gap of 10 seconds. Learners echo the lines they heard just before.)

and he was going to throw it away because he thought somebody had played trick upon him.

(Gap of 10 seconds. Learners echo the lines they heard just before.)

But he took it home and soon found to his delight that it was an egg of pure gold.

(Gap of 10 seconds. Learners echo the lines they heard just before.)

Every morning the same thing occurred,

(Gap of 10 seconds. Learners echo the lines they heard just before.)

and he soon became rich by selling his golden eggs.

(Gap of 10 seconds. Learners echo the lines they heard just before.)

As he grew rich he grew greedy.

(Gap of 10 seconds. Learners echo the lines they heard just before.)

He thought that he can become rich very soon, if the gold of the Goose comes all at once.

(Gap of 10 seconds. Learners echo the lines they heard just before.)

He killed it and opened it, only to find nothing.

(Gap of 10 seconds. Learners echo the lines they heard just before.)

This echo technique helps to internalize the story as well as language elements in the story.

d. Snow rolling

As the snow rolls from the top of the hill downwards, similarly, the story grows line-by-line. First the teacher/storyteller tells one line and then he/she adds another line i.e. first and second lines are now told again. Likewise, the story grows big by adding another line every time. However, the teacher needs to choose a very small story. Generally, the snow rolling principle is used for telling/ singing rhymes.

Given below is a story told by the snow rolling principle. (Teacher first tells the story).

Only for love

Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other was malnourished. The healthy donkey asked the weak one, "What happened to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give enough food to eat and even beats me."

"Oh" exclaimed the healthy donkey. "Then why don't you run away from your master's house."

He replied, "I think my job will be better. My master beats his only daughter, too and whenever he does so, he says to her, "I'll marry you off to this donkey." For this reason I'm not running away."

Now she tells the story using snow rolling technique.

Teacher: Two donkeys who were friends, met at a crossroad. (Two times)

Learners: Two donkeys who were friends, met at a crossroad. (Two times)

Teacher: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other was thin. (Two times)

Learners: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other was thin. (Two times)

Teacher: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happened to you? Why do you seem so weak?" (Two times)

Learners: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happened to you? Why do you seem so weak?" (One time)

Teacher: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happened to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give me enough food to eat and also beats me." (Two times)

Learners: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happen to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give me enough food to eat and also beats me." (One time)

Teacher: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happens to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give me enough food

to eat and also beats me."

"Oh" exclaimed the healthy donkey. "Then why don't you run away from your master's house." (Two times)

Learners: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happen to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give me enough food to eat and also beats me."

"Oh" exclaimed the healthy donkey. "Then why don't you run away from your master's house." (One time)

Teacher: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happen to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give me enough food to eat and also beats me."

"Oh" exclaimed the healthy donkey. "Then why don't you run away from your master's house."

He replied, "I think my job will be better. (Two/one time)

Learners: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happen to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give me enough food to eat and also beats me."

"Oh" exclaimed the healthy donkey. "Then why don't you run away from your master's house."

He replied, "I think my job will be better. (One time)

Teacher: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happen to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give me enough food to eat and also beats me."

"Oh" exclaimed the healthy donkey. "Then why don't you run away from your master's house."

He replied, "I think my job will be better. My master beats his only daughter, too. [Two/one time(s)]

Learners: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happen to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give me enough food to eat and also beats me."

"Oh" exclaimed the healthy donkey. "Then why don't you run away from your master's house."

He replied, "I think my job will be better. My master beats his only daughter, too. (One time)

Teacher: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happen to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give me enough food to eat and also beats me."

"Oh" exclaimed the healthy donkey. "Then why don't you run away from your master's house." He replied, "I think my job will be better. My master beats his only daughter, too and whenever he does so, he says to her, "I'll marry you off to this donkey." For this reason I'm not running away." (One time)

Learners: Two donkeys who were friends, met at a crossroad. One donkey was healthy and the other malnourished. The healthy donkey asked the weak one, "What happen to you? Why do you seem so weak?"

The weak donkey replied, "My master makes me work the whole day and doesn't give me enough food to eat and also beats me."

"Oh" exclaimed the healthy donkey. "Then why don't you run away from your master's house." He replied, "I think my job will be better. My master beats his only daughter, too and whenever he does so, he says to her, "I'll marry you off to this donkey." For this reason I'm not running away." (One time)

e. Multilingual Stories / Stories told in many languages

This is a natural way our learners use languages in the classroom. Code switching and code mixing are common and natural when learners or any one in Indian context speak to another person when both happen to know two or more languages. This can be exploited for teaching-learning of languages and content through storytelling. There are many ways: -

- Teacher tells the story in English or in one language and the learners work in groups and tell the story in many different languages they know.
- Teacher tells the story in English and the learners work in groups and retell the story in another language which is a common language.
- Learners collect stories from their households and communities in many different languages they know and tell the story in that language, the common language of the class and in English.
- These stories can be written on chart paper and displayed for others to read and talk about the languages and the ideas of the stories.

iii. Post-Storytelling Activities

The following activities and tasks would enrich the experience of children after listening to the story.

- Questions and answers based on the story. This has to be oral.
- **Total Physical Response (TPR):** *It is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. (Jack C. Richards & Theodore S. Rodgers 1986)*
- Group retelling
- Create your own ending
- Drama and Role Playing
- Story Mapping
- Story Boarding
- Games that check Comprehension (start & stop, retelling with errors).

7.3. Stories for Higher Classes

Stories are not meant only for little kids. They can be used very well in the high school. Read the following story and find out, how this can be used as a story for learners in higher classes.

Food for Thought

A young woman in Sri Lanka had parents who were extremely caste conscious. When they began to seek a groom for their daughter, they were most anxious that he should come from an upper caste. Although, they had little money, they turned down offers from rich lower caste men, preferring instead to find any possible husband, no matter how impoverished, from the higher castes.

Finally, the match was made and the woman was married to a high caste man who had few rupees indeed. The poor woman suffered great hardships in her husband's home, for he was a good-for-nothing who neither helped her in the fields nor brought home any income.

One day, her parents decided to visit her. They approached the house, smelled the wood fire and saw their daughter scraping a spoon round in a pot. She invited them to sit down and they looked forward eagerly to a fine meal. They sat and waited. No food was served. Quite hungry, they waited a little more. Still, no food. At last, the mother went to see if the meal was ready. She looked into the pot and was very surprised. For even though the girl still moved the spoon in the pot, there was nothing to stir-the pot was empty.

“What are you cooking, my dear?” asked the mother, quite confused.

“We have nothing to eat,” replied the daughter, “So I'm roasting the caste that you valued so much. (Adapted from “Grain of Rice” Ratnapala 1991 p137)

8. Storytelling: A strategy to enhance oral language proficiency

Storytelling is an effective strategy to help children obtain oral language proficiency. In instructed language learning situations, where the exposure to English is only in school (like in a majority of our schools), storytelling will serve the purpose of not simply promoting the listening skills, but will also develop oral language proficiency among learners. The following processes could be of use when we attempt to help children enrich their oral skills through storytelling. Here, children move ahead from being mere listeners of stories to beginning storytellers in an interactive way. This is only suggestive and need not be seen in the linear way as it is given. We can start with children telling stories along with the teacher's story telling sessions. However, the teacher needs to prepare the children well with clear instructions and clarifications before initiating the storytelling session.

From listening stories to interactive storytelling

Teacher telling a story in a session:

- Children are involved
- Children participate, ask questions
- They predict the possible ending or suggest alternative end of the story.

Shared reading:

- Whole class reading a story –choral reading (with and without teacher)
- Reading in groups
- One child reading aloud to the group/whole class.

Children telling a story:

- Children tell a story individually to the whole class or to a group
- Children take turns and tell a story
- Children ask questions to each other as they tell a story or after telling / listening to a story.
- Children collect stories from their experiences, from elders, etc. and share it by telling and exchanging with their peers.
- Teacher's role: Teacher makes the session informal and does not intervene much.
- Critical Pedagogy: Children ask question on the ideas and beliefs, characters, happenings and intentions of the story (writer). This makes them analyze, judge and conclude.

9. To Sum up

Stories and storytelling serve as an important input for enhancing language learning in the classroom. Teachers need to know, how to select a story and the various techniques of telling a story. This would enable children to become interactive storytellers.

Let us recall:

- Find stories your children will like and appreciate.
- Stories that match with their age and language level.
- Choose stories you like.
- Choose stories with a simple structure.
- Choose stories with positive attitude.
- Choose stories that children could connect with their daily life, thinking, curiosity and interest.

- Study the story's background and try to test your selection.
- Importance of vocabulary. Children will understand the text they read, if they know at least 80% of the words. (Joan Kang Shin 2006)
- If the story has a lot of unknown vocabulary, make sure that you can make it comprehensible before or during the storytelling.
- Employ the techniques of both physical actions and oral modulation while telling a story
- Plan and design pre-storytelling and post-storytelling activities.
- Make Storytelling as an interactive activity paving way for enhancing the oral language proficiency of children.
- Use multilingual stories which can be told in different languages that learners know in the class.

Answers to the riddles:

- Water of two colours in a single pot. **Egg**
- A mother carried her children around her neck. **Coconut tree**
- The old woman who eats only wood. **Worms**
- Golden lock for a small house. **Nose stud / Nose ring**

The Stories-Funny Si Kabayan and Food for Thought are taken from the book, Telling Tales from Asia: A resource book for all who love telling stories authored by Cathy Spangnoli published by Tulika. (year not mentioned)

References :

- Brewster, J., Ellis, G. & Girard, D. (2004). *The Primary English teacher's guide*. London: Penguin.
- Cathy Spangnoli. (year not mentioned). *Telling Tales from Asia: A resource book for all who love telling stories*. Tulika.
- NCERT. (2005). *Position Paper on Teaching of English*. New Delhi
- Pedersen, E.M. (1995). *Storytelling and the art of teaching*. English Teaching Forum, 33 (1) 2-5.
- Richards, C. Jack Rodgers, S. Theodore. (1986). *Approaches and Methods in Language Teaching: A description and analysis*. Cambridge: Cambridge Language Teaching Library.
- Shin, J.K. (2006). *Ten helpful ideas for teaching English to young learners*. English Teaching Forum, 44 (2), 2-7, 13. <http://exchanges.state.gov/forum/vols/vol44/no2/p2.pdf>
- Slatterly, M., & Willis, J. (2001). *English for primary teachers*. Oxford: Oxford University Press.



ARE YOU A GRAMMAR GURU?

Teaching Grammar

The following procedures may be followed in the classroom

- Present the grammar form (item) in natural discourse, explaining how the form is made, any irregular forms, and any spelling or pronunciation issues.
- Provide numerous examples of natural language in which the form can be studied and provide any contextual information on how to use the form appropriately.
- Make sure students can recognise the form and its functions, before asking the student to produce the form.
- Provide activities that allow students to use the form in natural communicative ways, not just in simple drills.
- If errors occur, provide meaningful feedback on what forms should be used and why, but remember it often takes time for students to master a form completely

(Cele-Murcia, 1991; Celce_Murcia & Larsen Freeman, 1999; Williams, 1995)

Adopted from Teaching Additional Languages by Elliot L. Judd, Lihua Tan and Herbert J. Walbert. **Educational Practices Series – 6.** International Academy of Education. International Bureau of Education.
<http://www.curtinedu.au/curtin/dept/smec/iae>

Learning Technologies for English Language Teaching

- Ms. Mamtesh

English is an important language of the world. It should not be taught in a very traditional manner (with focus only on grammatical rules) because teaching grammar is found to be boring by most of the students and because of this, they lose interest in learning the language. It is more difficult for a teacher to teach English Language to those students whose primary language is not English. Always remember “Language cannot be taught. It can only be learnt and a teacher plays the role of a guide only”. So, the teacher should make this language less academic to children by focussing on these following points:

- English Communication
- Knowing student's social and emotional needs
- Daily practice of vocabulary
- Increasing your own understanding of English Language
- Knowing individual differences in the classroom

Cultivate a Love for Language in Students

What is the first lesson for teachers who want students to successfully grasp, retain and apply new material? Teachers need to “recruit their interest” and find ways to make learning more relevant, authentic and valuable in student's lives. According to Longman's Dictionary of Contemporary English, interest is a sense of curiosity or concern about something. Mostly students use the English language within the four walls of the classroom. Many students hesitate to communicate in English for fear of being laughed at by their peers. Teachers should teach English to pass on the joys of knowing, understanding, creativity and encouragement using the language well.

Let the Students Explore the World of Language

Children are curious by nature. So, keep in view their nature of curiosity. The teacher can use it or channelize it to the language learning. They should be given an atmosphere for exploration and application. While exploring they may make mistakes and the teacher should take it positively as they are learning. Group Discussion is one of the best ways to create such an atmosphere where students speak loud, seek words and make sentences instantly.

Motivation

Whatever you want to achieve, Motivation is the key to success. A motivated teacher can easily motivate his students to learn English, facilitating the following ideas:

- English is a global language.
- It improves career prospects.
- It makes professional life easier.
- It helps in exploring the world.
- 58 countries list it as one of their official languages.
- It improves personality.

SCHMOOZE

SCHMOOZE/Informal conversation is one of the best method for teaching of English language. For instance, a child is able to acquire his/her mother tongue naturally because he/she constantly listens to it. Listening develops language comprehension among learners. To teach English using SCHMOOZE, the teacher can plan some classroom activities. For example, the teacher can give general topics to students for discussion (based on the students' real life situations). This will allow the students to think critically and develop an opinion about it. The students can further articulate their thoughts and communicate them with their classmates using SCHMOOZE. The students are expected to become more expressive, if this method is followed properly in the ELT classrooms.

Set Connection of Bookish Life with Real Life

A teacher bears the responsibility of designing teaching techniques based on the real life of the students, with the aim to help students correlate with their life situations. The traditional teaching methods include, an explanation of a topic and students taking notes which may be need specific. However, education revolves largely around encouraging students to generate curiosity and create readiness to learn.

Teach with a Sense of Humour

Everyone loves a teacher with a contagious sense of humour. Looking at the lighter side of life not only fosters cordial relation between teachers and students but also provides a welcome relief while trying to follow a difficult lecture on a complicated subject. Teaching is a challenge but being humourous is more challenging. However, laughing is easy. It reduces stress, makes the course more interesting and may even enhance recall of the material.

Innovation in Learning Technology for English Language Teaching

There are many educational technology tools available for use in the English classroom. They are developing at a rapid rate. Some handy tools for teachers are:

EDMODO

Edmodo is a social learning platform for students and teachers. It is quite similar to Facebook, so it is very easy to use but, still has different features than Facebook. It has been specifically designed for educational purpose. It has shared timeline as a home page where teachers and students can interact with one another. Both teachers and students have a library where they can store documents and share them with others. A teacher can use it for sharing:

- All essential documents
- Assignments
- Notes
- Syllabus
- Exam papers
- Marking scheme
- Poems
- Chapters
- Photos of class work

It can also be used: -

- To create or schedule weekly spelling test
- To see the class performance
- To give feedback
- By weak students to improve their learning seeing other's way of studying.
- By high achievers to enhance their abilities by observing different ideas or thinking.

LEARNING TECHNOLOGY FOR THE ENGLISH LANGUAGE TEACHER



BLOGGING

Language teaching is not an easy task it takes time for reaction from students. Gradually it changes the behaviour of a student. To teach a language, a teacher should step up for linguistic skills; listening, reading, speaking and writing. For a teacher and a student writing and reading, blogging is more important and useful. There are many blogging platforms as word press and blogger. A teacher can write his own blogs and ask the student to write their own also. It is a great opportunity for teacher as well as for students to show their writing potential and creative thinking. It can improve linguistic skills by sharing ideas, opinions or thoughts.

PowerPoint Presentation Tool

A PowerPoint presentation is a presentation created using Microsoft PowerPoint software. The presentation is a collection of individual slides that contain information on a topic. PPT (PowerPoint Presentation) can be commonly used in the teaching process and for educational purposes.

YouTube

YouTube is a free video sharing website that makes it easy to watch online videos. It has the resource for educational content. Here teachers submit and upload thousands of videos and are the completely free resource. Teaching can be enhanced with appropriate videos which helps in bringing fun into classroom and keeps students more engaged. It is also a timesaving platform. YouTube makes it easy to send the link to any students who missed the class or to keep track of the different videos in possession in case one wants to review them before giving the same lesson next year.

TeacherTube

It is a safe educational video community for teachers, students and parents.

Neo.k-12 neo. K-12

It has a large collection of educational videos for k-12 students with a variety of subjects, with an emphasis.

Enhancing Reading Skills among Students

- Susanta Chakraborty

“Language is the blood of the soul into which thoughts run and out of which they grow” - Oliver Wendell Holmes

Where soul comes, can emotions be far behind? As an English teacher, I feel that language is nothing but the expression of our emotions.

It is a tool to understand others and help us to form connections. In English language learning, the human ear has a vital role to play. It is listening that leads to understanding.

“I like to listen, I have learned a great deal from listening carefully. Most people never listen” - Earnest Hemingway

Now you might ask me how understanding takes place. The sound waves reach the brain through the nerves and the brain forms an image of the input. This image gives a concrete understanding of the fact. So to enable the children listen, the teacher has to utter loud with clarity, accompanied with relevant facial expressions and body gestures. Language cannot be learnt by following stereotyped rules. It is like a flowing stream, unrestrained and spontaneous.

“The secret of getting ahead is getting started”, said Mark Twain. In the classroom students should converse in English unrestrained. They might falter but should not stop. Constant practice will make them perfect. At this point, encouragement is a prerequisite and this comes from the teacher.

It is said that we breathe in our first language and swim in our second. As Indian speakers our mother tongue is our heart and soul but our second language (English) gives us flippers to swim freely in the vast ocean of words and expressions. It opens up the Pandora's Box full of mesmerizing facts, fictions, plays and poems.

As far as teaching methodology is concerned, I feel and I believe that language is never taught but it is imbibed. A child imbibes through constant listening and practice. Hence the classroom and the school environment plays a vital role. When I recall my favourite teacher, I often ask myself, what made them my favourite? Is it because they taught me my favourite subject? Or they were lenient? No. It is because these teachers did not need a blackboard or classroom to teach. Their mere presence made us feel good and boosted us to learn more. A simple smile and an approving nod from them generated a great feel of encouragement. So, to speak of classroom methodology, English teaching does not follow any particular method but still it is better to use the direct method of teaching. This method establishes an immediate

association between experience and expression, between the English word, phrase, idiom and its meaning through demonstration and dramatization without the use of the mother tongue.

For our students, English is a foreign language. So the first and foremost target of a language teacher should be to teach oral skills.

- Teaching concepts and vocabulary through pantomiming real-life objects and other visual materials.
- Teaching grammar by using an inductive approach.
- Centrality of spoken language (using native-like pronunciation).
- Focus on interactive question-answer patterns. (Ample of classroom drilling)
- Making learning interesting through activities, audio-visual aids (smart classes)

Expertise in the topic to be taught is of course a pre-requisite of being an effective English teacher, but what is more important is effective use of words, facial gestures, body language, intonation and voice modulation. English classes should always reverberate with discussions and expressions both by the teacher and the students. Teacher should be capable of effectively linking the lessons to real world learning. Infusing real world experiences into his or her instructions will enrich classroom learning. Any chapter dealt with, should be taught in co-relation with life situations. Relevant examples from our daily life, pages of history, society and personal experience helps in cementing the understanding of the students. There should be brainstorming sessions when the students will be given the freedom to let out their heart to express their views regarding the theme, characters or values embedded in the lesson.

A language teacher should be in the practice of giving multiple synonyms of the difficult words. There should be ample use of idioms and phrases in conversation. Children are always very good at aping. They learn fast and easily pick up new words and expressions. Another very important tool is voice modulation which is especially effective in teaching prose and poetry. Voice modulation draws the children's attention and sheds monotony. Language lessons can be imbibed better through picturesque descriptions. Such descriptions tinkle the students' imagination and makes understanding easy. For example, while teaching 'The Solitary Reaper' by William Wordsworth, if the teacher succeeds in transporting the students to the highlands of Scotland through her description, then eighty percent of her work is done. The rest of the twenty percent comprises of the vocabulary, poetic devices, rhyme scheme etc. At times, if required line diagrams on the board works out wonders.

This reminds me of yet another aspect, **Moral teaching**. English class is the ideal place to impart value education to the students. Through the various positive and negative characters children learn to distinguish between the good and the bad. The teacher should be capable enough to induce moral values

related to the lessons in a very informal and stealthy manner.

Literature students should be taught to be empathetic. Empathy is the ability to understand and share the feelings of another. It has the ability to transform children's lives for the better while helping to bring about positive social change in schools and communities. In the classroom, students see a situation from different perspectives.

How to Enhance Reading Skills:

However the teaching of reading skills in English classes is an almost ultimate way to empower students retain the content. Teachers must be sure that they are not simply suppliers of information but also instructors of techniques to build reading skills. Initially for early learners ---- give a variety of nonfiction articles for choice. Students are more likely to read when they have a choice of reading.

Initially for early readers:

- Break the text into small chunks.
- Always encourage students to read with a pen or pencil in hand --- to underline relevant words and points.
- As far as reading fiction is concerned, if the teacher acts as a facilitator and gives a short outline of the story focusing on the points of interest, it acts as a spark for the children who feel curious to read the story in detail.
- Smart learning modules or movies lead the learners towards reading the written text of the same.

Here are a Few Formal Techniques to Enhance Reading Skills:

- **Skimming:** When the students need to understand the main idea or gist they should run their eyes through the text and gather the important information. There is no need to understand every word. Generally reading the first and the last line of every para gives an idea of the main theme. Generally newspapers are skim read.
- **Scanning:** When students need to find a particular piece of information, they basically run their eyes over the whole text and look specifically for the particular piece of information that they need.
- **Extensive reading:** It is used for reading longer texts for pleasure. It helps improve the reading speed and gives an overall picture of the text. The child should read whatever interests him/her and nothing should be imposed.

The Child should be taught to:

- Take notes through bullet points.
- Mark the key terms and dates.

- Star mark the parts not understood and refer to it later.
- Underline and highlight the important sentences and passages.
- **Intensive reading:** In such reading the child reads accurately for detailed understanding. It involves slow reading focusing on pronunciation, grammar and vocabulary. The child should be taught to guess the meaning of new words based on the other words around it (the context). If still not able to figure out the meaning then they should look up the dictionary.

An interested teacher alone can make the class interesting. The teacher should have a greater understanding of the level and needs of the students and thus should impart knowledge accordingly. Each child is unique and we need to work towards the holistic development of the children. **“Learning English is just like opening a new window that allows you to see the world with intimacy.”** English being the global language it is the need of the hour that teachers act as facilitators to enhance its learning.



New Teaching Techniques in the Language Classroom

- Indu Bala Arora

The power of communication through words is one thing that separates humans from animals, and makes humans superior to other species. The only means to communicate through words is language which is the reflection of our character and growth. Communicating our thoughts and emotions in our mother tongue comes naturally to us, but learning a second language expands the opportunities for the future career. English language is the lingua-franca of the international community and is the only language that links all states of India together. It is also the language of science, internet, diplomacy, education and business. So, the benefits of teaching this language to the Indian children are huge.

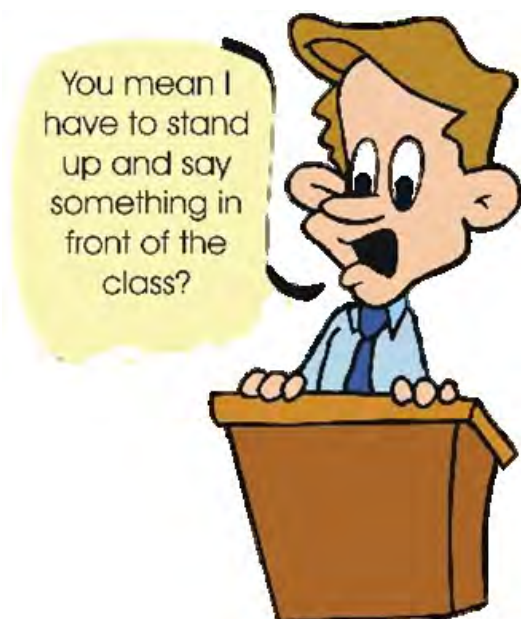
Learning a new language gives a chance to be a different person and it is like to have a second soul, so making English language as the learner's own language in India is a real challenge for an English teacher. A nagging, uncomfortable question that haunts the English teachers is, 'Will my students understand what is being taught to them, especially when they are first generation learners?' At this point, they need to be told that there is nothing like 'Queen's language'. It depends on your imagination and creativity. So new teaching methodologies that stress greater inclusion and interaction of children in the learning process, aiming to bring variety and enjoyment in the classroom, should be implemented.

A teacher's first endeavour should be to build the confidence of the learners and it can be done by making them good listeners. Listening is an important skill as it helps to understand and comprehend better, that is why it is said that language begins with listening, and to develop this basic skill, a teacher should choose a text of their interest and they should be provided with a reason why listening is important. In this era of technology, it is not difficult to play audio, maybe dialogues of some famous movies, plays or a speech by some famous leader. The websites like podiobooks, libriwalks and overdrive offer completely free audio books that can be downloaded and used as samples. Domains of language acquisitions cannot be accessed in isolation. **The Semantic Web Rule Language (SWRL)** activities should be practiced regularly. Development of reading skills is important because reading is to mind what exercise is to body (Joseph Adison). Children cannot access stories, poems and other texts if their minds and imagination are not fully engaged, so immersing them in creative activities before reading will arouse their curiosity and they will be fully prepared and excited to navigate the journey of reading. It can be done through painting, music or a film project etc. Once the fluency in reading increases, specific strategies like scanning the text, making an inference can be introduced to help them become better readers.

Learning of any language remains incomplete without learning the art of writing the same. One of the most effective ways to engage the students in the writing task is to value their work by providing real



incentives and by telling them the clear purpose of their task. One good example to encourage the students is to publish their writing in school newsletters and annual school magazines. We can start it as a class project of writing 'class rules book' followed by 'school rules book' which can be accompanied by certain illustrations in the form of sketches, drawings, charts etc.



In the era of competitive world, good listening and speaking skills have become an absolute necessity. So, clear pronunciation, not the perfect pronunciation should be the goal. Pronunciation is a physical skill where you are teaching your mouth a new way to move and use different muscles. So focus on difficult sounds each day. Good pronunciation is more than just mastering individual sounds. It's also understanding intonation (the rise and fall of the voice) and stress (some sounds in words and some words in sentences are louder or clearer than others). Poems, speeches and songs should be read aloud, concentrating on word stress and intonation.

A major hurdle faced by the English teachers is to develop speaking skills among the learners. English being their second language, they never feel confident to express themselves. So it is essential to create a friendly atmosphere in the classroom to enhance their confidence. We can set a specific time each week for conversation like 'circle time' or 'feel free time'. It can be done on any day that suits to the teacher and the learners. The idea is to give them the control on the topic of conversation. They can be asked to recite a poem, explain their routine

after school or just talk about a movie that they enjoyed. Creating a classroom community can also be a good way to bring all the learners together and provide them new avenues.

Another challenge a teacher faces is capturing the students' attention and putting across the ideas in such a way that they remain with them. For this to happen, teachers have to reinvent teaching methods to make our class interesting. Linking the lesson with the real world like sharing their experience, bringing up current events or asking the student to talk about his family and friends can make the text easy to understand and sparkle the interest of learners. Some lessons are best learnt only outside the classroom. A teacher can simply take the students to the playground or the garden area where they can touch and feel the beauty of flowers and the fragrance of grass etc and they will be excited to learn. Thus, an effective teacher despite having limited resources can prove himself as a tool.

In nutshell, one must understand that language is not to be taught but it is to be imbibed. So English teaching should not be treated just as a subject. An English teacher should be imaginative, innovative and interactive who can lead the students from dependant stage to independent stage. Language teachers must update their knowledge and should be equipped with latest language teaching tools and technology.

Reference :

- <https://www.britishcouncil.in>
- <https://www.myenglishteacher.eu>
- <https://www.eagetutor.com>

Give CALL a Chance

- Priyanka Vohra

Despite India's emergence as a knowledge powerhouse, education in India is in a deep seated crisis, and English language teaching is no exception. English still eludes a large percentage of children studying in government schools where the classroom majorly comprises of learners from diverse and disadvantaged social and economic sections of the society. One of the major challenges in ELT is that English is not a phonetic language. Rather it is a stressed language. For instance the sound 'schwa' in the word mem[o]ry, choc[o]late, and the silent consonants in the words Wednesday, Foreign are some of the common errors of pronunciation.

For a vast majority of students their entire learning happens in their mother tongue. In a situation like this, the English period in the school is the only time when they are exposed to English language. In order to tide over this crisis, Computer Assisted Language Learning [CALL] should be adopted as a regular practice by the language teachers.

History of CALL

CALL is also known as CALI (Computer Assisted Language Instruction) and TELL (Technology Enhanced Language Learning)

1960s: CALL begins on Mainframe computers with mainly drill and practice type software

1970s: Enter the microcomputer; CALL software with learning activities promoting language accuracy rather than fluency

1980s: Microcomputer boom

1990s: Advent of the World Wide Web which becomes publicly available in 1993. CALL focuses on content and the four languages skills are integrated.

2000: E-learning becomes the buzzword with graphics, sounds and animation.

In early 1999, the '**Hole in the wall**' project, the brainchild of Dr. Sugata Mishra (Chief Scientist at NIIT), was one such step in bridging the digital divide. The project was launched at two locations in Delhi. Using a minimally invasive learning approach that enables a child to learn through self-exploration, a section of the wall was carved out and a computer was placed in it. This was used by children from an adjoining slum and the results were encouraging.

Advantages of CALL

Students from the government schools where PTR (pupil teacher ratio) is usually high can benefit the most

and in multiple ways from CALL practices (ICT lab sessions in my school are the most eagerly awaited and highly interactive).

CALL can adapt to the learners cognitive and learning styles. It can be used for reinforcement and as a remedial tool for slow learners and can greatly benefit visual learners.

CALL sessions provide strong motivation for learning, as students will often do on a computer what they are reluctant to do in a textbook or paper-pencil.

Suggested activities under CALL

For comprehension exercises, screening animated stories followed by asking questions is well received by my learners and is a welcome change, breaking the monotony of the chalk and talk method. One such website www.bookbox.com uses same language subtitling below the animation along with narration of a story. *This website is strongly recommended for language teachers as it also helps in improving reading skills.* Besides this the CALL content provided by the Dept. of Education (Delhi Government) is of immense help in reinforcing what has been done in the classroom.

NEW TECHNOLOGIES FOR ELT PEDAGOGY



Penpaals

Toontastic

MAKE IT YOUR STORY

Comic Life

As language teachers we need to emphasise more on Vocabulary, Listening and Speaking skills in our classrooms to help them come out of the 'culture of silence' (Paulo Freire). Oral skills were almost never tested until recently when in 2012, the CBSE introduced ASL for classes IX, X and XI. But before we test the four language skills we need to develop them.

Also with increased digital literacy and smartphones at our disposal, language learning has become easier. The website www.spellingbee.com can be of great help to improve the learner's spellings (though for students with higher proficiency in English.) Language learning prospects typically in government schools are not as bleak as they appear. Apart from some bright sparks, there are always some students at the threshold level whose linguistic competency can be enhanced with the help of CALL. These sessions also facilitate classroom management.

In Delhi government schools the pressure of admission in English medium sections keeps mounting every year. Enrolment in the English medium sections is the maximum. This situation can become a boon for English Language Teachers, who can form 'English Clubs' in the school. (With the aim to encourage learners to interact in English, I have set up an English Club with students from Grade 6th to 10th. To become its member, students have to interact with each other only in English. Initially they had inhibitions in speaking in English but gradually they

acquired fluency. Soon the idea gained popularity among students and more students volunteered to become the members of the club.) These activities can be followed up with students creating radio plays / school news bulletin in the audio format.

Innovations in ELT

The ready availability of new technologies has influenced ELT pedagogy.

Pen Pal is a patented audio technology that brings sound to paper based resources such as books and posters. By touching a page of a book in English with a Pen Pal, one can listen to the text spoken in English (by a native speaker). This device can also be used for recording and assessment of students. In addition to this, a number of software apps can be used to improve the reading skills of learners, such as Toontastic and Comic Life.

Social media can be integrated with language learning where tech savvy students and teachers can interact on digital platforms (creating a school Facebook page, WhatsApp group for students). This would also aim at improving the learners' digital literacy.

Nonetheless, in a government school classroom situation where space and resources are a constraint, the teacher can still include innovative practices while teaching. Class libraries/book shelves are a great way to initiate learners to read for pleasure (the collection can include picture dictionaries, graded story books, atlas, newspaper, children's magazines and the omnipresent mobile phone.)

However, access to technology without a teacher's intervention cannot guarantee learning. CALL can never substitute human teachers. Rather they offer new opportunities for better language practices with which language teachers can make the English language class more meaningful and relevant for the learners. If quality English language teaching could permeate the Indian school system, the economic and social benefits for our country will be quite significant.

References:

- www.bookbox.com
- <https://toontastic.withgoogle.com/>
- <https://www.youtube.com/watch?v=8lbfgTWpOmk&feature=youtu.be>
- https://penpaals.com/?gclid=CjwKCAiA4ILSBRA0EiwAsuuBLVp0IH7rnp0fgSHlQIYIcfYQ1DXWcldKD3E3T54zKLiZ_uyDPwUToxoCIUgQAvD_BwE&gclid=CjwKCAiA4ILSBRA0EiwAsuuBLVp0IH7rnp0fgSHlQIYIcfYQ1DXWcldKD3E3T54zKLiZ_uyDPwUToxoCIUgQAvD_BwE
- <https://plasq.com/apps/comiclife/macwin/>

Process approach to writing

Writing is not simply a product. It is a process through which the fine writing is developed. Learners need to practice and undergo the various stages as they write. This enables them to learn to write putting together their ideas, writing ideas into drafts and finalizing the same into a fine product. Here are the stages of writing. Some practice through process approach will help learners to become good writers.

Writing: The Process Approach

Brainstorming: Divide the students into groups of three or four and ask them to jot down as many ideas as they can about a given topic. Ask them to then arrange the ideas in a sequence.

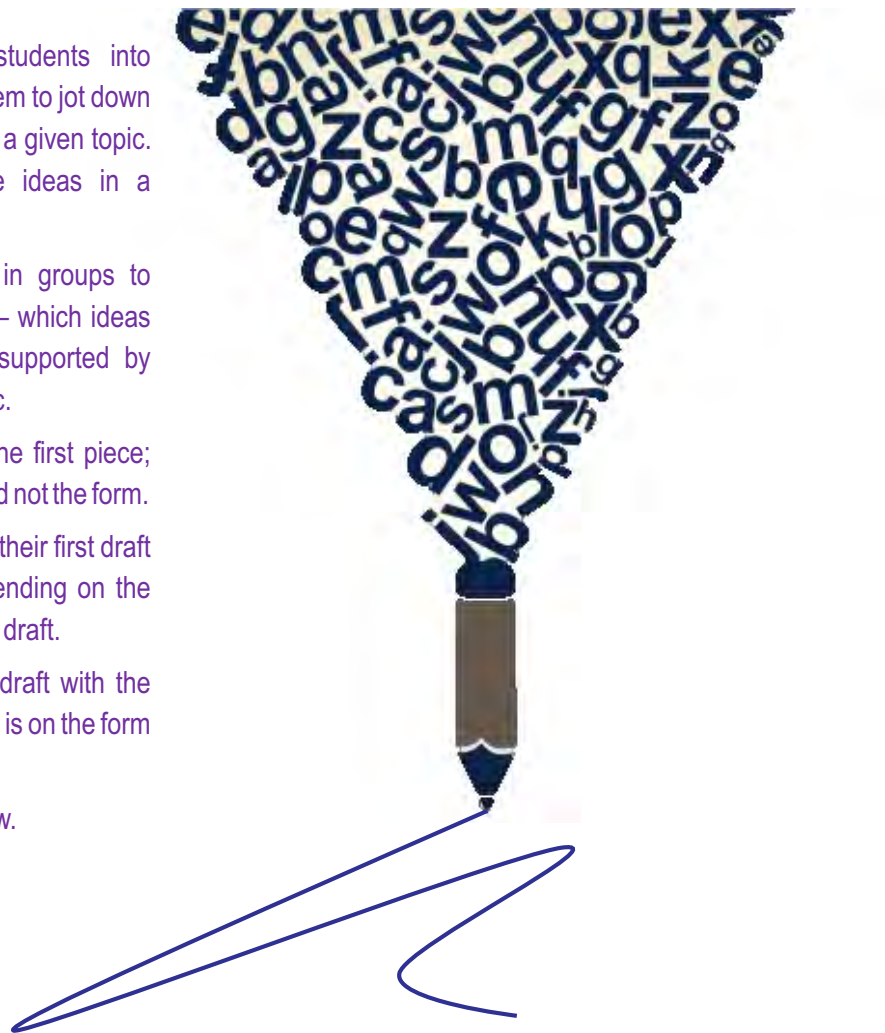
Outlining: Ask students again in groups to create an outline of their writing – which ideas will go first, how will they be supported by evidence, will there be a picture etc.

Drafting: Ask students to draft the first piece; here the focus is on the content and not the form.

Revising: Ask students to share their first draft with other groups and then depending on the feedback that they get, revise their draft.

Proof-reading: Proof-read the draft with the help of the teacher. Here the focus is on the form and not the content.

Final draft: Write the final draft now.



FUN WITH WORDS CORNER & ACTIVITIES

Section – II

ACTIVITIES FOR PRIMARY/ ELEMENTARY/ SECONDARY/ SENIOR SECONDARY

- Know the parts of your body
- What's in your bag?
- Guess my name.
- Paragraph Writing
- Make your ID Card
- List the Ingredients
- Prepositions

FUN WITH WORDS CORNER

- Word Builder
- What comes first?
- Rhyming words
- Fill in the blanks
- Color Wheel
- Word Search
- Memory Game
- Word Train
- Word Ladder
- Brain storming around a word

USEFUL SOURCES FOR ELT

- Phonemic Chart
- Some useful Sources for English Language Teachers
- Some useful Software for Language Teaching-learning
- Name Tree for the Class Room



Image credit: maxresdefault

**“Humans are Mortal so are ideas.
An idea needs propagations much as a plant needs watering.
Otherwise both will wither and die”**

- Dr. Bhim Rao Ambedker

1. Know the parts of your body

Level : Primary
Time required : 20-30 minutes

Objectives:

- To reinforce the names of body parts.
- To enable students to engage in fun-filled activity.

How to Proceed:

Students may be made to stand in a circle.

Teacher will ask each student

Teacher: Where is your nose?

Student 1: Touches his/her nose.

Teacher: Touch your head.

Student 2: Touches his/her head.

Teacher will keep giving instructions to other students like

- Hold your ears.
- Show your palm.
- Touch your elbow.
- Show your teeth.
- Move your shoulders.
- Lift your foot.
- Where is your leg? Etc.

Students who are unable to do as instructed will be required to stand inside the circle.

Teacher must ensure the participation of each and every student.

2. What's in your bag?

Level : Primary/Elementary
Time required : 5 minutes

Objectives:

- To enable children to recall the things kept in their bag.
- To enable students to write the words quickly and correctly.

How to Proceed:

- Give a sheet of paper to the students. Teacher will then ask students to write 10 things they carry in their bag every day. A minute or two will be given to write 10 words.
- Student(s) who first write 10 things correctly will be applauded.

3. Guess my Name

Level : Elementary

Time required : 10 minutes

Objectives:

- To enable students to guess the names of insects correctly.
- To enrich the vocabulary of the students.

How to Proceed:

This activity can be used as a post-reading activity for the poem “The Ant and The Cricket”(Class 8 – Honeydew).

Teacher: What is similar between an Ant and a Cricket?

Student: Both are insects.

Teacher: Now guess the names of following insects.

1. Its bite causes diseases like malaria, dengue.

2. It is green in color.

3. It is found in soil.

4. It has beautiful colored wings.

5. It makes honey.

6. It glows at night.

7. It contaminates food kept in the open.

8. It is red in color with black dots on its body.

9. It damages wood.

Etc.

This activity can be conducted as a quick quiz or the teacher may give a worksheet to the students.

4. Paragraph Writing

Level : Primary/Elementary

Time required : 1 period

Objectives:

- To enable students to pick the right card from amongst the number of cards.
- To enable students to write a paragraph using the keywords.

How to Proceed:

- To teach paragraph writing (topic: Value of Trees) teacher will bring a big cardboard cutout of a tree. If a cutout is not possible the teacher may draw a tree on a roller board or black board. She will bring some cards with names of things written on it.
- Each student will come and pick a card denoting the thing we get from the tree. He/She will be required to stick it on the tree using a tape. (Teacher may help the students in doing so). Now a paragraph will be framed using the words pasted on the tree.

Mobile

Fruit

Steel

Laptop

Shelter

Grains

Jute

Plastic

Wood

Oxygen

Iron

Rubber

5. Make your ID Card

Level : Primary/Elementary
Time required : 20 minutes

Objectives:

- To enable students to enlist their personal details correctly.

How to Proceed:

- This activity can be done at the beginning of the session when students are yet to get their new ID Cards.
- Teacher will give a thick cartridge sheet cut to the size of an ID card to each student. Students would be required to make an ID card and fill-in their personal details in their own hand-writing.
- Teacher will draw the following outline on the blackboard.
- Students may be asked to paste their photo in the space provided.
- Students can put their ID card in the old cover or they can laminate the new one and use a ribbon to wear it.

GOVT CO-ED S. SEC SCHOOL, SECTOR-II, DWARKA, N.D.

Name:

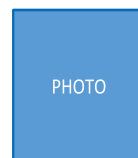
Class: Section

Father's Name:

Mother's Name:

Address:

TEL NO:



6. List the Ingredients

Level : Primary/Elementary

Time required : 10-15 minutes

Objectives:

- To bring a child's daily life experiences closer to classroom learning.
- To increase the awareness of students about packaged foods.

How to Proceed:

- Ask each child to bring an empty wrapper of chips, noodles, biscuits etc. from home. In class, ask them to paste its label (where its ingredients, manufacturing date, best before dates are mentioned) in their notebooks.
- Students may also be told to write the above information in their own handwriting in the notebook.
- This will increase their awareness about packaged food items, ingredients used in them, until when it is safe to consume them etc.

7 ● Prepositions

Level : Primary/Elementary

Time required : 1 Period

Objectives:

- To enable students to understand the use of prepositions.
- To enable students to use the prepositions correctly.

How to Proceed:

- This activity requires objects that a child usually brings to the school.
- Teacher will give the following instructions to the students stressing upon the prepositions wherever they come.
- Instructions (Teacher will also do the action so that students may imitate easily):
 - Hold a pen in your hand.
 - Keep it on the desk.
 - Now, lift it from the desk.
 - Keep it under the desk.
 - Lift it up and roll it between your palms.
 - Now, exchange your pen with your partner.
 - Take your pen back and put it into your bag.

(Teacher will speak and perform all the instructions slowly and carefully so that all the students are able to see and follow).

Halloween Word Search

Q M T J V M P L P L S W R Y N Y
 S B R L E F W H X B V C L P K W
 P H P Q V F T O S H T F X H X H
 O B F H D J I J N O T E L E K S
 O R Q C A N D Y I F U Q I O O B
 K G H O S T S L K J J E N D O S
 Y M Z L G J F C P H E K Y J X Y
 I T E C O S T U M E S L A H X A
 V G A X B K L M U M M Y H A K S
 E A A B L Z S T P P I B U L H M
 D M W F I T P A R T Y Q G L C U
 A E Y Q N U G E S S L H Z O T S
 S S B J E C C R F F K X P W I Y
 T R I C K U P T J A S L Z E W E
 F T Z Q W P X B J Q A B I E U W
 M T V C R J K U D T M U S N H O

BOO
 GAMES
 HALLOWEEN
 PARTY
 SPOOKY
 WITCH

CANDY
 GHOSTS
 MASK
 PUMPKINS
 TRICK

COSTUMES
 GOBLIN
 MUMMY
 SKELETON
 TREAT

www.thetypicalmom.com

8. Word Builder

Level : Primary/Elementary

Time required : 1 Period/40 minutes

Objectives:

- To enable students to quickly recall words that start with a particular letter of the alphabet.
- To instill the competitive spirit in children.
- To enrich the vocabulary of students.

How to proceed:

Teacher will divide students into groups (row-wise), she will draw a grid on the blackboard as follows:

			↑			
		←O	N	→		
			↓			

- She will write a letter in the middle (e.g. N), now students of first row would be required to add another letter (to either of the four sides). e.g ON. They will get 2 points.
- Next row of children can add another letter to “ON”, e.g. “ONE” or make a new word by adding another letter to either O or N (e.g. NO, OF, etc.)
- Students will get points according to the number of letters in the word they have made. (Plurals should be discouraged).

9. What comes first?

Level : Primary

Time required: 5 minutes

Objective:

- To enable students to arrange a given number of words in alphabetical order.
- To enrich the vocabulary of students.

How to proceed:

Write some words in a box on the blackboard, for example:

Jar	Gas	Sun	Kettle
Home	Flower	Neat	Zebra
Tape	Rose	Box	Yellow

Now, ask the students to arrange these words in alphabetical order. Set a time limit for the activity.

10. Rhyming Words

Level : Primary/Elementary

Time required : 15 - 20 minutes

Objective:

- To enable students to identify a rhyming word.
- To encourage students to work actively in and as a pair.
- To enrich the vocabulary of students.

How to Proceed:

Prepare some chits in advance, e.g. if there are 40 students in a class, prepare 20-20 chits of words that rhyme with each other.

Example:

For primary level

- Box – Fox
- Jam – Ham
- Tick – Pick
- Red – Bed
- Room – Broom Etc.

For higher classes difficulty level of the words can be increased, e.g.:

- None – Fun
- Doll – Fall
- Spring – Bring
- Sea – Bee
- Height – Bite etc.

Now quickly distribute one chit to each student, ask them to read the word in the chit and find its rhyming word in other chits. Once the student finds their pair, they have to stand together.

NOTE: The activity may lead to a lot of noise and chaos. To avoid this, students should be told in advance that they have to go quietly to other children and just look at what is written in their chits. Do this activity in an open area if possible.

When all the pairs are formed, go back to the class and ask one child from each pair to write their set of rhyming words on the black board.

The same can be noted down by students in the note book.

(This activity can also be done for teaching opposites, gender, etc.)

11. Fill in the blanks

Level : Primary/Elementary

Time required: 5 minutes

Objective:

- To enable students to guess the name of the country correctly.
- To enrich the vocabulary of students.

How to Proceed:

The lesson “Ashes that made the trees bloom” is a story based in Japan. (Class- 7 Honeycomb) Students can be given the following activity where they have to complete the name of the countries mentioned below:

_ E _ M _ _ Y

C _ I _ A

C _ N _ D _

S _ N _ A _ O _ E

_ H _ T _ N

_ E P _ _

I _ _ I _

F _ _ N _ _

N _ _ W _ _

_ N D _ _ E _ _ A

A time limit can be set for the activity.

12. Colour Wheel

Level : Primary

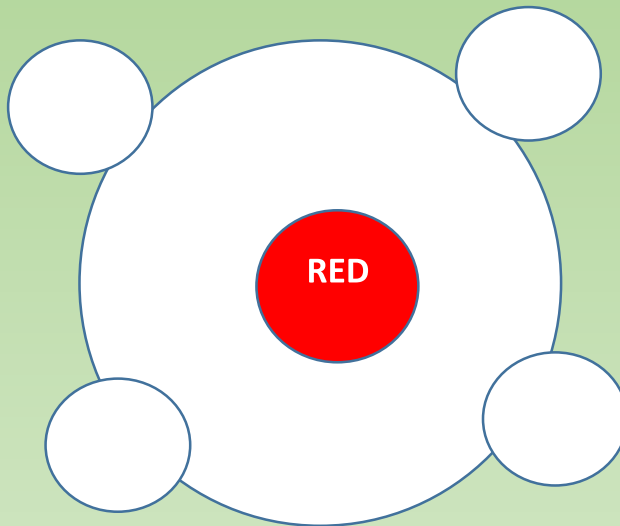
Time required: 5 minutes

Objective:

- To enable students to correlate an object with its color.
- To enable a child to group the objects of the same color together.
- To enrich the vocabulary of students.

How to proceed:

Cut – outs can be given to children as given below:



Students will be required to complete the wheel by writing the objects of the color mentioned in the center. (Here Cherry, Tomato, Apple, Blood etc.)

Names of different colors may be given to different students.

13. Word Builder

Level : Elementary

Time required : 5 minutes

Objectives:

- To enable students to locate a meaningful word from a grid of alphabets.
- To enable students to identify and name the category to which the words belong.
- To enrich the vocabulary of students.

How to proceed:

This activity can be used to introduce the lesson “The Tsunami” (Class 8 – Honeydew).

Teacher will draw a grid on the black board (printed worksheets can also be distributed to students).

Y	H	U	R	R	I	C	A	N	E
Z	O	N	M	G	H	I	D	L	K
F	B	C	H	G	E	W	K	P	A
V	L	T	S	U	N	A	M	I	U
S	T	O	R	M	O	U	P	I	Q
L	B	R	O	E	L	N	L	H	H
T	Y	N	K	D	C	X	N	S	T
R	Y	A	L	B	Y	V	V	J	R
E	U	D	E	B	C	C	J	Y	A
K	I	O	T	Q	M	N	R	T	E

Students will be required to find meaningful words from the grid.

Teacher: What is common in all the words that you have found?

Student Response: These are natural disasters.

Teacher: Correct. Today we will study about one such natural disaster ‘TSUNAMI’.

14. Memory Game

Level : Primary/Elementary

Time required : 5 minutes

Objective:

- To enable students to quickly recall words that start with a particular letter of the alphabet.
- To instill the competitive spirit in children.
- To enrich the vocabulary of students.

How to proceed:

It is a very popular party game. It can be used while teaching the lesson “The Desert” (Class 7 – An Alien Hand).

Teacher will show some flash cards, showing the words related to a desert



- Now she will ask students to write as many names as they remember (from the cards shown to them) in their notebook. (Spellings of the remembered words should be correct).
- Children who remember all the names should be applauded.
- This activity can be used to teach any other topic too. It is the teacher’s discretion to accept either verbal or written answers.

15. Word Train

Level : Primary

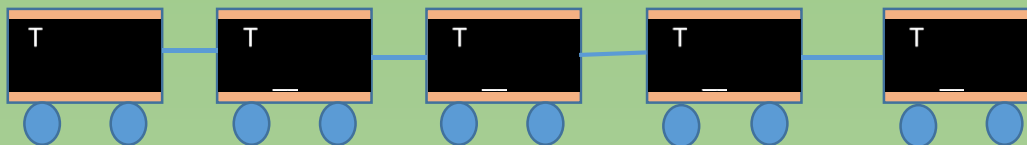
Time required : 10 - 15 minutes

Objective:

- To test the vocabulary of students.
- To encourage creativity in the students.

How to proceed:

Teacher will ask students to draw a train in their notebooks as follows:



Students would be required to make five words starting with the letter written in the compartments.

NOTE:

1. Each student may be given a different alphabet.
2. Teacher may show an example beforehand.
3. It is ideal for 1st and 2nd class students.

16. Word Ladder

Level : Primary/ Elementary

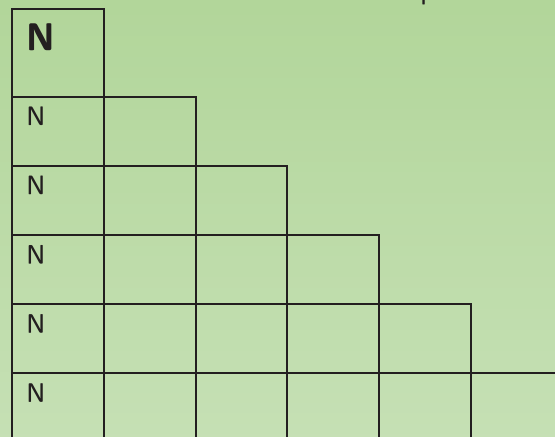
Time required : 10 - 15 minutes

Objective:

- To reinforce the vocabulary of students.

How to proceed:

Teacher will ask students to draw a ladder in their notebooks as follows:
(a printed worksheet with 2 or more ladders can be provided if possible.)



Now teacher will ask students to frame 2-letter, 3-letter, 4-letter, 5-letter and 6-letter words starting with the alphabet written on the ladder

NOTE:

1. Students may be given different alphabets.
2. This activity can be given as home work too.

17 • Brain storming around a word

Level : Elementary

Time required : 10 minutes

Objective:

- To enable students to understand the meaning of tools.
- To enable students to give example of tools they use in daily life.

How to proceed:

This activity can be clubbed with the lesson “TARO’S REWARD”(Class 6 – Honeycomb) as a post reading activity.

Teacher: What did Taro use to cut the wood?

Student: Axe

Teacher: Was it helpful to him?

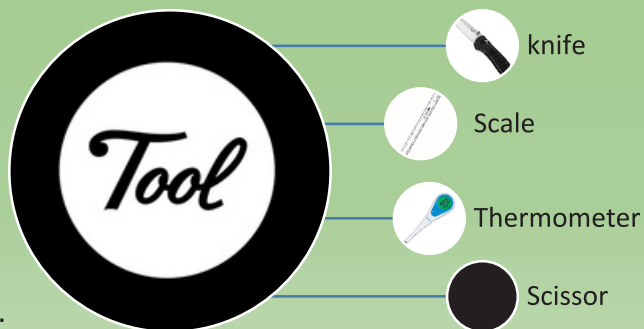
Student: Yes

Teacher: How did it help him?

Student: It saved his time and effort/He was able to cut wood easily.

Teacher: Any object which helps us to make our task easier is called a tool.

Now teacher will write the word TOOL in the centre of the black board. Students will be asked to give examples of tools used by them in daily life.



Teacher may give some hints:

- Things used by mother in the kitchen.
- Things used by carpenter, mason, electrician, doctor etc.
- Things used by children in art and craft.

Teacher can also give homework: draw a tool and write 2-3 lines on it.

A speaking activity can also be clubbed with it, students can be asked to show a tool and speak 2-3 lines on it. (They should be strictly advised not to bring any sharp or harmful objects).

This activity can also be used as a standalone activity in other standards too.

Phonemic Chart									
Vowels					Consonants				
i:	ɪ	ʊ	u:	ɪə	eɪ	əʊ	aɪ	k	g
sheep eagle	field ship busy	good put	moon grew	here sure	train say	coat low	now our	key car	green hug
e	ə	3:	ɔ:	ʊə	ɔɪ	əʊ	aʊ	ʃ	ʒ
bed dead	said the	bird hurt	door walk	your sure	boy point	note	house	shop nation	television visual
æ	ʌ	ɑ:	ɒ	eə	aɪ	əʊ	aʊ	ʃ	ʒ
apple cat	money cut	car bath	not what	hair careful	by high	our	house	key car	green hug
p	b	t	d	tʃ	dʒ	k	g	ʃ	ʒ
pen hopping	ball hobby	table little	dog added	chips itch	jam danger	key car	green hug	shop nation	television visual
f	v	θ	ð	s	z	ʃ	ʒ	ʃ	ʒ
fire laugh	video move	thick healthy	mother this	see city	zebra cosy	shop nation	television visual	shop nation	television visual
m	n	ŋ	j	l	r	w	h	ʃ	ʒ
tummy man	no funny	sing uncle	yes onion	light smelly	right berry	win where	house hungry	shop nation	television visual

The 44 phonemes of Standard British English with examples of common spellings.

adapted by AlbaEnglish.co.uk

Some useful sources for English Language Teachers

Sl. No.	Source	Description
Journals & Periodicals in English Language Teaching		
1.	Journal of English Language Teaching (JELT), India	Journal of the English Language Teachers Association of India (ELTAI)
2.	English Teaching Professional	A Monthly ELT magazine for teachers and anyone interested in ELT.
3.	English Teaching FORUM	A quarterly journal for professionals teaching English as a Foreign or Second Language, published by the Office of English Language Programs, Bureau of Educational and Cultural Affairs, USA.
4.	FORETELL	Digital journal of the FORETELL (Forum for Teachers of English Language & Literature).
5.	Voices	Digital newsletter of the International Association of Teaching of English as a Foreign Language (IATEFL)
6.	AJELT Journal	The Asian Journal of English Language Teaching (AJELT) is an international blind-refereed journal which reviews previously unpublished data-driven manuscripts that (1) link ESL/EFL theory, research, and pedagogy and (2) relate specifically to the teaching of English to Asians at the university level.
Websites		
1.	www.ncert.nic.in	This is an official website of NCERT. It has lot of print and non-print materials for teachers, learners teacher educators and researchers.
2.	http://nroer.gov.in National Repository of Open Educational Resources	National Repository of Open Educational Resources. (NROER) is a solution developed to address the challenges faced by the education sector of our country. It intends to reach the unreached, include the excluded and extend education to all. It is a collaborative platform involving everyone who is interested in education. It offers resources for all school subjects and grades in multiple languages. It brings together all the digital resources for a school system such as educational videos, concept maps, audio clips, interactive objects, photographs, diagrams, charts, images, articles, learning objects, talking books, textbook pages and documents, any resource that can be served digitally. Anyone can contribute to it.

3.	teachingenglish@britishcouncil.org	This site gives you (i) resources for teaching English language at various levels. (ii) debates on various ideas and issues on ELT, (iii) Anyone can open a blog here and share ideas.
4.	http://www.englishteachingdaily.com	EnglishTeachingDaily.com is a website managed by a team of English Language students from India. This site features the latest English Language Teaching articles, blog posts, videos and event details.
5.	http://www.pearsonlongman.com	This is a website of Pearson Longman Publishers. It has lot of resources for teachers and students. 6.ELTComuunity.com Any teacher can join and share ideas.
7.	www.developingteachers.com	This sites is reached to you by mail and provides resources for classroom teaching and new publications.
Professional Associations		
1.	ELTAI	English Language Teachers Association of India. It has large number of English language teachers as members and its (ELTAI) Chapters are spread across India. It is an associate of IATEFL.
2.	IATEFL – International Association of Teachers of English as a Foreign Language	This is an association of English language teachers and an association of a lot of ELT associations across the world. Its annual Conference is held in April every year in the United Kingdom.
On line Television channels		
1.	TeachersTV.com	UK based – videos, classroom teaching, etc. (available for viewing in India-cannot download free)
2.	Top Documentaries. Com	This site has downloadable documentaries on 100s of themes. Many on English language and language in general as also on educational practices across the world are available.
3.	NCERT Education Channel	Government of India has now launched separate channels for each stage of school and higher education. This is now available on air.

Some useful software for language teaching-learning

Name	Platform	Description	Download Site
Audacity	PC, Mac, Linux	software for recording and editing sounds	http://audacity.sourceforge.net
CoreFTP	PC only	file transfer protocol (ftp) program	http://www.coreftp.com/
Fetch	Mac only	file transfer protocol (ftp) program; free license for education	http://fetchsoftworks.com/
Hot Potatoes	PC, Mac	tool for creating interactive language exercises	http://hotpot.uvic.ca/
OpenOffice	PC, Mac, Linux	office suite: word processing, graphics, spreadsheet, presentation software	http://www.openoffice.org/
Photo Story	Windows XP	photo presentation program	http://microsoft-photo-story.en.softonic.com/
PureVoice	PC only	simple audio recording software for PC	http://www.tucows.com/preview/205198
QlipBoard	PC only	create Qlippits (slide shows with media and voice annotation)	http://www.qlipmedia.com/
Switch	PC, Mac	convert audio files from one format to another	http://www.nch.com.au/switch/
VLC Media Player	PC, Mac	plays many multimedia formats	http://www.videolan.org/vlc/
Web-based tools			
ANVILL	Web-based	A National Virtual Language Labs	https://anvill.uoregon.edu/anvill2/
bibme	Web-based	create a bibliography according to MLA, APA, Chicago, or Turabian formats	http://www.bibme.org/
CuePrompter	Web-based	teleprompter/autocue service	http://cueprompter.com/
Google Docs	Web-based	Create and share your work online (word processor, spreadsheet, presentation)	http://documents.google.com

Podomatic	Web-based	Create and share podcasts	http://www.podomatic.com/
Ustream.TV	Web-based	live interactive video broadcast platform	http://www.ustream.tv/
Wordify	Web-based	website that simplifies language	http://www.rewordify.com/
Wordle	Web-based	"a toy for creating word clouds"	http://www.wordle.net/
Smartphone Apps			
MALLfor the 21st Century		Resource page for mobile-assisted language learning	http://www.edvista.com/claire/pres/mall/index.html
Almost Free Tools			
Graphic Converter	Mac only	create, edit, and convert graphics files	http://www.lemkesoft.com/
QuickTime Pro	Mac, PC	record, edit, compress video files	http://www.apple.com/quicktime/pro/

Name Tree for the Class Room

This is a sample pull-out display worksheet to be used by teachers in their ELT classrooms. The teachers can design a similar name tree depending upon the actual class size. The teacher would ask students to write their name on the specified name plate. This activity aims to inculcate a sense of worth and recognition among English language learners.



Class _____