

**DIPLOMA IN EDUCATION (D.Ed) 2014**

**Teachers' Handbook**  
**Semester - IV**

**S<sub>4</sub>.P<sub>21</sub> PEDAGOGY OF ENGLISH LANGUAGE**



**Government of Kerala**

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## Semester 4

Paper No.	Name of Paper
<b>S<sub>4</sub>P<sub>21</sub></b>	<b>Professional Development</b>
Total Score	: 80 (CE 20 + TE 60)
Total Semester time	: 120 hrs.
Time in one week	: 9 hrs.

### Content

- Unit 2 : Continuing Professional Development (Time 55 hrs.)  
Unit 1 : Language Elements for Effective Communication (Time: 65hrs.)

# UNIT II - PROFESSIONAL DEVELOPMENT

(Time 55 hrs.)

## Objectives

- To create an awareness in student teachers about reflective teaching and professional development
- To transform the student teachers into matured language teachers by developing self belief.
- To enable students to internalise the present changes in ELT
- To equip the student teachers in integrating ICT in the English class room.
- To motivate the students to use interactive technology in English language class room
- To familiarise the student teachers with the best practices of teaching English across the globe.
- To empower the student teachers to identify issues and conduct action research in their class room

## Key ideas

- Professional development for second language teachers is defined as the process of continual intellectual experiential and attitudinal growth of teachers.
- A reflection includes a process that helps teachers to think about what happened, why it happened and what else could have been done to reach their goals
- Teachers using technology in their English class room are not only improving their instruction for their students but they are changing the very nature of that instruction.
- Websites, web applications, slide presentations, podcasts, blog etc can be integrated in the teaching learning process so that the desired goals are achieved faster.
- English language teachers in almost all countries have established their professional organizations; and they organize and participate in different kinds of seminars, workshops, training, and conventions in order to grow academically and professionally.
- Action research is a well organised systematic inquiry conducted by teachers, in the teaching learning environment to gather information about any immediate issue.
- Action research to gain insight, develop reflective practice, foster effective positive changes in the school environment and improve student outcomes.

## Content

### Professional development

Teachers who are better informed about their teaching are also able to evaluate what aspects of their practice they may need to adjust because they are more aware of what stage they have reached in their professional development. Professional development for second language teachers

is defined as the process of continual intellectual experiential and attitudinal growth of teachers. Reflective language teaching will help a teacher for professional development. Those who engage in reflective teaching can develop,

- A deeper understanding of teaching
- An evaluation of what stage they are at, in their professional growth
- More skills in self reflection and critical thinking
- More complex and clearer schema about teaching
- A more coherent personal approach to classroom teaching
- More elaborate pedagogical reasoning skills
- More practical decision making skills

### **Changing role of teachers to reflective teachers**

Reflective teachers emphasise not only the reflection of classroom actions but also on matters outside the classroom. A reflection includes a process that helps teachers to think about what happened, why it happened and what else could have been done to reach their goals. Reflection happens when a teacher reconstructs, re-enacts and recaptures the events, emotions and the accomplishments of his or her teaching.

### **The reflective practice can be done in three phases:**

1. Reflection in action
2. Reflection on action
3. Reflection for action

#### **1. Reflection in action**

This happens during the event i.e., when classroom teaching is going on. Though teaching is a routine for teachers, when a new situation or event occurs, the teachers' established routines do not work. The teachers at this time use reflection in action.

#### **A classroom situation of reflection in action**

*A student cannot answer a question about a topic. The teacher has explained it in great detail during the previous class (a situation develops). Teacher recalls how the student had already responded to everything in the previous classes. And the current silence is troubling the teacher. Suddenly the student begins to cry (routine actions produce unexpected responses). This surprise response gets the teacher's attention and leads to reflection within an action. The teacher reacts quickly to try to find out why the student is suddenly crying by asking the child (reaction within the action). Student may or may not explain why she/he is crying. The teacher will take some measures to solve the problem. She may ignore the situation, empathise with the student, help the student answer the questions etc.*

Reflection in action occurs in the following steps.

- A situation develops which triggers routine responses.
- Routine, response of the teacher creates unexpected response in the child.
- Reaction within the action.
- Reflection to the spot (experimentation).

## **2 .Reflection on action**

This is the thinking back on what was done to discover how an action may have contributed to an unexpected action. Here teachers reflect on their classes after they have finished. Reflection on action would come to mean some kind of meta-cognitive action, while reflection in action is the ability to frame problems based on past experiences. It is meta- cognitive in nature and it is a type of conversation that takes place between the practitioner and an uncertain situation at the time of the occurrence of that situation.

## **3 .Reflection for action**

This is proactive in nature .Reflection for action is the desired outcome of both reflection in action and reflection on action. This is not to revisit the past or become aware of meta- cognitive process, but to guide future action. Teacher can prepare for the future by using the knowledge from what happened during class and what they reflected on after class.

## **Benefits of reflective teaching**

A teacher needs to know equally why a class was responsive or not responsive. She /He also should know what teachers believe to be good and bad teaching as well as what teachers do in their classrooms in order to be able to discuss teaching beyond mere preconceptions of what good teaching is or is not. Reflective teaching benefits teachers in the following ways:

- It makes free the teacher from routine and impulsive action.
- It helps teachers become more confident in their actions and decisions.
- It provides information for teachers to make informed decisions.
- It helps teachers to critically reflect on all aspects of their work.
- It helps teachers to develop strategies for intervention and change.
- It recognizes that the teachers are professionals.

## **Continuing professional development**

Traditional professional development assumes that teachers can improve their classroom practices as a result of gaining new information and knowledge from taking a workshop or course. The belief of transmission of knowledge from training will transform teaching behaviours. But in reality, these workshops/trainings have little effect on classroom teaching. But in reflective teaching, a teacher herself can articulate for current practices. This is the bottom-up approach to teacher professional development. This professional development can be achieved through:

## **1. Formal professional development workshops**

In order to adapt local teaching contexts to new approach, teachers need to participate in the national/international gatherings. For this purpose local language teaching organizations often run professional development workshops. The institution itself can arrange professional development opportunities for the staff. For eg. Lunch time sessions in which experienced colleagues share their ideas with others. Some teachers value professional development workshops /training that affirm what they are already doing and thereby boosting their confidence.

*As one teacher commented when I go to meetings/trainings and people are talking about things they've tried in the classroom and are giving us demonstrations, I find it so reassuring because I sit there and I think, "I can relate to it. That's the kind of thing that I do in the classroom."*

But the negative sides are also mentioned by the teachers that the input vary in quality. Some training may turn to a complete waste of time. Some of the trainings are not participant oriented because the input sessions are not related to the classroom experiences.

## **2 . Learning from colleagues**

Colleagues can share their idea to update each ones professional level. Some language teachers are highly creative, in developing worksheets, activities etc. A large proportion of professional development occurs by observing colleagues teaching. It helps to glean ideas from them-not only about teaching techniques, but also about the kind of personality to project in the classroom. In reality, unless newly trained teachers are engaged in team teaching, there is opportunity for them to observe their peers. New ideas of things to do in the classroom are passed from teacher to teacher from school to school, from country to country and from continent to continent, as teachers travel across the world taking their ideas with them.

## **3 Maturing as a language teacher**

The professional development pattern of each individual teacher is unique. Some teachers may develop quickly, others more slowly. Although most teachers lack confidence when they first start teaching, they report a great confidence and positive attitude towards teaching in later years.

The language teacher should critically analyse what are the merits and demerits in him. The ability to establish rapport between themselves and their students is a quality shared by all successful teachers. The establishing of rapport will help to develop inter-student communication in the classroom.

## **4 Development of self-belief**

Experience and length of time in the profession are factors that contribute to the overall levels of confidence of language teachers. The longer they have been teaching the better they know their subject area, the more familiar they are with the kinds of classroom situations that are likely to arise, and the more strategies they have for dealing with those situations. As a result they are able

to pay more attention to other things that are going on in the classroom. Not all teachers reach the point where they have strong feelings of self worth and believe themselves to be true professionals.

*I started off as a teacher just after my training . I was teaching, but I didn't really feel like a teacher. It was just a job I did. Then later on, once I'd done that job for long enough, I kind of identified with the role. But internally I felt I was a fraud, just getting away with it but making a reasonable income. And I was feeling inadequate about my teaching. So I joined for a refresher course that helped me to get a bit more confidence about claiming to be a teacher. Then also, I never felt as a real teacher. Gradually, I changed the way of teaching and my principal told me, "You are good at what you are doing." Then I felt I could claim to be a teacher. And now I am a passionate teacher, I love teaching.....*

Whenever you build up your confidence, experience and expertise, then you can claim to be a real teacher not only in qualifications but also in outlook.

### **5. Public recognition**

People in any sphere feel good about themselves when their skills and talents are recognized and when they sense that they are valued for what they do. Language teachers recognize that this affirmation, which comes in the form of positive feedback from administrators, directors of studies ,colleagues or students. This gives the much needed boost to their self esteem. When students thank them personally for their effort, teachers are more affirmed. They are gratified when students make special requests to be placed in their classes. All teachers need regular affirmation of their teaching skills. Positive feedback from peers also encourages language teachers.

### **6. Engaging in further study**

Catalysts for change comes in the form of 'further study' to all teachers. Further study not only enables language teachers to become more confident and self-assured, it may also lead them to become more confident and self assured, it may also lead them to become more independent minded. Engaging in further study inspires a teacher to consider her classroom as a laboratory and begin to experiment. She ponders over the relationship between student feedback, her own confidence levels and her desire to become an innovative teacher.

## **Traits of good language teachers**

Professional competence of language teachers means acquiring skills in language teaching. Language improvement is the commonest need in in-service training for language teachers. For the improvement of language proficiency,

- Higher standards of use of the target language.
- Higher level of teaching and learning.
- Improved skills for lesson planning and material development.
- Personal satisfaction.
- A wide range of teaching methods for the teacher, institution and the students.

- Empathy
- Honesty
- Sense of humour
- Time management
- Communication and presentation skills.
- .....

### **Language awareness workshops**

This helps not only to raise the awareness of the role language plays in the classroom, but also encourages teachers to apply what they learned in their various subject areas. This involves the exploring of the nature and effectiveness of their classroom language. The language awareness workshops examine three aspects of classroom language such as interpersonal aspects, physiological aspects and pedagogical aspects. The physiological aspect of language deals with teachers' voice and voice projection. The interpersonal language is the language used to control, organize and motivate learning (stand up, move in your group, good idea etc). The pedagogical aspect of classroom language involves , language used by teacher in order to influence learning positively .

### **Professional learning community journal**

Professional learning community provides a collaborative environment for teachers, administrators, other school staff, parents and community members , with their varying knowledge and skills come together to learn. PLC can create innovations in the traditional implementation process. Experiences and resources can be shared by means of a journal.

### **Professional development journal**

Professional development and performance-specially in terms of the portfolio is a process that supports teacher learning and contributes to establishing new norms for professional development and evaluation. Each teacher can develop his/her own professional development plan which contains

- Personal beliefs on teaching.
- Banner question and professional performance goals.
- Refinements and applications to professional practices.
- Visiting other schools.
- Attending seminars.
- Observing teaching and group facilitation activities in progress.
- Meeting with other educators who share the interests.
- Taking state exams to fulfil requirements.
- Inviting a colleague to observe you at a meeting or professional workshop.

- Reading articles from professional workshop and professional journals.
- Joining a study group in the school community.
- Reaching a theme or concept related to your banner question.

To be an effective teacher in our own terms, we need to look both inwards and outwards. We need to develop our awareness of others view points and to look to our own beliefs, standards and values. We then need to construct a particular identity of the kind of teacher that we want to be and to seek to reproduce this in our day-to-day activities, in our actions and in our interactions in the teaching learning arena.

## **ELT practices across the Globe**

Language learning and teaching is dynamic and fluid. There is nothing fixed about them. Unlike the teaching of other subjects, the ELT tradition has been subject to tremendous change especially throughout the twentieth century. Many theorists, linguists, language researchers, educational psychologists and a sea of teachers have contributed to our knowledge and understanding of the language teaching and learning processes.

Gardner's theory of Multiple Intelligences in general education was later applied to language teaching. This consequently led to the concept of learner centeredness realizing the individual differences. Student-centered teaching and learning-based courses, texts and programs developed at an increased rate. Noam Chomsky's theory of Transformational Generative Grammar gave us greater insights into language learning vs. language acquisition. Krashen's theory of Second Language Acquisition deepened our insights into language acquisition and learning. Asher's Total Physical Response claimed a successful second language learning as a parallel process to child's first language acquisition. Crossovers from the general educational trends such as cooperative Learning, Whole Language Approach, and Neurolinguistic Programming have influenced language teaching and learning considerably. Content-based, task based, problem-based learning and genre-based emphasized teaching language through meaning making.

With the facility of e-communication, it has been possible for the English language teachers/practitioners to network and enrich their teaching. Networking has enabled teachers not to depend upon theories and methods prescribed by the methodologists and to try out as have been practiced by others. Online ELT resources are growing rapidly, newsletters on ELT are being used more by both the teachers and students.

Eclecticism is a crossbreeding of 'elements of various methods to find those practices which best support effective learning'. If we view classroom practices, we find teachers not blindly depending on a particular method of teaching prescribed but the ELT practitioners often practice the hybrid of more than one method of teaching.

A trend in ELT today has been to make the students independent learners. Today, a school of thought has developed with the purpose of equipping learners with appropriate learning strategies to take the responsibility for self-direction. The students are trained in the use of learning strategies in order to improve their learning effectiveness. Learners learn how to learn.

Learner centeredness is the demand of the time. That is why language teachers have to play the role of facilitators in the classroom, not authorities. As a matter of fact, pupils learn by doing in pairs and groups.

Reflective practice is teachers' questioning and exploring their own practice of teaching. It is a sort of systematic curiosity about going beyond the edges of what we know and do, to find out how we could do things differently or better

One key trend in English teaching profession linked to the growing interest in global education is rethinking of basic educational goals. . A growing number of educators are now beginning to discuss global issues and concerns in relation to language teaching and learning.

Academic qualifications once acquired are not enough for the teachers in any way to teach language effectively forever. They need to go along the demand of the time and current practices. Conferencing is one of the best means of enhancing ELT. English language teachers in almost all countries have established their professional organizations; and they organize and participate in different kinds of seminars, workshops, training, and conventions in order to grow academically and professionally

Recently the teachers of English have begun to involve their pupils in grammaring rather than teaching grammar. Grammar lessons are no longer about knowing language systems (declarative knowledge), but about knowing how to use language (procedural knowledge). Today, countries around the globe have realized that instructional materials produced in one country may not be effective in other countries. Teaching materials in the form of textbooks work texts and other reference materials should suit the users' soil, culture, and values.

Pondering over the existing trends and a wave of change, we can make a sensible guess that are moving from simplicity to complexity, from uniformity to diversity, from prescriptivism to eclecticism, from oneness to pluralism, from customary to embryonic ways of doing things, more towards flexibility, practicality and towards refinement of current practices in order to make a difference.

### **ICT and current practices across the globe**

There is no one best way to learn a foreign language nor a single optimal set of teaching materials. This is because learners will vary both in how they learn and what they need and want to learn. There is no single 'magic bullet' that can be offered by ICTs to support language learning for all pupils and across all ages. However, looking at the current provision of language teaching, and at the future languages strategy, there are a number of key roles that ICTs have the potential to fulfil in:

- Increasing motivation to learn languages.
- Enabling language learning across institutions and outside formal educational contexts.
- Offering opportunities for meaningful practice of language in authentic contexts.
- Offering opportunities for maximal progress in language acquisition through responsive diagnostic and feedback systems.
- Providing innovative language engineering devices which provide just-in-time support in

language use.

- Enabling information and resource sharing between language teachers.

These aspects of ICT respond to three key issues in language teaching:

- The need to ensure that learning language is seen as relevant and enjoyable to learners.
- The need to offer more opportunities for learners to practice using English language
- The need to support language teachers, particularly at primary level, in rural areas

ICTs can be seen to offer a number of features that are currently in demand from the language teaching and learning communities.

### **1. Motivation**

- ICTs, through games and other digital media, through offering 'real and relevant' opportunities
- for linking with real language learners through

Providing access to relevant and engaging materials can provide increased motivation for English language learners.

### **2. Learning across and outside institutions**

Through video and e-mail links with schools in other countries, ICTs can offer real opportunities to use English with native speakers; through personalised and mobile devices, and through home access to the internet, ICTs can offer learners the opportunity to practise languages outside the languages classroom. ICTs offer opportunities for practising language in context with real native speakers in all four skills areas (reading, writing, listening and speaking) in ways that would have been impossible before.

### **3. Effective practise and progress**

Computer Assisted Learning Paradigm is acknowledged as an effective means of progressive English language acquisition. It enables learners to practise languages in an environment free from embarrassment where they can work at their own pace. These environments also offer instant feedback on success, diagnostic testing of abilities and encourage learners to manage their own learning.

### **4. Language engineering is beginning to provide useful applications**

Portable devices now can support dictionaries, pronunciation (speaking dictionaries), context specific phrase books and so on. These tools may increase confidence.

### **5. Information and resource-sharing between English language teachers**

The internet can function as a powerful tool for language teachers; by enabling them to create and share their own resources and models of good practice. The teachers can create data banks of games and tests that can be used by other teachers. Lists of English language resources can

also be shared.

## **ICT at different levels**

### **Lower primary levels**

At early years usage of ICTs can be emphasised :

- To enable playful interactions with words and sounds
- To encourage enjoyment of ‘playing’ with English language
- To familiarise the sounds of English.
- To introduce Songs, rhythms and patterns that play a significant role at this stage.
- To provide chances for repetition of sounds, and basic association of words with familiar objects.

### **Upper primary level**

At this level, we are likely to see a continuation of these play-based activities .

Here ICT can be used

- To gain access to authentic written materials via the web.
- To allow teachers access to entertainment resources such as music videos, films, television, computer games etc.
- To enable learners to gain familiarity with use of language in a variety of different contexts.
- To make use of DVD resources that are highly loaded with vocabulary and structures and supplementary materials.
- To create a more user-friendly classroom.
- To introduce e-mail communication and online chat between children in our schools and children in English speaking countries.

### **Why ICT training needed for student teacher ?**

- Student teachers will be able to monitor their own progress in ICT through self-assessment.
- We can assess the motivational impact of ICT
- Access to popular music, video and other entertainment resources is likely to encourage student teachers in teaching.
- Whole class teaching using language games on whiteboards with multiple input devices can prove engaging and enable student teachers to bring all learners up to similar levels of expertise.
- Communicating with ‘real’ speakers of English through video-conferencing and internet communications makes the student teacher more confident.

- Self directed and distance learning using ICT may play a significant role in enhancing the language ability of student teachers.
- The young people are likely to be using the internet for self-directed tests and language.
- acquisition exercises, interspersed with feedback from experts based at a distance, who may provide support through telephone, e-mail or video-conference facilities.
- Children who are focusing only on verbal communication skills might be put in contact with others in the same area working on the same skills; using mobile phones or online chat resources, they will have the opportunity to practise these skills, with perhaps one online moderator acting as facilitator.

## **Mentoring**

Mentoring implies taking someone into one's care and supporting him /her through the transition from one stage professional development to the other. The term transition here implies that the process of change goes deeper than simply acquiring more knowledge. It is a rewarding task in which the mentor will benefit as much as the mentee interims of professional development.

The essential qualities of a mentor include

- A desire to help others develop their potential
- A desire to grow and learn continuously
- An open mind which can suspend judgement of others
- A wish to use ones own accumulated experience to help the next generation succeed
- A positive attitude toward the role of a mentor
- Be able to motivate the mentee to be responsible, respectful, responsive and reflective.
- Be honest with himself and patient with the mentee.

The mentor and mentee should agree on boundaries and expectations .They should revisit this contract at regular intervals. Open discussions help to build and maintain rapport.

## **Strategy**

- Student teachers recalls their school days and note down the qualities of the teacher who influenced them most and also let them write the teachers they didn't like and why they disliked them . Presentation by the students, teacher charts out the positive and negative traits.
- Teacher educator distributes the sheets containing various qualities of a professional English teacher. Ask the student teachers to grade the given qualities according to their priority. The students are then made into groups . Each one presents his/her first priority. A discussion follows in which each tries to establish his/ her own priority as the most appropriate.

Select one quality from each group through negotiation for the whole class. Let them also present their own justification for their selection.

Sense of humour	Empathy
Reflection and self improvement	Knowledge of subject
Self belief	Public recognition
Flexibility	Ability for communication and presentation
Pleasant appearance	Intelligence
Ability to control the class	Enthusiasm for finding new method
Ability to manage time	Positive thinking
Thurst for knowledge	
Love of children	

“ELT practitioners often practice the hybrid of more than one method of teaching.”

Student teachers conduct a group discussion.

## Evaluation

1. Here are statements made by three teachers

Teacher1 : I teach the same method as I was taught in school.

Teacher2 : My main aim is to finish the lessons at all cost.

Teacher 3 : I focus on giving the headmaster and the authority what they wish to see in my class.

What is your argument for and against the above statements.

1. Student teachers prepare and administer a tool for assessing the professionalism of a practicing teacher during their internship

## Reflective question

- What is your vision about a perfect English class room regarding classroom facilities and arrangements, materials used, class room environment, the role of the teacher and the role of the student ?
- A trend in ELT today has been to make the students independent learners. How can this be materialised ?

## B) Information and Communication Technology

Computers in commerce and industry are associated with higher efficiency. This assumption has been carried into the educational arena and into language teaching in particular, with varying degrees of success. Even though the full potential of integrating computer (ICT) into English

Language Teaching curriculum has not been reached its fullest, but the innovation and the speed of diffusion and technological advance seem to have left English Language Teaching profession is searching for ways of integrating IT usefully into the curriculum.

The 21<sup>st</sup> century English teacher has to become a facilitator, a role model, a counsellor and an advisor. The growth of communication networks has changed the image of classroom for the 21<sup>st</sup> century. The global classrooms are connected by networks that reach around the world and across areas.

ICT refers to all technology, in particular, computers used in the field of education. It can be used for the search of information, to produce a piece of writing and to learn to communicate effectively in all kinds of situations. An English Teacher can avail of a huge amount of materials on the internet. The libraries are turning into e-libraries. He/she should use a variety of multimedia materials and approaches and thus provide flexible learning environments meeting the needs of greatest number of their learners.

Teachers using technology in their English class room are not only improving their instruction for their students but they are changing the very nature of that instruction. There are numerous software packages for improving spellings, phonetic skills, punctuation, grammar and vocabulary. While using graphics and clip art, students convey their thoughts move clearly. Using a computer as a medium for studying grammar is much more interesting and motivating.

Technology in English classroom can meet specific student needs, increase their autonomy and encourage co-operation with peers. Through Technology, students can learn in rich linguistic environment and find opportunities to interact with intellectual world with language skills and confidence. The basic computer skills that teachers need to develop if they want to be able to effectively use technology to organise and deliver instruction. It also reduces the complexity of lesson transaction through ICT without extra lesson preparation.

## **WWW**

The use of website like Google or yahoo for search has become a part and parallel of our world. The search engines can search anything from a simple to complex item. This surfing can be done at one's convenience. Students can find a large amount of reading material on the internet for people to read. Such material is easy to search. The internet can promote readers' development. Some web sites offer readers an opportunity to publish and read book reviews, comments, discussions about stories, exchange opinions etc. This can promote argument, critical thinking and language skills. When internet is used, the students and teachers are brought into other parts of the world. It leads students learning into more globalized contexts, compared to the past.

## **Wiki**

A wiki is a web application, which allows people to add, modify or delete content in collaboration with others. Wikis are well suited for collaborative work and brain storming. It is used for teaching and learning in various ways. The ability to share information and grow information with a wiki is

truly wonderful. Common uses include course notes, collaborative writing and group work, brain storming, collaborative writing, inviting experts to review completeness FAQ etc. It is also used as an encyclopaedia.

## **Presentation**

A presentation is a technique of communicating information, knowledge, facts and ideas in a subtle manner to a group of people through power point slides. Its' a participative two way communication process characterized by the formal structured presentation of a message using visual aids.

## **Pod casts**

A pod cast is a digital medium consisting of an episodic series of audio, video, radio, PDF files subscribed or downloaded through web streamed online to a computer or mobile device. Pod casting has now become popular as an alternative way of providing 'radio' type content that can be listened to whenever, wherever and as many times as the listener wants. It not only provides additional listening input for students but students themselves can become involved in recording and producing the pod cast. Portability is the outstanding feature of pod casts. It gives learners the flexibility to control it in terms of speed and frequency. There are various types of pod casts available which can be used with students like: authentic pod casts, teacher pod casts, student pod casts, and educator pod casts. It can be used in various ways in teaching and learning. For example, record lectures, include external presenters, evaluation and feedback, learner created reflections and reviews etc.

In a classroom context they are increasingly used to build up a library of topic summaries for revision purposes or as part of explanations used in different set ups.

## **Teachers tube**

A free community for sharing instructional videos and content for teachers and students.

## **Blogs**

Blogs are a form of internet communication that allow individuals to publish instantaneously on the web from any internet connection point. Early blogs were simple diary like affairs which listed the sites an individual had been to with the commentary on the content and its usefulness. Now it has developed sufficiently and collaborative comments from other users can be posted their by making them interactive and allowing capacities for discussion . They can be updated every day . Blog engage readers with ideas questions and links. They ask readers to think respond and interact.

- Blogs can promote critical and analytical thinking.
- They can be a powerful promoters of creative, intuitive and associational thinking.
- It is a powerful medium for increasing access and exposure to quality information.

- It combines the best of solitary reflection and social interaction.
- Blogs can be used to communicate with others as instructional resources as collaborative tools and as showcases for student projects/ products.

## Hyper link

A hyperlink is a reference to data that the reader can directly follow either by clicking or by hovering or that is followed automatically. A hyperlink points to a whole document or to a specific element within a document. Hypertext is text with hyperlinks. A hyperlink is a graphic or a text in an internet document that can connect readers to another web page , or another portion of a document.

## Advantages

- IT in instruction make lessons more fun for students.
- Increase student motivation to learn.
- Greater learner autonomy.
- Children learn at their own pace.
- Availability of materials and technology.
- Plenty of opportunities for both students and teachers.

## Limitations

- *Access is expensive:* Making internet connections available at the school is a problem for many. The payment of telephone line, paper, printer, cartridges, software upgrades and equipment repair etc. are to be met.
- Ensuring equity of access is difficult. The prevailing economic and social inequality in the society brings in disparity in educational and social backgrounds.
- Retraining to teachers to use the new technology is complicated and costly. Most teachers lack technical skill. Notwithstanding language skills, teachers often lack pedagogical skills to know how to most effectively use this powerful information to in their classroom.
  - Inappropriate content poses problem.
  - Technological problems.
  - Inadequate or insufficient resources.
  - Extra time needed.
  - Lack of infrastructure
  - Lack of training.
  - Power hampering

## Strategy

- Student teachers analyse the English Text books of Upper primary classes and identify slots for ICT in different units. They collect clippings /hyperlinks/visuals/stills /rhymes that

are suitable for transacting each unit. They try out these materials in the actual class rooms. They discuss the advantages and disadvantages of using ICT and makes short write-ups.

- Using internet they identify any one blog focuses on language learning. What are they being used for ? How successfully are they being used ? write an analysis report.

### **Evaluation**

- Interactive books motivate readers to spend more time reading on it that printed books. Do you agree ? Conduct a debate based on the topic in the class room
- student teachers plan an ICT based lesson in the upper primary class and try it out it during internship

### **Reflective question**

People say that technology does more harm than good. Based on your own experiences reflect on the impact of using ICT in the class room .

### **D) Action Research**

Action research is an approach that has become widely used in research in education and schooling .Action research is a well organised systematic inquiry conducted by teachers, in the teaching learning environment to gather information about any immediate issue. The primary objective is to gain insight, develop reflective practice, foster effective positive changes in the school environment and improve student outcomes. Action research is the research done by teachers for themselves..

Action research in second language has usually been associated with study of classroom actions rather than addressing social problems associated with language teaching. Changes can be implemented by practicing teachers, based on the results, as they feel it more credible and valid for their needs.

Objectives of action research

- To develop research skills useful for classroom enquiry.
- To develop deeper understanding of teaching-learning process.
- To bring about changes in classroom teaching and learning.
- To empower teachers by giving them the tool which they can use to make changes within the profession in which they work.

### **Features of action research**

- It involves careful and systematic collecting information about classroom events, through observation, questionnaires or recording lessons.
- Research involves some kind of follow up actions.
- The action brings about certain changes in practice and monitoring the effects of such change.

- The results are owned by teachers rather than research community.
- It seeks to build up a knowledge base about teaching based on practitioner's knowledge.

Action research generally involves inquiring into one's own practice through a process of self monitoring that generally include entering into a cycle of planning ,acting, observing and reflecting on an issue in order to improve practice. The action research can have a specific immediate outcome which can be directly related to practice, in the teachers own context and is an extension of the normal reflective practice of many teachers. It results in increased level of teachers' awareness, assumptions, beliefs, practices. It sometimes leads to transformation into actual observable actions.

While academic research is valuable in its outcomes, it often has little practical application for practicing teachers. Action research provides opportunity to learn about themselves, students and teaching learning environment. It forces teachers to think about what they are doing in the classroom in a systematic way through a lens focussed on one particular area of their practice.

### **Action research and professional development of teachers**

Action researcher starts his research by asking “How can I solve my classroom issue ?”This will lead to improved class room practice .People working in the area of teaching have more demanding expectations of themselves and their colleagues because they regard the process of professional development as continuous and ongoing. Most of us tend to use a wide variety of strategies for our professional development. It is a process of reflection on professional action.

This will help to give momentum for professional competence.

### **The steps of Action Research**

1. Identify an issue
2. Ask questions to narrow the issue/focus of issue
3. Choose method of data collection
4. Collect, analyse and interpret information
5. Develop, implement and monitor action plan
6. Reporting

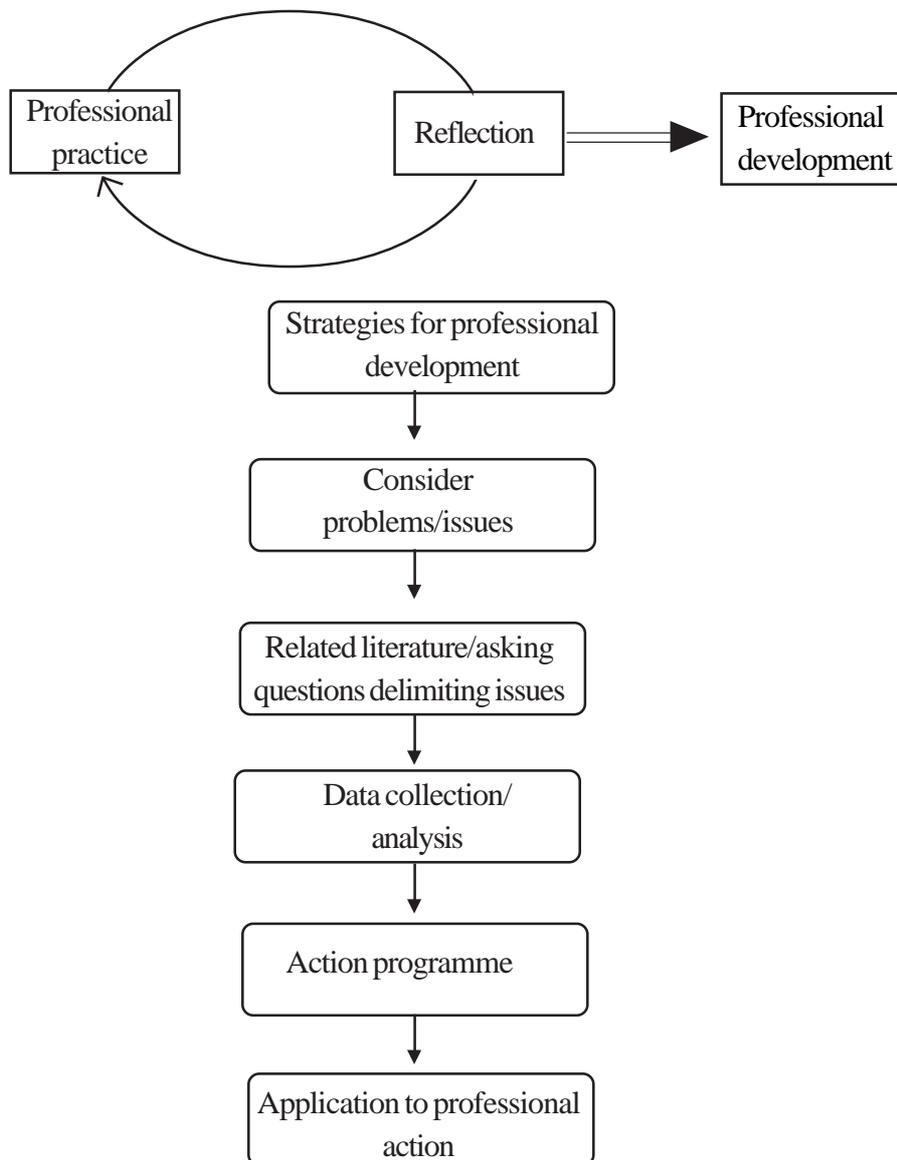
#### **1. Identifying issue**

Action research begins when the researcher feels a problem in the classroom or the need to, investigate an issue in her own context.

The areas of action research could be related to :

- Issues related to four skills in language learning.
- Issues related to interactions which occur in English classroom.
- Issues related to grouping arrangement, managing groups, promoting learner motivation.

- Issues related to use of materials and its effects on outcomes of lessons.



- Issues related to teaching of grammar and vocabulary and effect of using different strategies.
- Issues related to forms of assessment we currently use and their outcomes.
- .....

## 2 Asking questions to narrow the focus of issue

After deciding the topic of interest for action researcher can start reading some background literature on the topic. It helps them to identify what others have discovered earlier. It gives more ideas about how to conduct their own action researches by adapting the methods to suit their own contexts. Teacher has to limit the focus of the issue by taking only one aspect of issue at a time.

Example :

Issue area – group work

Pin pointing the issue – How to setup groups

- Resolve personality clashes in group
- Deal with the use of TLM in groups
- Use of mother tongue during group work
- Assess the effectiveness of group work

### **3. Data collection**

The teacher researcher next plans on the strategy to collect data. Data collection method most commonly used and most appealing to second language teachers are qualitative. It involves careful and systematic collection of information about classroom events through interview observation, field notes, questionnaire, audio video recording and transcription of lessons.

Whatever be the form of data collection, it is most important that the information collected is reliable (procedures that are used to measure accurately what they claim to measure). One way to ensure this is to collect information from different sources about the issue under investigation. So triangulating the data through different techniques is to be ensured.

Once data has been collected, teacher analyses and reflects on it and makes data driven decisions to take some actions.

- To identify patterns in the data
- To compare findings from different sources of data
- To build on interpretation from the information collected

The main purpose at this stage is to make meaning of data gathered to determine the value of intervention.

### **4. Develop, implement and monitor action plan**

The next step of action research is reflection in terms of deciding on some types of action, monitoring the effect of action. Result of this intervention usually involves some change in teaching practice which is monitored. Thus the action research can be not only enjoyable but also rewarding for teachers and it is viewed as a cycle of activities rather than a one step response to the problem. It is natural extension of teachers' classroom activities because it can be conducted by teachers in their own classroom. It can include different modules, time schedule and assessment schedule.

### **5. Reporting**

Reporting action research is also an important step in disseminating the results. It may be in the form of reporting may co workers – written report may have following format.

- Statement of problem

- Delimitation of problem
- Probable causes/hypotheses
- Method of data collection
- Analysis and interpretation (reflect )
- Development and execution of action plan (Act)
- Findings, and conclusion

## Conclusion

Action research serves the need of the reflective professional well. It combines the mastery of professional knowledge a teacher has built up over the years with the wisdom of everyday practice. The aim is not to turn the teacher into a researcher but help him to continue to develop as a teacher using action research as a tool in this process . Every teacher can do action research on her class room issues through planning, observation, analysing, acting and reporting. Language teachers can learn a great deal about the nature of classroom teaching .and learning as well as acquire useful classroom investigation skill. Action research can help to break out of the isolation of the teachers' role through sharing of ideas. Being aware of other colleagues' ideas can give a fresh slant on problems. Sharing ones' own ideas with others can also be beneficial in many ways. Action research though usually done individually can also be done through collaboration in small groups.

## Strategy

1. Teacher educator presents a discussion paper on what , why and how of action research as a way for professional development. The discussion paper includes detailing about the key ideas and steps involved in action research. Student teachers develop the concept of Action research for professional development of teachers in different forms such as concept map, review of paper ,seminar papers or PPT.
2. Student teachers identify the issue areas in the classroom. They present the issues in the D.Ed class. Teacher educator charts them in the form of an issue tree .
  - Student teachers are divided in to school wise groups and let them select one burning issue they feel important. Let them pin point the issue. (after two or three days of internship)
  - Let the student teachers prepare tools for data collection to identify the existing status of the issue.
  - Let them develop an action plan including a package of daily activities to solve the issue. The student teachers implement the daily activity package in the practising schools. They record the daily progress in the reflective journal. After the execution stage final assessment can also be done. Teacher educator familiarises the steps of action research report. The student teachers prepare action research report
  - Student teachers disseminate their findings in the D.Ed class and review their experience in school

## Evaluation

The teacher educator can assess the awareness about the action research using the following' research assessment format ". Teacher educator distributes the format in the class. Student teachers are divided into pairs. Let the pairs assess each other using the format .It can also be used for self assessment.

### Research assessment format

Sl. No	Indicators	5	4	3	2	1
1	Statement of the problem is specific and self explanatory.					
2	All probable causes are listed					
3	Tools are reliable valid and objective					
4	The action plan is developed on the basis of objectives and issues identified.					
5	The activity package is appropriate for solving the issue					
6	The action research could bring about a positive change in the classroom					
7.	There are valid suggestions for improving class room practice,					
8	Interim monitoring and refinement of activities has been done at regular intervals.					
9	The researcher is able to share the positive changes in ones own Confidence level in solving class room issues					
10,	The report is comprehensive.					

5= Excellent 4=Very good 3= Good 2= Average 1= Below average

### Reflective questions

- 'Action research is an additional work for the teachers.' What is your opinion ?
- Delimitation of the problem requires a lot of reading of related literature. Do you agree ?
- A good teacher is always a good action researcher even though she hadn't submitted any reports . Write your view point.

Conducting action research facilitate collaborative relationships between teachers. Substantiate

## UNIT -1

### LANGUAGE ELEMENTS FOR EFFECTIVE COMMUNICATION

#### a) Types of sentences

##### Objectives

- To familiarise different types of sentences and their usage
- To equip the student teachers in classifying sentences based on their communicative function

##### Key ideas.

- Sentences may be Declarative, Interrogative, Imperative, Exclamatory, based on their communicative function`
- Sentences can be classified as clauses and sentences - as simple, compound, complex and compound complex.

##### Content

Let us take a reading text from the course book. When reading the passage or conversation we can find that each sentence has its own communicative function. Let us mark the communicative function against each sentence. Eg: Interrogative or questions, exclamations, orders, statements, etc.

Based on the communicative function we can categorize the sentences as below:

Statements – Declarative sentences (They work hard).

Questions – Interrogative sentences (Do they work hard?).

Exclamations – Exclamatory sentences (How hard they work!).

Directives – Imperative sentences (Work hard).

##### Declarative sentences

Declarative sentence is used chiefly to make a statement.

Eg: The cow grazed through the paddy field.

It can also be used to express praise, request, apologize, advice, give permission, and make an offer.

Eg: I am happy with your work (Praise).

I should like some sugar please (Request).

I am sorry for the interruption (Apologize).

You should use another route (Advice).

You may have another piece (Permission).

I can lend you a hand (Offer).

The normal word order of the declarative sentence is subject – verb/ subject – verb – complement. A normal word order and a full stop are thus the formal characteristics of a declarative sentence.

### **Interrogative sentences**

The interrogative sentence usually asks a question.

Eg: Have you seen Babu?

What bus is this?

Where is he going?

Two major types of interrogatives are Wh.. questions and Yes/No questions.

Wh... questions expect a reply that supplies an information that the wh.. word indicates as required.

Eg: What made you write them?

Where did it all begin?

Which book do you read?

Yes/No question are generally intended to elicit the reply Yes/No.

Eg: Do you always work very quickly?

Is the train on time?

### **Tag questions**

Tag questions are attached to clauses, that are not interrogatives. The most common type of tag questions is abbreviated Yes/No questions.

I can't be sure, Can I?

I can write, Can't I?

You don't mind, Do you?

Tag questions also can be used with imperatives, declaratives and exclamations sentences.

Eg: Take a seat – won't you?

Let me have a look. Won't you?

How well she played – Didn't she?

Question mark and inversion of word order signifies interrogative sentences.

### **Imperative sentence**

An imperative sentence expresses a command or request.

Eg: Get out of here.

Behave yourself.

Be ready at dawn. (In all these, subject you is omitted). Sometimes the subject is expressed.

Eg: You get out of here.

You be ready at dawn.

You don't laugh at me.

Subject omitted, uninflected form of verb.

### Exclamative sentences

Exclamative sentences begin with what or how.

Eg: What strong words you use!

What an idea you have got!

How clever he is!

How sweet they were!

The order is complement + subject + verb.

**Task :** Based on the classification of sentences complete table.

Category	Form	Function	Punctuation mark
Declarative	-	-	-
.....			
.....			

### Exercise I

Identify five declarative sentences and change it into interrogatives.

### Exercise II

Identify five imperative sentences and convert it into declarative sentence.

**Exercise 3-** Specify the type of the following sentences.

1. When is Ganesan return from Germany?
2. You had better do it at once.
3. Keep off the glass.
4. The government will publish the mark list.
5. What a beautiful picture it is?

### Classification of sentences according to clause structure

#### Simple sentences

A simple sentence is a sentence containing one main clause and no subordinate clause.

Eg: Policeman punched the thief on the nose. When a sentence contains two or more verbs joined by a coordinating conjunction.

Eg: The pig got up and slowly walked away.

Edger and Stanly bowed and went away.

### **Compound sentences**

A compound sentence consists of two or more main clauses.

Eg: She opened the closed door and a cat fell out.

The pig got up, but it was unable to walk away.

We kept the bell ringing for several minutes, however there was no answer.

### **Complex sentences**

A complex sentence is a sentence containing at least one subordinate clause.

When the man fell asleep, the pig got up and ran away.

### **Compound complex sentence**

A sentence containing two or more main clauses and at least one subordinate clause is called a compound complex sentence.

Eg: While Tom threw down the hay, Dick milked the cow and Harry cleaned out the burn.

## **Strategy**

Student teachers scan the text books of standard V, VI and VII and list out different types of sentences

## **Evaluation**

Observe the classes of peers/practicing teachers and evaluate how far different types of sentences are used in the teacher talk.

## **Reflective question**

Student teachers reflect upon their ability to use different types of sentences in their talk and list out the measures they will take to improve their language proficiency.

## **b) Word labelling**

### **Objectives**

- To provide indepth knowledge about teaching of grammar
- To help the teacher trainees understand the main characteristics of word labelling

### **Key ideas**

- Word is a grammatical unit. It is identified on the basis of morphological and syntactic criteria.

## **Content**

When we study a word, we discuss it from four angles. Phonic, graphic, grammatical and lexical.

Word and lexeme may in ordinary language be used synonymously. Word is a grammatical unit. It is identified on the basis of morphological and syntactic criteria.

The grammar of a word is the sum of its behavior in the structure of a higher linguistic unit. For example look at the way the word 'round' appears in the following sentence.

The surgeon was on his evening round (i) when he saw a round (ii) object going round (iii) the sick man's bed and when he turned round (iv) he saw a young man who rounded (v) his lips and who was constantly blowing in the direction of the object.

In this sentence we have five occurrences of round. We easily recognize its use (i) as a round (ii) as an adjective (iii) as a preposition (iv) as an adverb and (v) as a verb.

When we analyse a sentence we do not immediately divide it into individual words. In that there is a hierarchy of grammatical unit. Sentence – clause – phrase – words – morphemes – phonemes. The largest (highest) constituency in this hierarchy of grammatical unit is a sentence and the smallest (lowest) a phoneme.

Let us take this sentence as an example.

**“An extremely angry tiger was staring most ferociously from a huge cave.”**

If we analyse this sentence, we would end up saying that (a) it is a complex sentence (b) made up of a noun phrase (an extremely angry tiger), (c) a verbal (was staring), (d) an adverb phrase (most ferociously) and (e) prepositional phrase (from a huge cave). We could further analyse each phrase and say that the noun phrase is made up of words which could be classified as an article / determinant (an) two pre – modifiers (extremely, angry) and a noun (tiger) and so on. So far we have used descriptive formal or categorical labels to analyze the sentence.

We can also look at them in forms of the functions they perform in the sentences. In sentence (i) for example, the noun phrase 'an extremely angry tiger' is functioning as the subject of the sentences, while the prepositional phrase, 'from a huge cave' functioning as an adjunct and so on.

Terms like noun, verb, adjective, adverb and preposition are formal labels because they are based on the form of the word. Terms like subject, object, complement are functional labels because they refer to the function a word or phrase performs in a sentence.

## **Strategy**

The teacher educator distributes a story to each group in the class and conducts a question answer fight in the class. Each group lists out the main words that they come across in the story. One group says a word from the story and the other group labels it. Teacher educator gives scores for each right response. The high scorers are rewarded.

## **Evaluation**

Student teachers make a list of words that can be used under more than one label and use the words in separate contexts.

### Reflective question

“We use language fluently even without the knowledge of categorical/ functional labelling of words. Then what is the necessity of learning word labelling ?” Critically analyse the sentence and comment.

### C) Noun Phrase (NP) and Verb Phrase (VP)

#### Objectives

- To familiarise the students with different types of phrases in a sentence.
- To empower the student teachers to analyse the components of a sentence.

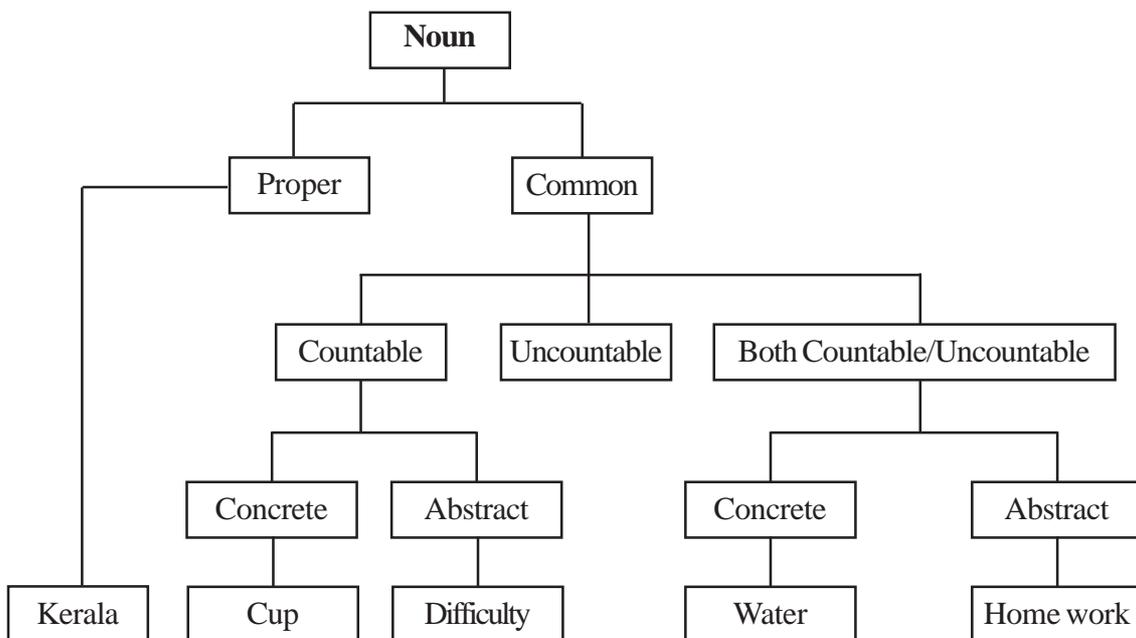
#### Keyideas

- Any group of words that has one of the grammatical categories like noun, verb, adjective etc. as its head is called a phrase.
- The constituents of noun phrase are pre modifiers and post modifiers.

#### Content

Any group of words that has one of the grammatical categories like noun, verb, adjective etc. as its head is called a phrase. A typical noun phrase is therefore a group of words with a noun as the head. Traditionally a noun is defined as the name of a person (girl, boy, Ravi) place (Kerala, Himalayas,) or things (table, book, tea) or animals (lion, rat) or feelings (happiness, loneliness) or qualities (strength, integrity) and so on. The basic idea is that a noun is a naming word.

Noun's can be classified as follows:

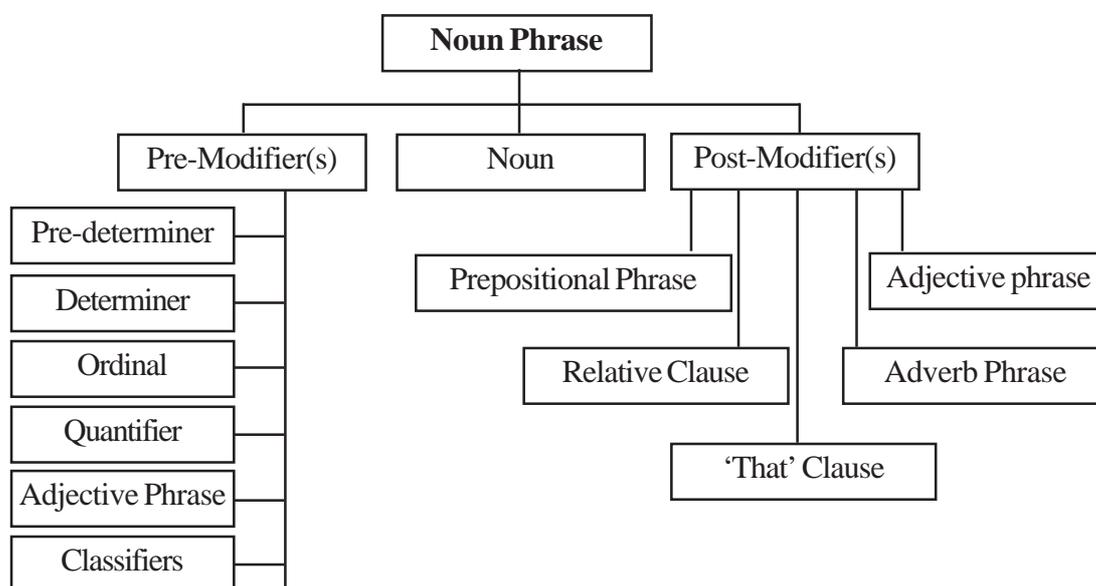


## Constituents' of Noun phrase

The words which come before a noun noun phrase are called Pre-modifiers and those who come after the noun are called post modifiers. A noun phrase must obligatorily have a noun. It may or may not have the pre/post modifiers. We can therefore have the following (examples) types of noun phrases.

- a. girls
- b. an extremely beautiful girl
- c. girls without make - up
- d. an extremely beautiful girls without make - up

Here is a graphic representation of all possible constituents of a noun phrase.



## Determiners

Determiners are words which indicate the kind of reference a noun phrase has. Some possible determiners are listed below.

- a. definite and indefinite article : the, a/an
- b. possessive pronouns : my, her, your, his, our, their
- c. the genitive possessives : (Eg: Sita's daughter)
- d. relative determiners : whose, which ( Eg: The English teacher whose house is in Kasaragode)
- e. the interrogative determiners : which, what, where, whose
- f. the demonstrative determiners : This, that, these, those
- g. the assertive determiner : some
- h. the non – assertive determiner : any
- i. the negative determiners : no

- j. the universal determiners : every, each
- k. whichever, whenever
- l. neither, either etc. :
- m. personal pronouns : we, us, you

### Pre determiners

Pre determiners are words that come before the determiners. If the expressing quantity precedes determiners then it functions like a pre determiner, if it doesn't then it functioned like a quantifier.

Eg:

- a. All the units are boring (Pre determiners)
- b. All units are boring (quantifier)

### Ordinals

They come after determiners in the structure of the noun phrase are ordinals. Ordinals are words like first, second etc. and also like next, last, additional, further etc.

- Eg: The second book
- The last emperor

### Quantifier

Quantifiers are cardinal numerals like one, two, three etc. other words like many few several etc. In addition there are quantifiers like a great deal of, a large quantity of, a small account of, all, any, both, each, either, very, few, little, much, many etc.

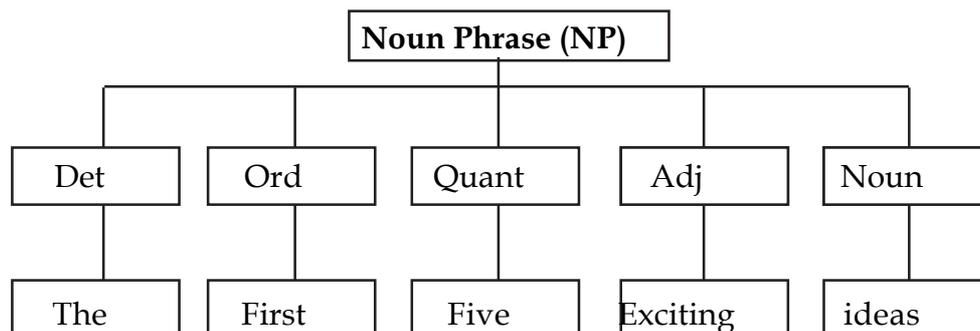
### Classifier

A classifier is a noun or an adjective, a clause or a phrase which classifies/modifies the referent (of a noun) as part of a group or sub group. Sometimes a classifier itself is a large noun phrase modifying a noun. If we analyse the classifier itself as a noun phrase, we will find that the last word there is a noun to which all other words together act as a classifier.

Eg: The evening college students

### Adjectives

Generally adjectives are placed before the head noun in a noun phrase and sometimes placed after a noun. They are often said to refer to qualities and attributes.



## Constituents of noun phrase – post modifiers

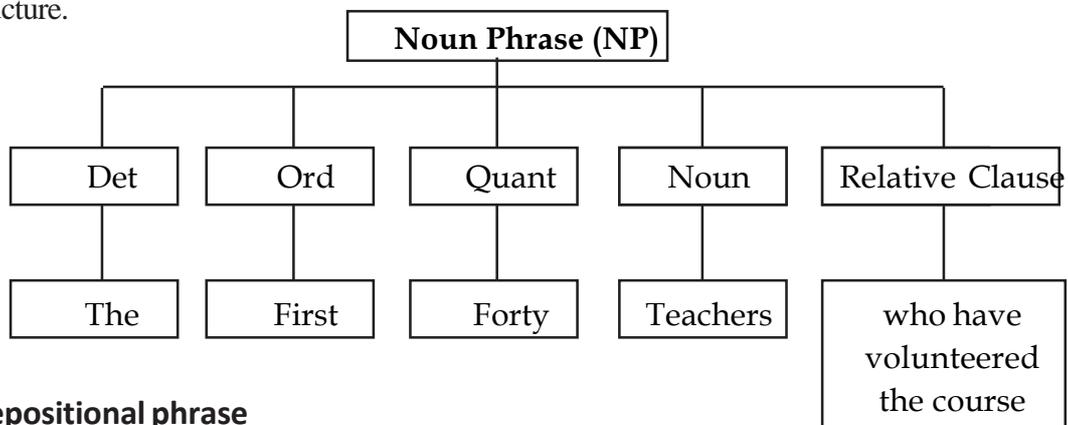
The post modifiers in a noun phrase are relative clauses, prepositional phrase, adverb phrase and adjective.

### Relative clause

A relative clause like an adjective modifies a noun. An adjective generally precedes a noun whereas a relative clause always follows the noun it modifies. Since they perform the same function it is also called an adjective clause.

Relative clause generally begin with a relative pronoun (who, which, whom, whose or that) or a relative adverb (which, where, why).

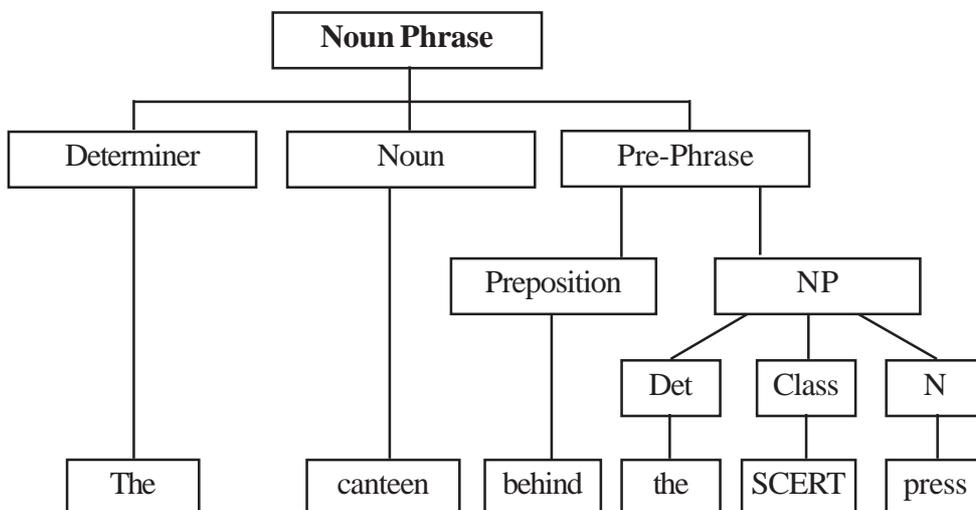
Eg: The first forty teachers who have volunteered the course. The noun phrase will have following structure.



### Prepositional phrase

A prepositional phrase also functions as a post modifier in a noun phrase. It contains a preposition and noun phrase.

- The girls in the temple
- The man from the market
- The canteen behind the SCERT press



## Verb phrase

Some grammarians may use verb phrase to mean the entire predicate in a sentence, which means that it will include noun phrases functioning as objects or prepositional phrases or adverbial phrases functioning as adjuncts or complements in a sentence. Verb phrase here means only verbal elements i.e., auxiliary verbs and main verbs. Verb phrase may consist of a just a single verb (i.e., main verb) or if a main verb preceded by one or more auxiliary verbs.

- Eg: This *is* my English text.
- I *am* sure you *will like* English.

## Auxiliary (Helping) verbs

Verbs (i.e., members in a verb phrase) can be of two kinds depending on their function within the verb phrase. They are main verbs or lexical verbs and helping verbs or auxiliary verbs. Lexical verbs acts as head of the verb phrase and carry the main meaning. Auxiliary verbs perform an auxiliary or helping function in relation to the main verb.

- Auxiliary verbs are divided into two groups.
- Primary auxiliaries: do, have, be

Modal auxiliaries: can, could, may, might, will, would, shall, should, must, ought to, used to, need, dare.

## Strategy

Analyse the given sentence and find out different phrases and use it in different context.

The hill was covered with lush green ferns, the trees were wound in creepers, and a great wild dahlia suddenly reared its golden head from the leaves and ferns.

Collect more information about auxiliaries and its usage.

## Evaluation

Select a set of sentence from the Vth standard text book analyse and represent noun phrase verb phrase, prepositional phrase... using graphic organisers.

## Reflective questions.

Most of the sentences begin with a noun clause but there are exceptions. Can you give example for sentence that do not begin with noun clause.

## (d) Structural and functional aspects

Different structures for one function

## Objectives

- ◆ to empower students to use language in various forms and function
- ◆ to create an awareness about the use of the same structure for various functions and using more than one form for a particular function

## Key ideas

- ◆ We use language for a variety of formal and informal purposes
- ◆ Language functions refer to the specific purposes for which we use language
- ◆ Grammatical structures are the building blocks of language.

## Content

Language functions refer to the specific purposes for which we use language. We use language for a variety of formal and informal purposes, and specific grammatical structures and vocabulary are often used with each language function.. It is the *purpose* of speaking a particular sentence or phrase. For example, “I’m sorry” represents the function of apologizing and, “Good Morning!” represents the function of greeting.

Some examples of language functions include:

- Compare and contrast
- Persuasion
- Asking questions
- Expressing likes and dislikes
- Expressing reasons for likes and dislikes
- Cause and effect
- Summarizing
- Sequencing
- Predicting
- Agreeing/disagreeing
- Greeting people/introductions
- Talking about personal habits,
- Expressing a preference,
- Suggesting
- Expressing opinions
- Giving Reasons for opinions,
- Explaining and speculating (= guessing when you don’t know)
- Expressing plans, intentions and hopes for the future
- Talking About recent changes

When teaching about language functions, it is important that teachers focus on the vocabulary and phrases associated with each language function. For example, when introducing the language function of compare/contrast teachers ensures that the students acquire vocabulary like: both, similar, also, different, in contrast, similarly, etc. During the lesson planning and preparation stage, teachers should brainstorm the vocabulary words and grammatical structures associated with the

language functions that will be taught. It is important that as students become familiar with the vocabulary associated with each language function, that more advanced functional vocabulary, is introduced to students. An excellent resource for teachers to identify advanced vocabulary is [thesaurus.com](http://thesaurus.com) or [dictionary.com](http://dictionary.com).

### 1. Talking about personal habits

1. I often ...
2. While I'm studying I usually ...
3. Sometimes I ....
4. As a rule, I ...
5. Whenever I can I ...
6. I usually.....

Eg: "I usually get my news from the TV or the internet but sometimes, I buy a newspaper and read more about the topic that I'm especially interested in."

### 2. Expressing likes and dislikes

1. My favourite ... is ...
2. I like ...
3. I enjoy ...
4. I'm (quite/rather) keen on ...
5. I just *love* ...
6. I absolutely *adore* ....
7. I'm *crazy* about ...
8. I'm *addicted* to ...
9. I'm really into ...
10. I don't mind ...
11. As far as .... is concerned, I can take it or leave it.
12. I don't care too much for ...
13. My least favourite .... is ...
14. I dislike ...
15. I can't *stand* ...
16. I *hate* ... (extreme language)
17. I find ...

When we express likes and dislikes our facial expression also plays an important role in communication.

### 3. Expressing a preference

1. I Prefer .....
2. My preference is ...
3. I prefer A to B because ...
4. If I had the choice, I'd choose...
5. I'd rather have....
6. I definitely prefer.....

### 4. Comparing

1. A is/are bigger than B.
2. B is/are not as big as A.
3. A is not nearly as good as B.”
4. B is nowhere near as big as A
5. A is not quite as important as B.”
6. “A is almost as important as B, but not quite.”
7. “In comparison to B, A is quite big.”

### Different functions for same structure

Linguistic structures are pairings of meaning and form. The basic structure of language, is the way in which we come to understand meaningful sentence formation. A sentence is a group of words that are put together to make one complete thought. There are many sub-fields concerned with particular aspects of linguistic structure.

Sub-fields that focus on structure-focused study of language

- **Phonetics**, the study of the physical properties of speech sound production and perception
- **Phonology**, the study of sounds as abstract elements in the speaker's mind that distinguish meaning (phonemes)
- **Morphology**, the study of morphemes, or the internal structures of words and how they can be modified
- **Syntax**, the study of how words combine to form grammatical sentences
- **Semantics**, the study of the meaning of words (lexical semantics) and fixed word combinations (phraseology), and how these combine to form the meanings of sentences
- **Pragmatics**, the study of how utterances are used in communicative acts, and the role played by context and non-linguistic knowledge in the transmission of meaning
- **Discourse analysis**, the analysis of language use in texts (spoken, written, or signed)
- **Stylistics**, the study of linguistic factors (rhetoric, diction, stress) that place a discourse in context

- **Semiotics**, the study of signs and sign processes (semiosis), indication, designation, likeness, analogy, metaphor, symbolism, signification, and communication.
- **Five basic sentence structure**

Grammatical structures are the building blocks of language .syntactic structures form the backbone of sentence formation.

They can be classified into five basic sentence structures :

<b>Sentence structure</b>	<b>Examples</b>
<b>Subject+ verb</b>	The boy plays. Appu eats. Ammu sits.
<b>Subject-Verb-Object</b>	The girl pets the cat I love apples. Arun kicks the ball
<b>Subject-Verb-Adjective</b>	Chinnu is pretty. I am sad. They are nice.
<b>Subject-Verb-Adverb</b>	The dog jumps high. Apples are everywhere Maria laughs loudly.
<b>Subject-Verb-Noun</b>	I am the teacher. John is a carpenter. The boy is a student.

Same sentence structure can be used in different forms to perform different functions.

### **Example1**

Can I .....

1. Can I go to visit my friend ?(asking permission)
2. Can I have a word with you ?( making a request )
3. Can I help you to cross the road ?(Offering to do something )
4. Can five people fit into this car ? (Possibility )
5. Can I lift this table with one hand ?( expressing a doubt of one's ability)

### **Example 2**

You must .....

1. You must cross the road only at the zebra line.(statement of a rule)
- 2, You must take mother to the doctor tomorrow.(stating a necessity )
3. You must be proud of such brave children. (stating the true feeling )
4. You must know it better than anyone else ( a rebuke )

### Example 3

.....has....

Manu has a new car ( ownership)

A spider has eight legs (description)

He has good manners (quality)

He has a sister (possession)

He has a headache ( stating feeling )

### Strategies

Student teachers are divided into small groups and each group is given a story to read. They identify the structures and the functions in the story. Each student teacher selects two or three different sentences and identify the functions of the sentences.They collect or frame different forms to express same function.

### Evaluation

Since the same sturcture can be used to perform various functions, there is possibility that primary school students will confuse their meanings. As a teacher what are the strategies you will use to overcome this.

### Reflective questions

How do the knowledge of forms and functions help the students in language acquisition.

### e) Time ,Tense ,aspect and mood

#### Objective

- To help the students to identify the different tenses and use them appropriately
- To sensitise student teachers about time ,aspect and mood

#### Key ideas

- Tense is a grammatical catagory usually referring to the time of a situation
- Aspect is a grammatical catagory referring to the way that time is viewed by the speaker or the writer

#### Content

Tense is a grammatical catagory usually referring to the time of a situation.English has two tense catagories indicated by the form of the verb that is present and past.However English has many

ways of referring to past ,present and future time. We use a number of auxiliary verbs in combination with main verb to indicate time.The tense distinction is made on the first or only verb in the verb phrase.

present : speak , is speaking, has spoken, has been speaking

past : spoke, was speaking , had spoken , had been speaking

We also use auxiliaries for the distinction of time.

Eg: 'will' and 'going to' to refer to future time.

Aspect is a grammatical category referring to the way that time is viewed by the speaker or the writer. English language has two aspects called perfect and progressive.Aspect is indicated by a combination of auxiliary and a following verb form.Perfect aspect requires the perfect auxiliary 'have' and a following participle form.

has called,may have called, could have been called

had written, will have written ,should have been written.

progressive aspect requires the progressive auxiliary 'be' and following 'ing' participle.

is calling, may be calling,is being called

was writing, will be writing , was being written.

### **Simple present tense**

- Simple present tense is used to show habits or regular actions.

Eg: I leave for school by 7'O clock every morning.

- It is used to refer to general truth and permanent facts.

Eg: My daughter lives in Germany.

Two plus two makes four.

### **Present progressive tense**

The present progressive is used to refer an event situation or action which are in progress at the moment of speaking.

Eg: We are discussing the subject with the staff. It is also used to refer situations which are temporary or actions that are planned for the future.

Eg: Simi is working at a restaurant.

Until the college reopens. We are leaving for London next week.

### **Tasks**

1. Teacher educator distributes simple short stories to groups. Let them change the tense to present and present it in the class. Similarly good 'narratives' (present form) can be changed into stories and narrated in class. Other group can evaluate the narration.

2. Strike out the incorrect verb forms to complete the sentences.

- The students are assembling/assemble in the school hall on Mondays before classes begin.
- Janet is organizing/organize a dance programme this Friday night. Would you like to come?
- The women are selling/sell flowers in the corner stall every morning.
- The committee members disagree/are disagreeing with the chairman on several matters.
- I am hearing/hear that you are getting married next month.

### **Past tense**

Simple past tense is used for an action that occurred in the past and is finished at the time of speaking.

Eg: Sudha taught English at our school last year.

It also refers to an action which took place over a period of time in the past and is finished. It is used to report past events.

Eg: When I was a little boy, I often followed my brother to the play ground.

### **Task**

Rewrite the following passage in the simple past tense.

Each morning Ravi reports for work at school before 8'O clock. Then he goes to his classroom and make sure that everything is in order. He arranges books, pictures and crayons on his table for the days activities.

For the Lunch, Ravi helps to prepare meals and curries. At 9'O clock, he joins the other teachers to welcome the small ones as they arrive.

### **Past progressive/continuous tense**

Past continuous tense is used to show an action that was going in a definite time in the past or action continuous for a period of time in the past. It is also used for two actions that were giving on at the same time in the past.

Eg: My father and mother were discussing my science project before dinner last night.

We were keeping score while others were playing cricket.

Past continuous tense is used to show longer action. When something happened while larger action is going on in the past.

Eg: I was reading a novel when Geetha came to see me yesterday evening.

### **Task**

Underline the correct verbs in the bracket.

Sonu: Hallo Monu.

Monu: Sonu, Its has been a while since I last heard from you.

Sonu: Yes, Do you know why I (am calling/call)? I suddenly (remember/remembered) what a crazy football fan you are! I manage/managed to get two complimentary tickets for the finals on Friday. Would you like to come?

Monu: What a coincidence! I suddenly (think/thought) of you. I (want/wanted) to surprise you. I (am going/was going) to buy us two tickets.

Sonu: I am glad you (are coming/come) but promise to behave! I can't forget the last football match we watched together. You (shout/were shouting) terrible things at the referee while he was handling our striker a yellow card.

Monu: And you were trying to cover my mouth. I always (laugh/laughed) when I think of that.

Sonu: You (are/were) behaving better now.

Monu: Thank you.

### **Present perfect tense**

Present perfect tense is used to talk about an event completed action in the recent past. (No exact time is mentioned).

I finished my homework at 10 AM (Past tense).

I have finished my homework (Present perfect).

I reported the accident an hour ago (Past tense).

I have reported the accident (Present perfect tense).

We use Present Perfect tense with words like since and for to refer an action that began in the past and is still going on at the point of speaking.

Eg: Mr. Soman has been in this school since 1990.

Mr Soman has been in this school for 20 years.

We use the present perfect tense with adverbs of indefinite time such as already and just to show completed action.

Eg: The mechanic has already repaired the car.

Father has just come home.

They have never been to Dream land.

We haven't received your letter yet.

### **Task**

Fill in the blanks with the simple present, simple past, or present perfect tense form of the words in the bracket.

My family \_\_\_\_\_ (live) in this town for more than 30 years in the beginning it \_\_\_\_\_ (be) a

peaceful place with lot of greenery. Later however things changed when developers and their machines moved in. They \_\_\_\_\_ (cut) into the hillsides, \_\_\_\_\_ (widen) roads and \_\_\_\_\_ (build) hotels and office complexes. Since then the traffic passing through the town \_\_\_\_\_ (increase) greatly and multi storey shopping malls \_\_\_\_\_ (replace) the old shops. Our town \_\_\_\_\_ (become) crowded and dirty.

### **Past perfect tense**

Past perfect tense: Refers to two completed actions in the past.

Eg: When we arrived, they had left. When we reached auditorium, the talk had begun. We use past perfect tense with words like already, before and just.

Eg: By the time I went to the airport, the plane had already left.

Underline the mistakes in verb forms in the passage. Provide correct answer.

Sudha asked me to go with her to a show in town and I accept the invitation. By 6'O clock yesterday evening, I dressed and was ready to go when Sudha called me. She said that he have had a small accident on the way. She promised to come soon. By the time Sudha arrived, I waited for more than one hour. When we had walked into the hall, the show had already begun. I almost fall over someone's feet when I tried to get to my seat in the dark. I was very embarrassed.

### **Simple future tense**

Simple future tense is used for actions or events that will happen in future.

Eg: We will meet James at the library after work today.

I am sure it will rain this afternoon.

We use simple future tense to refer to something which we decide to do at the time of speaking or actions which we have already planned.

We are going to spend holidays in America. The price of cars is going to rise in January.

### **Task**

Cross out the incorrect verb forms to complete the sentence.

1. Are those parcel heavy? I am helping/will help you to unload them.
2. The club is going to elect/going to elect a president soon.
3. Tomorrow, my parents is celebrating/will celebrate their silver wedding anniversary.
4. From the beginning of next month, I drive/am going to drive in my new car.
5. You look very tired. I am ironing/will iron the clothes for you.

### **Strategy**

- Student teachers prepare a writeup on time , tense , aspect and mood . They present in the form of symposium.
- Teacher educator distributes newspaper reports of any corrent events in the group and asks them to present the running commentry of the event in the class.

## Evaluation

Which are the commonly used tense forms used in media interaction? (Student teachers watch an English programme on television and prepare an analytical report.)

## Reflective question

English language has only two tenses. Do you agree ?

## (f) Passivising and Reporting

### Passivising

#### Objectives

- To familiarize the choice of voices in writing
- To recognize the rules of converting active to passive form.
- To realize the importance of active/passive voice in English language learning.

#### Key ideas

- The active voice is most frequent form, typically chosen to state something about the action.
- When a sentence is changed to passive voice, the object of the sentence becomes its subject. The sentence without objects can't be converted to passive form.

#### Content

The choice of voice (active/passive) is one of several ways of organizing the content of clauses. The active voice is the most frequent form, typically chosen to state something about the agent of action (ie, who, does, what)

*'Akhi took that photograph'*

Here Akhi is the grammatical subject and also the starting point to the message. "Took that photograph' is the theme, It describes the action, what the speaker wants to say about Akhi. If a passive voice is chosen, the starting point of the message is the person or thing that is the affected participant of the action.

"Those houses were built by Rajan. Here 'those houses' are the starting point or theme of the message. 'Those houses' become the grammatical subject of the clause. What is said about the 'houses' here includes information about the agent.

#### Uses of 'by'

When it is necessary to mention the doer of the action in a passive sentence we use the preposition 'by' followed by the doer. The doer is then called 'the agent' in the passive voice.

Eg: 1. He wrote a letter

A letter was written by him.

2. She painted a beautiful picture.

A beautiful picture was painted by her.

In the active sentences, pronoun is the ‘subjective’ (does the work of a subject) When the subject in the active sentence is put at the end of the passive sentence to indicate who/what did the action, the pronoun becomes objective (it is the object of the preposition by) In the above sentences,

‘He’ changes to ‘him’

‘She’ changes to ‘her’

<b>Subject in active voice</b>	<b>Agent in passive voice</b>
I	by me
We	by us
You	by you
He	by him
She	by her
It	by it
They	by them

### **Omission of the doer**

- When the doer (agent) of the action is unimportant we can omit it while forming passive.  
Eg : People alarmed us about the dirty drinking water in the city. (Active Voice)  
We were alarmed about the dirty drinking water in the city.(Passive voice )
- We can leave out the doer in the passive if the focus is on a process or scientific experiment and on the person.  
Eg: Someone sealed the containers (Active voice)  
The containers were sealed. (Passive voice )
- We can leave out the doer in the passive if the agent is obvious.  
Eg : People speak English all over the world. (Active Voice)  
English is spoken all over the world (Passive voice )

### **Passive form of transitive verbs with two objects**

When a verb in the active voice has both direct and indirect object, either of the object may become the subject of the passive verb.

Eg: Leena teaches me German (Active voice)

German is taught to me by Leena (Passive voice)

### **Passive Infinitives**

When a statement in the active voice has a to-infinitive that takes an object, the infinitive can be turned into the passive in the way to be past participles.

Eg: I am to learn French. (Active voice)

French is to be learnt by me (Passive voice)

## Passive of imperative sentences

(Commands, requests and suggestions)

To form the passive forms of imperative sentences which are commands,

we use: let + subject +be (not) + past participle

Eg: - "Call the doctor "(Active voice)

- Let the doctor be called (Passive voice)

- "Wipe your tears"(Active voice)

- You are requested to wipe your tears.(Passive voice)

## Conversion rules

Rules for conversion of active sentences to passive are:

1. The subject and object are interchanged.
2. The preposition 'by' is added before the object in the passive form.
3. The verb is changed to past participle form
4. A new auxiliary is added to the past participle form of the verb.

## Transitive and intransitive verb

If a sentence has an object, we say that the verb has been used intransitively and that verb is called intransitive verb.

- Why go for passive form at all? Isn't active form good enough?
- Can we convert the sentences of all the tenses into passive form?

1. Some sentences sound more effective in passive form

E.g.: The suit was stained by a leaking pen soon after I bought it.

2. It is not possible to convert all the tenses. Some cannot be converted at all. Sentences with (am, is, are) in the active voice cannot be converted.
3. When we change a sentence in the active voice into the passive, the object of the sentence becomes its subject. The verb takes on the passive form (be + past participle of the verb) to tell us what is done to the subject.

E.g.: Priya submitted the assignment. (Active voice)

Subject	Active verb	object
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The assignment	was submitted	by priya (passive voice )
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Subject	passive verb	object.
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4. In the passive voice, when the subject of the active sentence comes after the verb, we add 'by' before it to show that it is still the doer of the action  
E.g. Rohan painted the fence. The fence was painted by Rohan
5. To change the verb in to the passive an appropriate form of the verb 'be' is added before the main verb which takes on its past participle form.  
Passive voice : be + past participle of the main verb.  
E.g. The driver parked the car.  
The car was parked by the driver.
6. Only transitive verbs - verbs that can take objects- can be changed into the passive voice. Intransitive verbs have no objects, so they cannot be used in the passive voice,  
Meera broke the vase (Active voice) The vase was broken by Meera.
7. When we change a sentence from the active voice in to the passive voice, the verb must agree with the subject in person and number.  
The teacher is scolding the students E.g. The singular subject teacher takes the singular verb is scolding  
The students are being scolded by the teacher (The subject is now plural - (the students). So it takes the plural verb "are" being scolded)
8. When we change the sentence from the active voice in to the passive voice the tense of the verb remains the same.  
The mangoose killed the snake (Active voice: Simple past)  
The snake was killed by mangoose (Passive voice: simple past tense)

### **Use of the active and passive**

- We use the active voice when the doer of the action is to be made prominent.
- The passive voice is used when the person or thing receiving the action itself is more important.
- Use the active voice when the doers identity is important. eg: The butler did it. (Active)
- Use the active voice when you want to be direct and emphatic  
E.g. The management expects the staff to come on time (Active)
- Use the passive voice when the action is more important than doer  
E.g. All traitors will be punished (passive)

In this case, it is not necessary to say who will do the punishing. The fear of being punished all prevents most people from turning traitors.

- Use the passive voice to show an objective idea or opinion.

Dr. Raman considered it to be a miracle drug, but it had serious side effects. (active)

It was considered to be a miracle drug but it had serious side effects. (The statement in the active voice suggests that Dr. Raman made an error.

The passive voice gives important information about the drug without suggesting anything (either positive or negative) about Dr. Raman.

## Verbs in the passive voice

### I. Simple Present tense

Tense	Active Voice	Passive voice	Form of passive
Simple present	He cleans his car every day	The car is cleaned by him every day	Is/am/are past participle

**Worksheet 1:** Change the following in to passive

1. Kala teaches dance to children and adults
2. The management expects the staff to come on time.
3. The director writes the script.
4. My friend consults doctor twice a week.
5. The boy helps the old man.

### II. Simple Past

Tense	Active voice	Passive voice	Form of passive
Simple past	Rohit took the car yesterday	The car was taken by Rohit yesterday	was/were Past participle

**Worksheet 2:** Change the following sentences into passive

1. The instructor advised us to practice daily.
2. Some one left a phone in the theatre
3. I gave her a present
4. The lawyer questioned James about the missing documents
5. The authorities closed the main roads because of the repairs.

### III. Simple Futrure

Tense	Active voice	Passive voice	Form of passive
Simple future	Suma will finish the work tomorrow	The work will be finished tomorrow by Suma	Will + be+ Past participle

**Worksheet 3:** Change the following sentences into passive

1. He will water the lawn tomorrow.
2. The manager will send you the flowers.

3. The courier will deliver the parcel to the client.
4. They will announce the results.
5. We will offer Ravi the job of a driver.

#### IV. Simple Future (going to)

Tense	Active voice	Passive voice	Form of passive
Simple future (going to)	Sheeba is going to make dinner tomorrow	Dinner is going to be made by sheeba tomorrow	Going to + past participle

#### Worksheet 4 Change the following into passive forms

1. Ravi is going to visit Delhi next month.
2. The conductor is going to collect the ticket soon.
3. Lissy is going to play in the match
4. They are going to arrange a party tomorrow
5. The government is going to reduce the price of petrolium products

#### V Present continuous tense

Tense	Active voice	Passive voice	Form of passive
Present Continuous	The police is following the suspect	The suspect is being followed by the police	am/is/are +being + past participle

#### Worksheet 5 Change into passive forms

1. I am reading an excellent book.
2. They are carrying a big bag
3. The painter is painting the chairs
4. All are organizing an excursion
5. Madhu is painting the house.

#### VI. Past continuous

Tense	Active voice	Passive voice	Form of passive
Past Continuous	The workers were distributing sweets	The sweets were being distributed by the workers.	was/were/being + past participle.

#### Worksheet VI: Change into passive form

1. Rahul was a washing dishes when you came.

2. They were interviewing the applicants for the post of company secretary.
3. My sister was cooking the food.
4. At that time, they were building another classroom.
5. Some boys alone were helping the wounded man.

### VII Present Perfect

Tense	Active voice	Passive voice	Form of passive
Present perfect	The teacher has graded the answer sheets	The answer sheets have been graded by the teacher	has/have been + past participle.

**Worksheet VII:** Change the following sentences into passive form

1. The jury has found the accused innocent of all charges.
2. He has purchased a new car.
3. I have already finished the books
4. The children have played football all afternoon.
5. He has held the following offices.

### VIII Past perfect

Tense	Active voice	Passive voice	Form of passive
Past perfect	Saleem had driven many cars before he bought this one	Many cars had been driven by Saleem	Had + been + Past Participle.

**Worksheet VIII:** Change the following sentences into passive form:

1. Before the elections, the politician had promised clean drinking water.
2. My younger brother had eaten all the fruits before we came back
3. Somebody had shot him evidently.
4. Everybody had forgotten him.

### IX Future perfect

Tense	Active voice	Passive voice	Form of passive
Future perfect	Rohan will have completed the project	The project will have been completed by Rohan	will + have + been

**Worksheet IX** Change the following sentence into passive

1. By the year 2050, scientists will have discovered an alternative to petrol.
2. She will have completed the book by December.

3. By the time you return, I will have finished writing this letter.
4. The teachers will have taught the pupils.

### X Modal Verbs

Tense	Active voice	Passive voice	Form of passive
Modal Verbs	The principal may discuss the problem soon	The problem may be discussed by principal soon	modal + be + past participle of verb

### Worksheet X : Change the following sentences to passive

1. Kiran must follow my directions.
2. One must do ones duty
3. We can see stars at night.
4. They may dismiss him.
5. Can he speak English?

### Strategy

#### 1 Rewrite the passage to the passive voice:

The chef cuts up the chicken into bite - size pieces and seasons them with salt and pepper. Then he slices a large onion, two cloves of garlic and a small piece of ginger finely. Next, he stir-fries the onion, garlic and ginger until they are golden brown in color. Finally, he adds the chicken pieces to a mixture made up of thick soy sauce, and corn flour. The chef simmers the chicken in the liquid until it is tender and the sauce thickens. The chef is now ready to serve the dish.

2. Trainees observe the routine works of mother in the kitchen. Report it in the D.Ed class. (Preparing different dishes) Other group can change it into passive.
3. Student teachers collect one narrative and change all the active sentences to passive form.
4. Student teachers go through English news papers and prepare write up on passivisation

### Evaluation

Analyze one units in the English textbook and find out the specific context of using passivisation in the particular unit.

### Reflective questions

“Passivising will add beauty for any written text” substantiate the sentence with examples.

### Reporting

#### Objectives:

- To familiarize the need and significance of indirect speech and reporting.
- To identify the features of direct and indirect speech.

- To acquire skill of reporting a conversation, skit or speech.

### **Key Ideas:**

- Direct speech and indirect speech add beauty to language in different contexts.
- When we change direct speech into indirect speech, the form, tenses, pronoun and time/ place change.
- Reporting statements, reporting questions, Reporting question tags, reporting commands and requests, reporting suggestions and reporting a wish or an exclamatory sentence have their own features.

### **Content**

#### **Direct Speech:**

He said, "I will write a letter to you" Here what he said is written directly. It is named as direct speech.

#### **Indirect Speech:**

The above sentence can be written like this.

He said that he would write a letter to me. When we quote what someone has said in direct speech can be called as indirect speech. Indirect speech is usually used in reporting.

#### **Changes in form:**

The form of the sentence changes when we change direct speech into indirect speech.

#### **Direct Speech :**

- We use inverted commas or quotations marks before and after the exact words the speaker used.
- Inside inverted commas, the sentence starts with capital letter. Punctuation marks are inside the inverted commas.
- A reporting verb introduces the speakers' statement. (Eg: said, asked, shouted) it is followed by a comma.

#### **Indirect Speech :**

- Quotation mark or inverted commas are not used in indirect speech.
- Comma separating the reporting verb is removed.
- Conjunctions such as that, if, what, why, are introduced in indirect speech.
- Personal pronouns are changed according to person
- The main verb in the sentence is normally changed to a form of the past tense.
- All kind of sentences in direct speech is changed to statements in indirect speech.

## Change of Tense:

Usually we change the tense form in direct speech to any forms of past tense in the indirect speech.

Direct Speech	Indirect Speech.
<b>Simple present</b> Mary said, "This is a good painting"	<b>Simple Past.</b> Mary said that was a good painting
<b>Present continuous</b> Harsha said, "I am waiting for Deepti"	<b>Past continuous</b> Harsha said that she was waiting for Deepti
<b>Present perfect</b> Maya said, "We have done our work"	<b>Past perfect</b> Maya said that they had done their work.
<b>Simple past</b> Tara said, "He gave me a present".	<b>Past perfect</b> Tara said that he had given her a present.
<b>Past continuous.</b> Beena said "I was reading excellent work.	<b>Past perfect continuous</b> Beena said that she had been reading an excellent work.
<b>Past perfect/Past perfect continuous</b> Kiran said, "We had reached early." Kiran said "We had been waiting for two hours "	<b>Past perfect/past perfect continuous</b> Kiran said that they had reached early. Kiran said that they had been waiting for two hours"

## Worksheet 1

Fill in the blanks with correct form of the verb.

- Navin says that his family..... on a holiday (go, had went, will go)
- Tom said that he ..... feeling ill)  
(Woke up, had woken up, wake up )
- Charlie said that he .....in London now.  
(is living, was living, lived)

## Change in pronoun

When we change direct speech into indirect speech the pronoun change so that the relationship between the reporter and speaker is shown. Usually first person changes to third person. However if the person reporting is the speaker, the pronoun does not change.

Eg: "I live in Chennai", Priya said

Priya said that she lived in Chennai.

I said, 'We are late'.

I said that we were late.

### Change in time/place :

Time and place in indirect speech will be changed using correct expression.

Eg. "I saw Sunil here today", Ravi told.

Ravi said that he had seen Sunil that day.

Direct speech	Indirect speech
this	that
these	those
now	then
today	that day
tonight	that night
last night	the previous night
next week	the following week
here	there
ago	before
thus	so

### Worksheet 2

Rewrite the following sentences in indirect speech

1. Suma said, 'I went to Pune last week'
2. Teacher said, 'You need to stay back for extra class tomorrow'
3. Rohit said, "I saw Leena here today"

### Reporting Questions

While reporting questions we must keep following rules in mind

- Using reporting verbs such as asked, enquired, wondered, demanded or wanted to know
- We use if or whether for reporting 'yes / no' questions
- In Wh - questions word following immediately after reporting verbs or name of the person being addressed in direct speech

Eg: Neha asked Firoz, "Why are you late?"

Neha asked Firoz why he was late.

### Worksheet 3

Rewrite the following into indirect speech.

1. Rani said, "Where are the football matches going to be held?"
2. "When will you return my books?" Nani said to Vijay
3. Varun said, "Why do you want to take up science?"
4. My host said? 'Are you comfortable?'
5. She asked, 'Do you like this room?'

### Reporting Question tag

When reporting statements with question tags we do not actually mention the words in the tag

Eg. She said "This is smart isn't it?"

She said that was smart and asked if I agreed

### Reporting commands and requests

When we report commands or requests the reporting verb changes and the infinitive form of the main verb in the reported sentence is used.

Eg. Ordered, commanded, shouted, demanded

Father said, "shut the door"

Father ordered us to shut the door

Ali said to Ravi, " please help me"

Ali requested Ravi to help him

### Worksheet 4

Change into reported speech.

1. Sudha said, "Finish your work and leave"
2. Teacher said, "class stand up"
3. Ratna said, " Water the plants"

### Reporting Suggestions

When we make suggestions using let we use the reporting verb "suggested" we add the modal 'should' before the main verb in the reported speech.

Eg. She said, 'Let's go out for dinner'

she suggested that we should go out for dinner.

The teacher said, 'Let's all sing together'

The teacher suggested that we should all sing together

## Work sheet 5

Change the following into indirect speech

- Mother said, "Go to your rooms immediately"
- Please wait for me " - Ritu said
- The child said, "Leave me alone please"

### Reporting a wish or exclamatory sentence:

- In a reported speech, we use reporting verbs exclaimed, blamed, praised, cried out, applauded, or regretted for 'wish' or exclamatory sentences.
- Use conjunction 'that' to introduce reported sentences.
- Change verb into appropriate past tense forms,

Eg: "yeh, we have won" the team shouted

The team shouted joyfully that they had won.

## Work sheet 6

Change the following into reported speech

1. They said, 'What a pleasant surprise'
2. 'Oh !What a lovely sight', exclaimed the visitor.
3. Suresh said, "I wish I could help this old man"

### Strategy

1. General discussion on features of direct speech and indirect speech in the classroom. Trainees are expected to write notes on RJ. They are also expected complete the worksheet given in source book. Trainees also observe a conversation/skit /speech presented and change it into reported speech

2. Here is a conversation .Change it into reported speech

Sujatha : I hear that your brother is in hospital. Isn't he?

Lekshmi : 'Yes, Sujatha, he met with an accident yesterday evening when he was returning from office.

Sujatha : I am sorry to hear that he is serious

Lekshmi : Not very serious, they found some cracks in his ankle. So they have put his right leg in plaster.

Sujatha : Shall we go out to see him in the hospital this evening?

Lekshmi : Sure, after office hours.

3. Change each line in the poem as a report of what the author says,

*This is the room that I like best  
I love the view which I see from a window  
I feel like a bird that is sitting in its nest  
I look at the city which lies far below  
I watch the cars which pass along the street  
They look like toys that I loved as a boy  
I see a girl which I would like to meet  
She walks with a spring and full of joy  
They showed me rooms that face the sea  
But this is the room which always cheers me.*

## Evaluation

Teacher educator distributes some products of standard Vth students containing reporting and asks the student teachers to edit the product.

## Reflective Questions

1. What are the opportunities for learners to use indirect speech in actual life situation?
2. Reporting make a language alive - Justify.
3. Collect samples of good reporting from news papers and simulate in class.

## g) Editing

### Objective

- To enable the student teachers to identify the different types of errors and the process of editing.
- To make the student teachers aware of the need of editing in the classroom.

### Keyideas

- Errors of student can be eliminated through the process of editing.
- There are various levels of editing such as punctuation, spelling, syntactic and morphological.

## Content

There may have a lot of errors in the learner discourse production. These errors can be eliminated through the process called editing. This is done as a systematic process in the class. The felt need of correction by the learners is created in a natural manner. There are various levels of editing such as punctuation, spelling, syntactic and morphological.

**Punctuation editing:** These errors are quite commonly found among the learners. The errors in the use of capitalization, punctuation marks like comma, full stop, question mark, exclamation mark, apostrophes etc can be addressed through a discussion with the learners.

**Syntactic editing:** The errors related to sentence structure can be considered here. There are three possible kinds of syntactic errors.

- Excess words (Eg: This is a Radha)
- Missing words (Eg: The book is the table)
- Wrong word order (Eg: The boy cricket played)

So teacher has to help her learners to identify and eliminate the excess words, identify and supply the missing words or change the word order. The teacher can even provide two or three options and students may choose the right answers from these options.

**Morphological editing:** Morphological errors are found under the following areas.

*Wrong tense forms:* The learners get confused between the present and past tense and use present tense in the place of past tense and vice versa.

*Aspectual errors:* There are two aspects in English. The perfective and the progressive aspects.

- Eg: The boy has eat.
- The boy is eat.

*The passive:* The learners commit errors with regard to passive constructions. (Eg: The chicken eaten by the boy).

*Agreement:* There are three kinds of agreement. Agreement in forms of person, number and gender.

- I has a sister. (Person agreement violated).
- The girls is dancing. (Number agreement is violated).
- My father is a farmer. She loves farming. (Gender agreement violation).

**Affixes:** A letter or a group of letters added to the beginning or end of a word which change its meaning are called affixes. The letters added in the beginning of a word is called prefix and the ones added to the end of the word is called suffix.

*Wrong prefix:* He was worried about his inability to swim (inability).

*Wrong suffix:* How quick he runs (quickly).

## Spelling editing

In the case of spelling errors, the learners can check the spelling by referring to a dictionary.

### Strategy

Student teachers edit the products of their peers and those of the school children. They collect information about other methods of error corrections and prepare a write up.

### Evaluation

'Regular editing in the class room will develop teacher empowerment.' How far is this statement true? Student teachers prepare a write up based on their experiences in class room editing

### Reflective questions

What are the difficulties that you think, a teacher will face while conducting effective editing?

## H. Teaching grammar

### Inductive and deductive teaching of grammar

#### Objective

To familiarize the concept of deductive and inductive teaching of grammar

To empower student teachers to use a technique of inductive teaching in the class room.

#### Key ideas

- In deductive grammar teaching, learners are given rules and statements about grammar and asked to apply them.
- In inductive teaching, children learn various things from the tryouts, by observing what works and what doesn't.

Deduction is a form of reasoning in which one proceeds from general principles or laws to specific cases. Induction is a form of reasoning in which one can arrive at general principles or laws by generating over specific cases. In deductive grammar teaching, learners are given rules and statements about grammar and asked to apply them. In inductive teaching, children learn various things from the tryouts, by observing what works and what doesn't. Through experimenting, they figure out the gramatic rules.

Here, While converting direct speech into indirect speech, teacher first explains the changes in the verbs, pronouns, adjectives, possessives and time expressions. She uses suitable examples to illustrate them. Then she sets some tasks before the child.

Inductive teaching is a grammar teaching involves any instructional technique that draws learner's attention to specific grammatical form. Grammatical knowledge can be either implicit or explicit. The knowledge of language that typically manifests in some form of naturally occurring language behaviour such as conversation is implicit grammatical knowledge. It is non-conscious and quickly accessible. It does not emphasise on rules or demand a focus on the form of input. Acquisition is possible in a natural setting.

In this case, teacher uses variety of activities in which the students experience the form and usage of the grammatical elements and acquire the usage of particular language form.

Explicit grammar on the other hand involves conscious knowledge of grammar rules and requires awareness and intention to learn. There is a controlled processing through explanation of grammar rules. The approach to grammar learning is either deductive or inductive. The inductive teaching starts with examples from which a rule is inferred. Learners are familiarised with examples from the beginning by which they generate rules. The main advantage of this method is that the learners are trained to be familiarised with rule discovery. Learners develop learning autonomy and self reliance. A greater degree of cognitive depth is exploited. They are more active participators since they are highly motivated. Since learning is mostly collaborative it provides extra language practice for the learners.

the deductive grammar teaching involves explicit grammatic knowledge and it begins with providing a conscious knowledge of grammatic forms and their meanings. Learners are taught rules and asked to apply them in practice. The deductive method is to the point and time saving but it is typically teacher centered and the explanation may not be lasting in memory.

### **Strategies**

1. Student teachers collect information about various methods for grammar acquisition in an English class. They reflect upon the positive and negative aspects of different approaches, and conduct debate on the topic “Grammar is caught not taught”.
2. Develop pool of activities for transacting language elements ( at least one ) and tries out.

### **Evaluation**

Student teachers observe the peer try out class of inductive grammar teaching and identify the effectiveness of the strategy.

### **Reflective questions**

1. Grammar is acquired naturally in an interactive and collaborative class room . Justify your opinion.