

Diploma in Elementary Education

(D.El.Ed.)

English (Proficiency and Pedagogy)

(FIRST YEAR)

Textbook

First Draft

2017

State Council of Educational Research and Training

(SCERT)

Chhattisgarh, Raipur

Preface

The perspective on teacher education, like any other developmental endeavour, keeps evolving and emerging with fresh insight to cater to the changing requirements and demands of the society.

This textbook is being developed to align with the recommendations of NCF 2005 and NCFTE 2009. The new syllabus (2017) includes English in the first year of D.El.Ed. also. 'A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English.' – Curriculum Framework of D.El.Ed. Programme 2015. Hence in the first year more than half of the time has been planned for proficiency building. The rest of the course is mostly dedicated to development of pedagogical foundations and pedagogical skills.'-D.El.Ed. syllabus 2017

Proficiency in English will be developed mostly through communicative practice. Several exercises in the second and third units are designed to facilitate integrated practice of more than one language skill. Some exercises integrate listening, speaking, reading writing, study skill and many other communication skills built into them.

Pedagogical inputs will also be transacted through exploration, analysis and discussions by the student-teachers.

This textbook follows the given template:

- Introduction, which gives the rationale for including the unit.
- Objectives which mention what the learners will be acquainted with, and what they will be able to do after completing the unit.
- The sub units contain
 - Concept: The important concepts being addressed in the unit are discussed here. Some practice for establishing the concepts are also included, especially in the second unit (Learning Language Skills through Language Practice).
 - Reflective exercise: These exercises give scope for critical thinking and for working in collaboration for developing a better understanding of issues like concept, principles, practices etc given in the subunits.

- Assignments: The assignments provide scope for experimenting, analyzing, surveying, reporting, team work, interacting with people from different social milieu and documenting findings. These assignments can be used for internal assessment.
- Review Questions: These questions are meant for reviewing and revising the units/subunits by the users of the text book. These questions can also serve as question banks.

The textbook writers and the SCERT staff have worked painstakingly to develop this first draft of the textbook. As this is the first draft, there is plenty of scope of improvement. We want you to review this textbook and give us comments which will improve this textbook. We would be glad to incorporate your valuable suggestions in the textbook before preparing the final draft. It is then that the textbook would serve as a mentor to help every pupil teacher to become an achiever.

D.El.Ed ENGLISH (Proficiency and Pedagogy)
(FIRST YEAR)

This course has been designed to cater to the needs of elementary school students through the teachers of English as a second language. The course addresses demands and concerns raised by the NCF 2005, NCTE-2009 as well as the needs felt by the state through this course. Proficiency and Pedagogical practices in English will be compulsory in the first as well as the second year in D. EL. Ed.

The purpose of this course is to enhance the D El Ed student-teachers' proficiency in English as well as their professional competence.

'A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English.' –Curriculum Framework of D.El.Ed. Programme 2015. Hence in the first year more than half of the time has been planned for proficiency building. The rest of the course is mostly dedicated to development of pedagogical foundations and pedagogical skills.

Proficiency in English will be developed mostly through communicative practice exercises. Pedagogical inputs will also be transacted through exploration, analysis and discussions by the student-teachers.

Objectives

- To develop the language skills and knowledge (about the language) of the student teachers so that they can use English fluently.
- To equip student teachers with skills to put into practice theoretical and pedagogical perspectives on English as a second language. Student teachers will be able to practice theory contextually and innovatively.
- To develop critical awareness of approaches, methods and principles of language learning/acquisition in the student teachers.
- To familiarize the student teachers with different aspects of effective classroom management, procedures and strategies for teaching English.
- To provide hands on experience in developing lesson planning for effective teaching of English.
- To develop or make use of resources and materials for teaching and assessing young learners.

UNIT-1

ENGLISH IN INDIA

5 periods

3 marks

- Why English in India?
- How Learning first language different from learning second language
- Challenges of learning/teaching English as a second language
- Language Acquisition and second Language Learning

UNIT-2

65 periods

47 marks

LEARNING LSRW SKILLS THROUGH THE FOLLOWING LANGUAGE FUNCTIONS

- Greeting
- Taking leave
- Enquiring, giving information
- Apologizing
- Appreciating
- Giving directions

UNIT-3

10 periods

8 marks

STUDY SKILLS

- Dictionary skills
- Note Making
- Information transfer
- Interpretation of data

UNIT-4

30 periods

15 marks

APPROACHES AND METHODS OF SECOND LANGUAGE TEACHING

- Approaches and methods of teaching English as second language
- Recent Developments
- Classroom management
- The English Language Teacher as an Innovator

UNIT- 5

10 periods

7 marks

EVALUATION

- good test items
- Preparing test items
- analysis and preparation of blue print

Internal Assessment 20 marks

Internal Assessment will be based on assessment of listening (5 marks), speaking (5 marks) reading aloud (5 marks) writing (5 marks)

**D.El.Ed (ENGLISH)
(SECOND YEAR)**

UNIT-1

CONCEPTS

10 PERIODS

10 MARKS

- Listening
- Speaking
- Reading
- Writing

UNIT-2

PLANNING TEACHING – LEARNING (LESSON PLAN)

25 periods

20 marks

- Textbook Analysis
- Principles of Learning a second language
- Sub skills of language skills
- Preparing teaching-learning plan
 - Teaching Vocabulary
 - Teaching Grammar
 - Preparing Integrated Lesson plans (including Listening, Speaking, Reading, Writing, grammar, vocabulary)
 - Teaching Poetry

UNIT-3

10 periods

10 marks

TEACHING-LEARNING MATERIAL DEVELOPMENT

- LSRW
- Vocabulary
- Grammar

Internal Assessment 10 marks

Internal assessment will be based on **material development** :

- for listening and speaking (5 marks)
- for reading, writing (5 marks)

Reference:

Agnihotri R.K. and A.L.Khanna, 1996 English Grammar in Context, Ratna Saga Publication.

Adrioan Doff, Teacher's workbook – Teah English-Cambridge Teacher Training and Development.

Das Gupta, J. 1970. Language Conflict and National Development : Group Politics and National language Policy in India, p. 43-45)

George Yule, Second Language acquisition/learning – Pg no. 162 to 170 - The study of Language (Third edition)

J.C. Aggarwal, Principles, methods and techniques of teaching, Vikas Publishing House PVT LTD, Second Revised Edition.

Jack C. Richards, Theodore S. Rodgers, Approaches and methods in language teaching: Foundation of Bilingual education and bilingualism, Colin Baker.

Jim Trelease, When to begin read – The new read aloud Handbook

Lorna M. Earl, Assessment as Learning – Using classroom assessment to maximize student learning, Corwin Press, INC.

Mary Spratt., English for the teacher – A language development course –

V. Saraswati, English Language Teaching Principle, Practices Orient Longman

Dianne Larsen – Freeman Technique and Principle in Language Teaching OUP

Jane Willis- Teaching English Through English .

Kamlesh Sadanand & Susheela Punita 2014 - Spoken English – A Foundation Course

Padhne ki sanajh – Reading development Cell – NCERT

Reading for meaning – Reading development Cell – NCERT

Robert L. Linn, Norman E. Gronlund, Measurement and Assessment in Teaching, English edition, Person Education, Inc.

Rungeen singh, Kitu oges on a holiday – Vishv books

S. nagarajan, 'the decline of English in India', college English, Vol. 43, No. 7, Nov. 1981, Pg 665

Susan B. Neuman and Kathleen Roskos, Nurturing Knowledge.

Brad Decan and Tim Murphy, Kahani sunakar to dekho

IGNOU, CTE, 01, Block 4, Unit 15, pg no. 25-26

IGNOU, CTE, 01, Block 4, Unit 15, Pg 24

Learning Curve – Language Issue – Azim Premji Foundation

NCERT- NCF –2005

Prashant Agrawal, 'Leader Article: Myths about English', The Times of India, Nov 17, 2007

Sanjiv Kaura, 'Language Without barriers', The times of India, Mar 11, 2010

Time to rhyme – A CBT publication – Eklavya

Young India 1919-22, p. 451

Weblinks:

[http:// www.uwsp.edu/education/lwilson/learning/quest2.htm](http://www.uwsp.edu/education/lwilson/learning/quest2.htm)

[http:// www. Educationsoasis.com/curriculum/LP/LP resources/lesson objectives.htm#avwww.cbse.nic .in](http://www.Educationsoasis.com/curriculum/LP/LP_resources/lesson_objectives.htm#avwww.cbse.nic.in)

www.ncert.nic.in

[http:// www.improvespokenenglish.org/search/label/Conversation](http://www.improvespokenenglish.org/search/label/Conversation)

[http:// www.mindmapart.com/energy-saving-mind-map-jane-genovese](http://www.mindmapart.com/energy-saving-mind-map-jane-genovese)

[http:// www.msu.edu/caplan/drama/tesol2005/situations.doc](http://www.msu.edu/caplan/drama/tesol2005/situations.doc)

[http:// www.scribd.com/doc/391505/Paragraph-Writing](http://www.scribd.com/doc/391505/Paragraph-Writing)

[http:// www.teflgames.com/why.html](http://www.teflgames.com/why.html)- May 28, 2010

www.sendai.edu.com/effectiveuseofthetextbookhandouthung.doc

www.slideshare.net/wisdom/adaptingalanguagetextbook

en.wikipedia.org/wiki/Children's_literature

<http://www.brighthub.com/education/k-12/articles/6211.aspx#ixzzorUR6623j>

UNIT-1 LEARNING ENGLISH AS SECOND LANGUAGE IN INDIA

1.0 Introduction

What a tremendous journey English Language has made in our multilingual India! Once it was a foreign language; it has now been crowned as the second language (L₂) of the country in spite of so many well-established Indian languages. Though English has acquired a prestigious position in our society, its learning and teaching has always been challenging. If the learners are enabled to learn English almost in the same way which they used in acquiring the mother tongue, they will naturally have a pretty good command of English as well.

1.1 After going through this unit we will be able to

- discuss why learning English is so important in India.
- express the challenges of learning and teaching of English as L2 in India.
- state how learning the mother tongue/first language is different from learning L2.
- enable the learners to 'acquire' English as a second language.

1.2 Why English in India?

Is there any province in India where English is not introduced as the second language in Hindi/regional language medium school right from class -1? India has the third largest English - using population in the world, after the USA and the UK.

English will continue to enjoy its prestigious position as the L2 because it is

- Recognized in the Indian Constitution as the associated subsidiary official language
- a link/service for inter - province communication
- a library language
- a language of science and technology
- a language of more and better opportunities

- a language of trade and commerce
- a global language (international language)

1.2.1 Reflective Questions:

- Explain the statements given below:
- English is an international language.
- English is a link (service) language
- English is a library language.

1.2.2 Assignment

1. Make a list of the 10 languages used by the highest number of people. Should we have any of these languages in the school syllabus? Give your opinion.

1.2.3 Review Questions

Would it be a good idea to remove English Language from the school syllabus?

1.3 What does learning a language basically mean?

Learning a language basically means learning to communicate in the target language. To communicate in a language one needs to be skillful in listening, speaking, reading and writing (LSRW) in the language and be well-versed grammar and vocabulary of the language.

Objectives of learning English as L2 at the school level

To enable the learners to

- listen to English and to understand it (Listening Skills).
- speak English with working command (Speaking Skills).
- read and understand English : reading aloud at the primary level and then gradually move towards silent reading (Reading Skills).
- write English on their own with relevance and clarity (Writing Skills).
- understand enjoy and appreciate English poems (Literary Skills).
- have a working command of grammar.
- use vocabulary (words) appropriately.
- become self-dependent in learning English (Study Skills).

1.3 Challenges of learning/teaching English as L2

- limited time: how much time does the child get to learn the mother tongue and how much for English.
- meager exposure to English.
- untrained / Inadequately qualified teachers of English.
- lack of motivation.
- the structure of English is different from that of the mother tongue.

1.3.1 Reflection:

1. What can you do get more exposure to English?

1.3.2 Assignment:

1. Would you like to communicate fluently in English? What stops you from fulfilling this desire? Talk to at least 10 classmates. Write down your observations.

1.3.3 Review Questions:

Given below are two challenges of teaching and learning English. Share some tips to overcome these challenges.

1.4 How learning the mother tongue/first language is different from learning L2

Human beings alone have the ability to use language. One of the marvels of creation is how a child acquires the ability to speak his/her mother tongue so fluently and accurately.

First Language Acquisition

It is very interesting for us, as teachers, to observe children acquiring their mother tongue. Have we noticed the basic requirements for mother tongue acquisition?

The basic requirements essential for mother tongue acquisition are as follows:

- Ability to hear

- Interaction in mother tongue
 - **Difference between Language Acquisition and Language Learning**

The term 'acquisition' is associated with L1 (the mother tongue or the regional language) and the term 'learning' is used for L2. The distinction between these two terms may be tabulated as follows:

Table 1.1

Acquisition	Learning
informal	Formal
subconscious (unaware of grammatical rules)	Conscious (direct instruction in the rules of language)
implicit	explicit
effortless	requires effort
picked up	' learnt '
always successful	Not very successful
Picking up a language	Studying a language

The working definition of acquisition and Learning is as follows:

A working definition of Language Learning and Language Acquisition:

Language Learning is a formal and a conscious process which is very less successful. Language acquisition is an informal and a non-conscious process which is always successful. Language acquisition is the gradual development of ability in a language by using it naturally in communicative situations.

1.4.1 Reflective Questions:

1. You were able to express your ideas in mother tongue even before you joined school. Who taught you to use your mother tongue?
2. Had you a textbook then?
3. Did someone give you grades on the performance of the mother tongue?

4. Do children feel any strain at all while acquiring the mother tongue?
Give your opinion.

1.4.2 Assignments:

Discuss with your parents about some memories that they have about your mother tongue learning when you were a kid. Write them down. Share them with your classmates. Discuss about the similarities and some marked dissimilarities.

14.3 Review Questions:

1. What difference do you find between the objectives of teaching the first language and the second language?
2. How can we as teachers, borrow the learners' L1 acquiring strategies for teaching English as L2 to our learners?

Reflective Questions

1. Did you learn your mother tongue intentionally (in well planned steps)?
2. What is the difference between first Language acquisition and second language learning?
3. Discuss table 1.1.

Assignments

1.1.1. How can we help learners to acquire L2?

Our learners can acquire L2 if certain insights from the L1 context are adopted in L2 context. L2 acquisition can facilitate the procedures given below -

- by providing more and more exposure to L2 (English) so that learners have more opportunities for communication .
- by creating an informal atmosphere as against the formality of an L2 Classroom
- by encouraging learners to focus on the meaning, not the form (grammar)

- by adopting a tolerant attitude to errors and mistakes made by learners.
- Providing a pleasant and stress - free environment to L2 Learners.
- by respecting the learner's freedom to be silent until (s) he is ready to communicate.
- by motivating the learners for genuine, authentic and real - life communication.

Review Questions:

1. What is the need of English language in our society?
2. What are the objectives of teaching English in our schools?
3. How is learning the first language different from the learning of second language?
4. A student tells you, “Madam/Sir, I get very good marks in English tests, but I am not able to speak English well.” What is the reason for scoring good marks in tests, yet not being able to speak in English?

Unit – 2: Learning Language Skills through Language Functions

2.0 What are language functions?

When you are trying to choose the best way to express yourself in a particular situation, you must keep in mind what you are doing with your language. Are you introducing someone, describing something, (dis) agreeing with someone, asking for/giving permission or what? These are called *language functions*. **Language functions**, in other words, **are the purposes for which we speak or write**.

A context plays a very important role in learning a concept. To enable the learners to understand the use of a language function, it is generally presented through a dialogue, and then the practice of that particular language function is given.

How to classify the expressions under a language function?

The expressions under a language function are classified according to the three levels of formality:

- neutral,
- informal and
- formal.

We can, however, for our school learners, just maintain two levels: formal and informal.

2.1 Objectives:

By the end of this unit, you will be able to :

- Be use some language functions with greater efficiency

- Acquainted with various strategies to practice and learn language functions.

2.2 Greeting and Taking Leave

It is important to know how to use English to greet people politely when we meet them and how to end the conversation when we take leave of them. The way this is done is slightly different in formal situations (when, you are talking to a person whom you do not know very well, to a very senior person, to your teacher or your boss, for example) and in informal situations (when the person you are speaking to is a friend or a close relative).

Listen to a formal dialogue between two persons and follow the dialogue in the book. You can use the words in bold when you need to greet someone in English or to end a conversation.

ACTIVITY 1

Read aloud the dialogues given below

DIALOGUE 1 (FORMAL)

(Gita Soni and Madhu Kamar meet at the chaupal. They stay in the village, but do not know each other very well. It's three o'clock in the afternoon.)

Madhu : **Good afternoon,** Mrs Soni.

Gita : **Good afternoon,** Mr Kamar. **How are you?**

Madhu : **I'm very well, thank you. And how're you,** Mrs Soni?

Gita : **I'm fine, thanks.** I came to buy some stamps and inland letters.

Madhu : I must send this card to my friend. It's her birthday next week. **Have a nice day**, Mrs Soni.

Gita : **Thanks, and you too. Bye!**

Madhu : **Goodbye!**

2.2.1 Reflection

1. Specific

The two persons in the dialogue you listened to are neighbours, but they do not know each other very well. So, (a) they address each other by their titles, not by their first names: *Mrs Naidu*, not *Gita*, and never *Mrs Gita*, and (b) they say *Good afternoon* to greet each other, not Hello or Hi.

2.

- When we talk, we usually say I'm ... , It's ... , How're ... instead of *I am ... , It is ... , How are ...* .
- We usually say Good morning up to twelve o'clock midday, *Good afternoon* between midday and five o'clock in the evening, and *Good evening after five*. We never say *Good night* to greet a person.
- Make sure to say Bye or *Goodbye* like the speakers you heard on the CD, with the voice moving from low to high.

ACTIVITY 2

PAIR WORK

Take turns to enact the roles of Mrs Kamar and Mrs Soni with a partner.

DIALOGUE 2 (INFORMAL)

(Lakshman and Sukhram are good friends. They meet outside a restaurant after a month.)

Sukhram : **Hello, Lakshman!**

Lakshman : **Hi, Sukhi! I haven't seen you for a long time. Where were you?**

Sukhram : **I was busy in school, practicing for Sports Day. I was in the race.**

Lakshman : **How wonderful! You must've won many prizes.**

Sukhram : **Not many. Only three.**

Lakshman : **That's great, Sukhi. Congratulations!**

Sukhram : **Thanks. And what have you been doing? Come, let's have some coffee. We haven't met in a long time.**

Lakshman : **Wish I could have stayed, but I'm really late for college. Let's meet on Sunday.**

Sukhram : **We'll do that. Bye, bye!**

Lakshman : **See you!**

2.2.2 Reflection:

1. Specific

Lakshman and Sukhram know each other very well. So:

- Sukhram addresses Lakshman by his first name.
- Sometimes we call our friends by their pet names, just as Lakshman addresses Sukhram by his pet name, Sukhi.
- They say *Hello* and *Hi* to greet each other, not *Good morning* or *Good afternoon*.
- They say *Thanks* instead of *Thank you*.

2. General

When speaking, we say:

- haven't for have not
- that's for that is
- we're for we are

ACTIVITY 3

PAIR WORK

Read the dialogue again and repeat each line.

ACTIVITY 4

Take turns to enact the roles of Lakshman and Sukhram with a partner.

2.2.3 Assignments:

- (a) Given below are some greetings suitable for different occasions of national, religious and social importance.
-

Dear Fellow Citizens engaged in the task of nation building My greetings to you as we complete 70 years of our Independence.

“I firmly believe that the festival that celebrates humanity and goodness will bolster peace, brotherhood and happiness.”

“On the auspicious occasion of Idu’l Fitr, I extend greetings and good wishes to all my fellow citizens, particularly my Muslim brothers and sisters, in India and abroad.”

“Felicitations to you and the friendly people of the State of Israel on the occasion of your National Day.”

“I convey my heartiest greetings and good wishes to the people of our country on the joyous occasion of Shankranti.”

“May the noble ideals associated with celebration of Gandhi Jayanti enrich our lives with peace, harmony and the spirit of humanity!”

(b) From the greetings given above, make a list of words used for greetings each other on different occasions.

2.2.4 Review Questions:

1. Complete the following dialogue.

(Shankar Sharma meets Manoj Tirki, who has recently moved in as his neighbour.)

Shankar Sharma: Good morning, Mr Tirki. How?

Manoj Tirki : Very well. How, Mr Sharma?

Shankar Rao : I'm We're happy to have you as our neighbor.

Do come home sometime.

Manoj Tirki : We certainly will. Thank See you then.

Shankar Rao :

Note that we say *Mr Sharma*, not *Mr Shankar*.

- 2. From the two expressions in brackets, choose one that would be suitable in informal spoken English and fill in the blanks in the dialogue. After you finish, read the dialogue and practice it with a partner.**

(Manju meets her friend Parvati after school, and they walk home together.)

Manju : Hi, Parvati! Are you in the play for Parents' Day?

Parvati : Hi, Manju! No, our class is presenting a group song. A

Chhattisgarhi folk song. (It is/It's)

Manju : Wonderful! Glad. You have a great voice. (I am/I'm)

Parvati : What's your class doing? (Thank you/Thanks)

Manju : doing, 'Bhima and Draupadi.' I'm Bhim's mother.. (We're/We are)

Parvati : Then, have to wear a sari, won't you? (you will/ you'll)

Manju :, I hope I can manage that. (Yes/No)

Parvati : Oh, you will. worry (Do not/Don't)

Manju :, Parvati. Bye. (Thanks / Thank you)

Parvati : (Goodbye / Bye)

3. Mr Kumar meets Ms Rahman, his son's teacher, at the school.

Write a dialogue between them, using the outline below.

- Mr Kumar greets Ms Rahman.
- Ms Rahman returns the greeting and asks him how his son, Kiran, is.
- Mr Kumar says that Kiran is much better but that he has to rest for a week.
- Ms Rahman says she hopes Kiran will get well soon.
- Mr Kumar thanks her.
- They take leave of each other.

(b) Enact the conversation you have written with a partner.

4. Given below are some useful expressions to take leave. Add more expressions to the list.

- a) Excuse me a moment/minute
- b) Excuse me I'll be back in a minute/moment.
- c) I wonder if you'd excuse me (for a moment/ a minute)
- d) Excuse me; I'll be back in a moment.
- e) Would you excuse for me (for a while/two minutes), dear?
- f) Hang on, a second/moment/while.
- g) I'll be right back.
- h) Do proceed. I'll catch you up.
- i) Well, I'm afraid I must go now.
- j) I hope you don't mind, but I really have to go /must be going now.

5. Write a dialogue based on the following guidelines and enact it. (You can change items b-d.)

- a. Exchange greeting.
- b. Ask you partner about what happened in office that day. (You were on leave and did not attend office.)
- c. She/he tells you that it was a quiet day at the office. The director left for Kolkata.
- d. Thank her and say you will be in office the next day.
- e. Take leave of each other.

6. Given below are some greetings suitable for different occasions of national, religious and social importance.

Dear Fellow Citizens engaged in the task of nation building My greetings to you as we complete 70 years of our Independence.

“I firmly believe that the festival that celebrates humanity and goodness will bolster peace, brotherhood and happiness.”

“On the auspicious occasion of Idu’l Fitr, I extend greetings and good wishes to all my fellow citizens, particularly my Muslim brothers and sisters, in India and abroad.”

“Felicitations to you and the friendly people of the State of Israel on the occasion of your National Day.”

“I convey my heartiest greetings and good wishes to the people of our country on the joyous occasion of Shankranti.”

“May the noble ideals associated with celebration of Gandhi Jayanti enrich our lives with peace, harmony and the spirit of humanity.”

2.3 ENQUIRING AND GIVING INFORMATION

It is important to know how to ask for information politely and to thank people for it afterwards. ‘Excuse me ...’ and ‘please’ are the two most important phrases in this unit. Informal questions can be asked directly, but in formal situations a longer ‘preamble’ to the question is used: ‘I was wondering if you could tell me ...’ or ‘I hope you don’t mind my asking’

Activity-1

Read the given dialogues in pairs.

1 **Amit** :Excuse me. Could you tell me the way to the library, please?

Babli : Sure. Go straight ahead and then turn left. There will be a large notice on the door.

Amit : Thanks.

2 **Ganesh** : Would you mind telling me when the next bus for Chandigarh leaves?

Rohan : I’m sorry, I don’t know. You’d better ask at the information counter.

3 **Deepti** : Would you be kind enough to tell me where I could get my watch repaired?

Leena : Yes, certainly, sir. Here’s a list of all our authorized dealers who will accept you watch for servicing and repair.

4 **Charan** : D’you happen to know where I left car keys, Sheila?

Beni : I've no idea, dear.

5 **Bharati:** I'd like to see the latest models you've got in television sets, please.

Santosh : Definitely, sir. Please come this way.

6 **Jitesh :** Know anything about gems? I want to buy my wife a bracelet for her birthday.

Hiralal : I'm afraid I don't know much about precious stones. We could ask at the Government Emporium, though. They have a reliable jewellery shop.

7 **Rani :** Sorry to trouble you, but could you tell me if Mr Kapoor has vacated this flat?

Devi : I'm sorry, I don't know. Perhaps you could ask the lady upstairs. I'm new here.

MAKING INQUIRIES ON THE PHONE

You often need to use the telephone to get some information or make an inquiry to find out, for example, the time of arrival of a train or the last date for the sale of application forms or whether classes will be held on a particular day. In doing this, you have to be clear, brief and polite. This will make it easy for you to get the information you want. The unit will help you learn how to use English to make inquiries.

Listen to the dialogues below and follow them in your book.

Activity -2

DIALOGUE 1

(The phone rings in a railway inquiry office.)

Railway inquiry : **Good afternoon.** Railway inquiry.

Caller : **Could you tell me when the
Rajdhani Express to Delhi
Leaves, please.**

Railway inquiry : **At 7.10 in the morning ma'am.**

Caller : **Is it a daily train?**

Railway inquiry : **No, ma'am. It runs five days a week. Monday to Friday.**

Caller : **Thank you very much.**

Railway inquiry : **My pleasure, ma'am.**

DIALOGUE 2

(The phone rings in the office of Yatri Nivas.

The receptionist takes the call.)

Receptionist : **Good morning, Yatri Nivas.**

Caller : **What time does the Volvo coach leave for Shirdi, please?**

Receptionist : **There are two coaches to Shirdi every Friday. One at 16 hundred hours and the other at 18 hundred hours^{9.2}.**

Caller : **Could you reserve ten seats on the 6 p.m. coach, please.**

Receptionist : **In whose name should I make the booking, sir?**

Caller : **It's for Harish Jain and family.**

Receptionist : **Yes, sir. I'll repeat that. Ten seats for Mr Harish Jain and family on the 6 o'clock, Volvo.**

Caller : **That's right. Thank you.**

Receptionist : **You're welcome, sir.**

DIALOGUE 3

(The phone rings in the Railway inquiry office.)

Railway inquiry : **Hello. Railway inquiry.**

Caller : **Good morning. Could you please tell me what the fare to Baikunthpur is? I'd like to travel by the express train.**

Railway inquiry : **It's Rs 400.**

Caller : **Pardon? Could you repeat that, please.**

Railway inquiry : **The fare is rupees four hundred.**

Note that the 12-hour system of expressing time uses the numerals 1-12 followed by a.m. (from midnight until before noon) and p.m. (from noon until before midnight). Thus, 12 a.m. represents midnight, and 12 p.m. noon. Under the 24-hour system of expressing time, usually used by people, for e.g., in the travel and tourism industries, the hours are numbered from 0000 hours (spoken as zero zero zero zero hours) for midnight to 2359 hours (spoken as twenty-three fifty-nine hours) for 11.59 p.m.

Caller : **Thank you very much.**

Railway inquiry : **You're welcome, ma'am.**

DIALOUGE 4

(The phone rings in the Government Science College.)

Office assistant : **Hello. GSC.**

Caller : **Good afternoon. Could you tell me when you'll begin issuing application forms for the BA first year course, please?**

Office assistant : **From Thursday, 20th April.**

Caller : **What would be the price of a form?**

Office assistant : **Fifty rupees, ma'am.**

Caller : **What're your timings for the sale of the forms, please?**

Office assistant : Ten to four **every day, from Monday to Friday.**

Caller : **I would also like to know the last date for the issue of the forms, please.**

Office assistant : 12th May, ma'am.

Caller : **Thank you.**

Office assistant : **Most welcome, ma'am.**

ACTIVITY -3

PAIR WORK

Read the dialogues above again and repeat the lines spoken by the person making inquiries.

ACTIVITY- 4

Enact the dialogues with a partner. Take turns so that each of you gets a chance to play the roles of the person answering the call and the person making inquiries.

ACTIVITY- 5

GROUP WORK

1. Form groups of ten.
2. On sheets of paper, write down five dialogues for different situations where inquiries are made on the telephone.
3. Fold the sheets of paper and jumble them up.

4. Now choose a partner and pick up one of the folded sheets.
5. Each pair can practice its dialogue and then enact it before the group.

2.3.1 Reflection:

1 (a) Given below are some expressions for enquiring.

<i>Informal</i>	<i>Anytime/Anywhere</i>	<i>Formal</i>
Could anyone tell me?	Can/Could you tell Me please,?	Sorry to trouble you, but?
Know (anything about)?	Excuse me. D’you know if/when/where/why/anything about?	Would you be kind enough to please?
Have you (got) any idea about?/ (Got) Any idea	D’ you happen to know if/why/where/when/what/anything about?	I hope you don’t mind my asking?
Any clue (to/about)?	I’d like to know, please.	I wonder if you could please tell me? Could you please give me any information about?

(b) Add more expressions to this list.

(c) Responding to queries about information

<i>Informal</i>	<i>Anytime/Anywhere</i>	<i>Formal</i>
Yeah! Sure Er, yes/A bit.	Yes/Of course. Sure.	Definitely/Certainly/Gladly. I shall be delighted to.

<p>Why not?</p> <p>Sorry, I don't know.</p> <p>Sorry, no idea.</p>	<p>I'm not sure. but</p> <p>I'm sorry, I don't know.</p> <p>I'm afraid I don't know anything/ much about</p> <p>I've no idea.</p>	<p>I'm afraid I don't have that information.</p>
------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------

(b) Add more expressions to this list.

3. You are a new student in college and wish to apply for a change of subjects. You ask different people. What would be the response of the following people:

(a) a senior student-in the canteen

(b) your English teacher-at his home

(c) the college clerk-in the office

4. You have just bought a new mobile phone and don't know how to operate it. you go over to your neighbour's house to seek his help. He is not at home. You talk to his mother. Complete the conversation below:

You : Good morning, Mrs Sharma.

Mrs Sharma : Hello, Rahul! No, I'm afraid Sudhir isn't home.

You :
.....?

Mrs Sharma : He said he was going to visit Pradeep and then they would both sit and work in the library.

You :.....?

Mrs Sharma : I couldn't say for sure, but he's usually home by six o'clock. Can I do anything to help

You : I was wondering if Sudhir could take a look at my new mobile. I don't know to operate it.

Mrs Sharma :

You :

5. Working in pairs, complete the telephone conversations below using some of the expressions given above. Enact them with your partner before the whole class.

a. **A** : Hello. Raipur Online Shopping.

B : Good evening. I have not yet received the delivery which was supposed to be made yesterday.

A :
.....
.....?

B : My order number is

A : We have dispatched your order
.....

B :

A : You will definitely get it by 11 am tomorrow. Sorry for the inconvenience caused.

b. A : Hello. Railway inquiries.

B : the Ahmedabad Express leaves Bilaspur station,
.....

A : At 7.15 in the evening, sir.

B :

A : You're welcome.

c. A : Good morning. Railway inquiries.

B : How many the Vishakapattanam Express go through ,?

A : Daily, ma'am.

B :

A : You're welcome, ma'am.

d. A : Hello. Panther Travels.

B : I'd four seats on the Deluxe bus to Bijapur,
.....?

A : Could you give me the date of journey, please.

B :

A : The seats have been reserved, sir. You could pick up the tickets tomorrow evening.

B :

A : Glad to be of service, sir.

e. A : Hello. Swift Travels.

B : Good afternoon. Could from Baikunthpur to Ambikapur,

A : It's Rs 550 for the non-A/C coach.

B : much.

A : You're welcome, ma'am.

2.3.2 Make a list of things you would like to know about 3 of your classmates with whom you have interacted very little. Take the information you want from them. Record your interaction.

2.3.3 Review Questions

1. To whom would you say this:

'I wonder if you could tell me the principal's telephone number.'

(a) to your English teacher?

(b) To a fellow-student?

(c) To the president of the student's union?

Could you use it with the others as well? If not how would you reword the question in the two other contexts?

2. You are visiting Jaipur for the first time and want to find a good place to stay for a few days. How will you ask for this information from:

(a) your fellow passenger on the train to Jaipur?

(b) a stranger at the station?

(c) the Tourist Information Office in Jaipur?

3. To whom would you say this:

'Didn't you know I was going to Bombay next Monday?'

(a) to your English teacher who wants to take an extra class on Monday?

(b) to a friend who has invited you and some other friends to dinner at his house next Monday?

(c) to the manager of a firm who has called you for an interview the following Monday?

(d) to your secretary who has fixed an appointment for you on Monday morning at eleven o'clock.

Why can't you say it to the others?

8 You have been rehearsing the annual play for some time. One day, in the corridor, the college principal asks you when the play will be put on. Which of the following responses would you make and why:

- (a) Don't know.
- (b) I'm sorry sir, but, I don't know.
- (c) Sorry, no idea.
- (d) I wish I knew.
- (e) Go and ask the English teacher

2.5 APOLOGISING AND RESPONDING TO AN APOLOGY

When we apologise to someone, we tell them that we are sorry for doing something we ought not to have done, or for hurting them, or for causing them to be bothered or troubled. In this part of the unit you will learn to use different expressions to say sorry.

Read carefully the dialogues below. The situations in which the dialogues take place are formal.

DIALOGUE 1 (FORMAL)

(Satish apologises to his teacher for talking in class.)

Satish (at the staff room) : Excuse me, ma'am.

Teacher : Yes, Satish. What is it?

Satish : Ma'am **I'm really Sorry for** talking in class. Suman wanted to know what we did in the class she missed yesterday. But **I know I shouldn't have been talking.**

Teacher : Satish, you know how annoying it is when you don't pay attention.

Satish : Yes, ma'am, I realize that. **I won't do it again.**

Teacher : It's OK, Satish. **Let it not happen again.**

Satish : **Thank you, ma'am.**

DIALOGUE 2 (FORMAL)

(Sirish apologises to his boss for reaching office late.)

Boss : Where's Sirish?

Rani : He hasn't come in yet, sir. *(pause)*.

Oh, here he is.

Sirish : **Excuse me for being late, sir. The bus didn't turn up, and I had to look for an auto.**

Boss : **That's okay. But please be on time in future.**

Sirish : I will, sir.

ACTIVITY 1

Read aloud dialogues 1 and 2 for practice.

1. PAIR WORK

Enact the sample dialogues with a partner.

Read carefully the dialogues given below.

The situations in the dialogues are informal.

DIALOGUE 3 (INFORMAL)

(Sheetal has to meet her friend Ruhi, who is coming from Janjgir Champa, at the railway station. But Sheetal is late by ten minutes.)

Ruhi : Here you are at last, Sheetal! Hi! I was beginning to get worried.

Sheetal : Hi! Look **I'm really sorry I'm late.** I was caught in a traffic jam.

Arati : **No problem.** It's good to see you.

DIALOGUE 4 (INFORMAL)

(Sharan apologises to his aunt for not getting her a book she wanted.)

Aunt : Have you got me a copy of the 'The Adventures of Hingra'?

Sharan : **I'm really feeling bad I haven't been able to,** aunty. **Actually** it's in short supply.

Aunt : **Don't let it bother you,** Sharan.

Notice that there is no significant difference between the language used for apologizing in formal and in informal situations.

ACTIVITY 3

Read aloud dialogues 3 and 4 for practice.

ACTIVITY 4

Enact the sample dialogues with a partner.

ACTIVITY-5

Making a written apology

1. Expression of regret — where you say how terrible you feel about what you did.
2. Explanation of what went wrong — where you say why and how it happened.
3. Acknowledgment of responsibility — where you take full responsibility for what happened. Here don't try to defend yourself.
4. Declaration of repentance — where you say you know what you did was wrong and won't do it again.
5. Offer of repair — where you offer to try to make it up to the victim.
6. Request for forgiveness — where you ask the victim to pardon your actions.

(Adapted from: <https://www.apologyletters.net/>)

Read the email sent to a teacher for apologizing for a mistake done by a student.

Respected Madam

I deeply regret my behavior in the class. I offer my sincere apologies.

What I did caused distraction in the class. I realize that I should

Pick up sentences from the letter and write them in column B to match them with the thoughts in column A.

Expression of regret	
Explanation of what went wrong	
Acknowledgment of responsibility	
Declaration of repentance	
Offer of repair	
Request for forgiveness	

2.5.1 Reflection

- Would an email sent to a friend have all the six features given in column A of the table given above? Would the language in column B be similar? Discuss in groups and share your thoughts with other groups.
- Read the two messages sent on mobile to two different persons for the same mistake. What do you think is the relationship between the sender of the apology and the receiver?:
- The following expressions are commonly used to apologise or express regret:
 - I must apologise for ... ing
 - I'm sorry for (also, *about*) ... ing
 - Excuse me for ... ing ...
 - I'm really feeling bad..
- Sometimes, after apologizing, we accept the blame for the mistake.
 - I know I shouldn't have
 - I realize that it is my fault, but
- Then the reason for something happening for which the apology is being made, is given or a promise made not to repeat an action.
 - I was unwell.
 - Suman wanted to know what you were teaching us.
 - The bus didn't turn up on time.
 - I won't do it again.
- The following Expressions are commonly used to accept an apology.
 - That's okay. But

(suggesting that something should not happen again).

 - That's all right. These things happen.
 - Don't worry about it.
- Some other expressions you can use to:

make an apology	accept an apology
(I'm) Sorry.	Oh, that's fine.
Please forgive me.	Don' let it bother you. /I understand.
I really feel bad about	Forget about it. /Never mind. / It doesn't matter.

2.5.2 Assignments

1. Make a list of expressions used for making an apology. Categorise them into those which you would use for communicating with your friends only, those you would use for your teacher only and those you would use for your friends as well as your teacher.

2.5.3 Review Questions

- Mention 10 different expressions which can be used to apologise.
- Rudra took home Sashi's book. He forgot to give it back. Write a dialogue between them, using the outline below.
 - Ask Rudra for the book
 - Say that you have forgotten to bring it. Apologise.
 - Respond to the apology.
- Complete the given dialogue:

Teacher : Mr Chumanlal, please show me your assignment.

Student :

Teacher : **That's all right. But do complete it by Saturday.**

Student : I certainly will.

4. You promised your mother to bring vegetables on your way back home. But you forgot. How will you apologize to her?
5. You are in a hurry and as you come round the corner you bump into someone and knock him down. What will you say to him?
6. Write a letter of apology to your father for a mistake you have done.
7. Read the two messages sent on mobile to two different persons for the same mistake. What do you think is the relationship between the sender of the apology and the receiver? (a) father-daughter (b) teacher-student) (c) manager-assistant (d) friend-friend. Discuss in groups.

I have proved myself a fool again, Bittu. I shouted at you thinking that you had shut down the computer without saving the changes. It was my mistake, dear. I need to control my anger. Please forgive me forget it, buddy.

I am sorry Sir for shouting at my friend in the computer lab. I thought he had shut down the computer before I could save the changes. I should have behaved in the manner expected of me in the lab. I will take care not to repeat such mistakes. I apologise sincerely for my mistake.

2.6 APPRECIATING

“Appreciating,” refers to an objective admiration for something’s basic value, sentiment, or nature. For example, you may not like to wear your uniform everyday, but you can appreciate the need for doing it. One of the functions of language is to make others around us feel good about themselves by praising them, or saying something nice about them such as, for example, that somebody looks good or that he/she does something well. Responding appropriately to compliments is a part of using language well. Similarly, it helps if you are able

to express the pleasure you feel when something is well done, good or useful and also to encourage others so that they feel inspired to perform better. This part of the unit will help you learn how to do all this confidently and fluently.

Activity-1 Read carefully the dialogues given below. Notice the expressions used to compliment people on their appearance, clothes and talents. Enact the dialogues.

DIALOGUE 1

(Pratima meets Sudha at a wedding. Pratima praises Sudha's appearance.)

Pratima : Sudha, **you look lovely. I like you in a** long plait with flowers in your hair.

Sudha : **Thanks, Pratima. You look great too. I'm glad you've** put up your hair. **The style suits you.**

Pratima : **Had to. My hair's not very thick.**

Sudha : **But you really look good with** your hair put up.

Pratima : **Thanks, Sudha.**

DIALOGUE 2

(Arjun sees Nikhil in his new scooter outside a bank.)

Arjun : **Wow, your new scooter looks good!**

Nikhil : **Thanks. I'm glad you like it.**

Arjun : **I think it's very smart, particularly the colour.** The deep purple looks much better than the usual black.

Nikhil : **Yes, I too love the colour.**

DIALOGUE 3

(Surender submits a project report to his boss, who compliments him for doing the work well.)

Boss : (going through the report) **You've done a good job, Surinder. I knew I could depend on you.**

Surinder : **Thank you very much, sir. Your compliment means a lot to me.**

Boss : **I also appreciate your finishing the project on time.**

Surinder : **Thank you, sir. I owe it to the training the company has given us.**

Boss : **It's nice of you to say that, Surinder.**

DIALOGUE 4

(Jeevan sees a man whom he knows carrying a smart briefcase at the bus stop.)

Jeevan : **I've been admiring your briefcase. It looks so smart.**

Acquaintance : **Oh, thank you.**

Jeevan : **Would you mind telling me where you bought it? I'd like to buy one too.**

Acquaintance : These bags have been on sale at Lepakshi since Friday.

Jeevan : Thank you. I'll go there right away.

DIALOGUE 5

(Rekha has been helping David to work out problems in geometry.)

David : **Rekha, I can't tell you how grateful I am to you for helping me solve these problems. You explained them so clearly. I wouldn't have been able to understand them on my own. Thank you so very much.**

Rekha : **You're welcome, David. It was a pleasure to work out the sums with you.**

DIALOGUE 5

(Girja looks after Sashikala's children for the day.)

Sashikala : **I really appreciate your kindness in sending lunch to school for my children. It made it possible for me to be with my mother during her surgery. Thank you very much.**

Girja : **What are friends for, Sashikal? You have helped me too, haven't you?**

DIALOGUE 7

(Sagar manages to sort out a misunderstanding between two of his friends. His father appreciates him for it.)

Father : **I liked the point you made about trying to see each other's point of view, Sagar. Also, you spoke to them quietly when they were angry. I think it helped calm them.**

Sagar : Thanks, father. They're good friends of mine, and I can't see them quarrelling.

DIALOGUE 8

(Vinod appreciates Kiran's painting.)

Vinod : *(looking at the painting of a landscape)*

That's a clever way of drawing trees, Kiran. **I like how** you've blended
Different shades of green with white.

Kiran : **Thanks for appreciating** my painting, Vinod. **Your comment means so much**
to me because you're an artist yourself.

Activity-2

Activity-2

Written Appreciation

Being able to write polished and sincere letters of appreciation is a basic element of common courtesy and etiquette. So, when someone has made a great contribution or played an important role in doing something good, or done a favour for you, it is important to let them know that you appreciate their kindness or good deed. While writing an appreciation for a person's good deeds, remember to write it without any delay.

Given below is a letter of appreciation sent by email. Read it.

Dear Mr Naidu,

I am writing this to thank you for your kind cooperation for organizing the blood donation camp held by our DIET yesterday. I am really excited that you have provided us with all the equipments and specialists needed for the camp.

Your cooperation has not only helped us collect blood but it has also spread the awareness about blood donation. Now the people of the village adopted by our DIET know that blood donation does not cause any harm and they will willingly do it when need arises.

I hope we will have more opportunities to work together.

AS the Head- Boy of our DIET, I assure you all cooperation in health awareness drives or any such social activity for which you might need our services.

Sincerely

Sunil Rathor

Put a tick mark on the features of a letter of appreciation that you find in the email given above. Tell your partner which sentence has that feature.

Features	Put tick mark on features found.
Elaborate on the deed that you appreciate.	
Mention the importance of the deed done by the recipient	
Mention the good deeds that you have done in your life.	
Send the appreciation without delay.	
Mention the deed which you appreciate.	
Compare the recipient to other such persons.	
Express your willingness to cooperate whenever there is need to do any such good deed.	

Point out the recipient's weaknesses also.	
Add a line welcoming the recipient to take your help if needed.	

2.6.1 Reflection

- We show appreciation
 - when we are grateful for someone's help.
 - when we admire someone's abilities.
- We can show appreciation by
 - using a general expression of appreciation: *That's a clever way of*
 - giving a specific reason for the appreciation: *I like how you've blended*
- When someone appreciates us, we respond in the same way as when we are given a compliment, by thanking the person and suggesting how important the appreciation is to us.
- We can compliment people on their appearance, as in *You look lovely.*
- We may refer to a particular aspect we find attractive, as in *a long plait*
- We can respond to compliments with simply *Thanks/Thank you.*
- We can also respond by returning the compliment, as in *You look good too.*
- While responding to a compliment, we may sometimes want to be modest as in, *I had to (put up my hair). My hair's not very thick.*
- We can give a general compliment and follow it with a specific one, as in *Wow, that looks good. Particularly the colour.*

- We can compliment people saying that we would like to have something they have. However, though we can ask where something was bought, it is not polite to ask its price.

Here are a few other sample compliments and responses to them.

	Situation			Compliment			Response
1.	At a meal	1.	a.	The meal was delicious, especially the laddus. You must've taken a lot of trouble over them.	1.	a.	Thanks. It wasn't much trouble. It's a pleasure to have you over, and anyway, I love cooking
			b.	I just love your kheer. Can I have some more?		b.	Sure. That's the best compliment you can pay me. Thank you.
2.	At a house – warming	2.		What a beautiful house! You've planned it very well. I like the courtyard at the back.	2.		Thank you. It's all because of your advice and support.
3.	On seeing a baby	3.		Oh, how cute she is! Such a sweet smile!	3.		Thanks. Yes, she's a very friendly baby.
4.	On a painting done by a friend's sister	4.		That's a lovely painting! Your sister's really gifted.	4.		Thank. I'm happy you think so.
5.							

2.6.2 Assignments:

1. Prepare a list of expressions for appreciating.
2. Prepare exercises for practice of expressing appreciation for the students of class-

2.6.3 Review Questions:

1. Write appropriate responses to the compliment below.

a) *Sujay* : You have beautiful handwriting. How I wish I could write like you!

Niranjana :

b) *Mohsin* : You've brought up your children very well, Sarita. It's a pleasure to them.

Sarita :
.....

c) *Roy* : I'd like to compliment you on your daughter's performance. You must be proud of her.

Mrs Rajan :
.....

d) *Patient* : Doctor, I really admire your patience and commitment towards your work.

Doctor :
.....

2. Write compliments to go with the following responses using the expressions that suit the context.

a. *You* : Excuse me, where did you buy your kurta?
.....

Stranger : Thanks, I bought it at Pandri.

b. *Teacher* : at the debat. I knew you'd get a prize.

Student : Thank you, sir. It's nice of you to say so. I wouldn't have been able to do it without your help with the points.

c. *Keerti* : I like your mother's cooking, Ranjit.
.....

- Ranjit* : Thanks. Yes, I love her chappatis too.
- d. *Manoj* : Your story is I read it three times.
- Rahul* : Thanks. I'm glad you liked it so much.
- e. *Director* : You played the role of Azad It brought tears to people's eyes.
- Actor* : Thank you very much for the compliment. I think it must have been all the rehearsals we did.

3. Fill in the blanks in the table.

	Situation		Compliment		Response
a.	At the fruit stall	a.	The mangoes I bought at your stall yesterday were very sweet.	a. Can I give you five kilos?
b.	At the doctor's clinic	b. the way you give injections, sister. They don't hurt at all.	b. You're also a good patient.
c.	At the Shishu Vihar nursery school	c.	I think you're My daughter simply loves you.	c., ma'am. I'm also fond of her.

4. Complete the dialogues with suitable expressions of appreciation chosen from those in the box below.

I wouldn't have managed	I'm happy you make	it was kind of you	I appreciate
-------------------------	--------------------	--------------------	--------------

- a. *Teacher* : the trouble you've taken you. Sir, your appreciation means a lot to me.
- Stephen* : Thank you, sir. Your appreciation means a lot to me.
- b. *Mrs Naidu* : if you hadn't helped me with all the arrangements for Sita's wedding.

Mrs Das : I enjoyed doing it. I think of Sita as my 'own daughter' don't I?

c. *Guest* : I must say that to spend a whole day with me at the Salar Jung museum.

Host : It was my pleasure. I enjoyed showing you the treasures of the museum.

d. *headmistress* : Ms Mohan The children speak in English to each other. That's good way to help them use the language.

Teacher : Thank you, ma'am.

5. Fill in the blanks with expressions of appreciation or encouragement that you would use in the given situations. You can choose from among the expressions that appear in the unit. The first blank is filled for you as an example. After you finish, listen to the CD to check your answers.

	situation		Expressions for appreciation
1.	Your mother knits a beautiful sweater for you.		_____
2.	Your grandfather teaches you to water the rice fields.		_____
3.	Your little sister has cleaned up her shelf on her own.		_____

6. You have qualified to participate in an inter-college quiz competition and are leaving to take part in it. You're the Principal, class-teacher, best friend and a student whom you don't know very well appreciate you for having got good name for the institution. What would they say to you and how would you respond to each of them?

7. Complete the table given below. You may refer to the table given in 'reflection'.

Situation	Compliment	Response

	Great work! You've put in a lot of efforts.	
	Your voice is very good. I enjoyed your singing.	
	How kind of you to take my class! I feel much better after resting this afternoon.	
	What a great help you were! I liked the way you rearranged my room.	

8. Which one of the following five expressions of gratitude would you use for your classmate and good friend as you leave her/his house after a dinner you have enjoyed very much? Explain your choice and state your reasons for rejecting the other four options:

- (a) That was a lovely meal.
- (b) It was really nice of you to have asked me.
- (c) I am obliged to you for the dinner.
- (d) I should like to express my gratitude for the excellent meal.
- (e) Hey! That was great. Thanks a lot. I really enjoyed myself.

2.7 ASKING FOR DIRECTIONS AND GIVING DIRECTIONS

If you do not know the way to a place, you usually ask someone how to get there. You also have to explain how to reach a place if someone asks you the way. This part of the unit will help you learn how to ask politely for and give clear directions in English. Note that whether you are

talking to complete strangers or to people whom you know, there is not much difference in the kind of language you will use to ask for and give directions.

Activity-1 Read carefully the dialogues below and practice them in pairs.

DIALOGUE 1

(Ratan is a new student in the college. He asks Varun for directions to the Library.)

Ratan : **Excuse me, could you tell me the way to the Library?**

Varun : **Sure. Go straight down this part and you'll reach the new block. To the left of the reception desk is a staircase. Go up the stairs to the second floor and turn right. You will find the library at the end of the floor.**

Ratan : **Thanks a lot.**

Varun : **You're welcome**

DIALOGUE 2

(Asma calls Bharat from the bus depot, asking for direction to his house.)

Asma : (on the phone) Hi, Bharat.

Bharat : Oh, hi, Asma! Where're you calling from?

Asma : From the Saket bus depot. **How do I get to your house?**

Bharat : **First, turn right, then turn left and Walk down ^{14.2} the road until you come to the traffic lights at the crossroads. There, take the right turn. Got it?**

Asma : **Yes. And then?**

Bharat : **Keep walking till you see the Shubham Hotel on your left. Right opposite the hotel is a lane leading to my house. It's the second house in the lane. There's a big mango tree in the garden. Okay?**

Asma : Yes, thanks. I'll be there soon. See you.

DIALOGUE 3

(Paul asks a passerby where he can find a stationer shop.)

Paul : **Excuse me, would you mind telling me where I can find a stationery shop here?**

Passerby : **Not at all. Turn left at the chemist's, go down the road and take the second Right. Walk on till you reach Ganesh department store. The stationer's is the third shop from the department store.**

Paul : **Third shop from the department store?**

The sentences *Walk up* the road and *walk down* the road do not always mean that the road is sloping up or down. We usually use the sentences to mean *walk along the road*.

Passerby : **Yes, that's right.**

Paul : **Thank you so much.**

Passerby : **You're welcome.**

DIALOGUE 4

(Reena wants Suma to work with her on a project at the weekend. But Suma does not know the way to Reena's house.)

Reena : Could you come home on Saturday, Shalu? We can work on the science project.

Shalu : I can come, Reena, **but I don't know the way.**

Reena : **I'll tell you how to get here. Take bus number 9 from Ramnaka. Get off at Raj Talkies. Right opposite the cinema is Sai Temple. Walk into the third street. Our house number is 11 D.**

Shalu : That's easy. See you at ten, then.

Reena : Okay.

Activity-2

Directions to follow a map

Study the given map carefully. Trace the route by following the instructions given below it. Then compare it with your classmates.



from <http://learnenglishteens.britishcouncil.org>

- A.** Go straight on. Then take the first left on to Green Street. Walk past the library and it's the building next to the library on the left.
- B.**

Go straight on. Go past the traffic lights. You will see a shop on the right. Go past that and it's on the right next to the shop.

C.

Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn left. Go past the theatre. It's the building next to the theatre, opposite the hospital.

D.

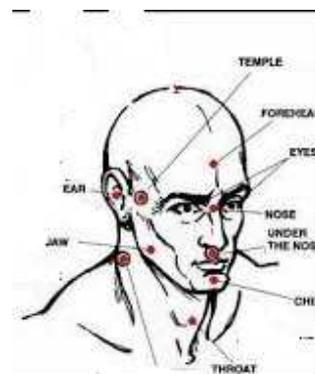
Go straight on. Go past the traffic lights and take the second right on to King's Road. Go past the bookshop. It's the building next to the bookshop opposite the café.

Activity -3

Directions to Use a Product

Pair Work: Here are directions for using a moisturizer. Read and enact as given.

1. **Apply:** Dab the moisturizer on face and then gently and spread it evenly on your face and neck in upward and outward movements.
2. **Massage:** Starting from the center of your chin, massage slowly up your jaw line in gentle, circular motions, ending at the lower ear. ...
3. **Activate :** Press the energy points.



2.7.1 Reflection:

Here are some more expressions you can use to ask direction and to give them:

Asking for direction		Giving directions	
1.	Can you tell me where the Bata shoe shop is?	1.	It's opposite the State Bank of Hyderabad, next to the Kamath Hotel.
2.	Could you direct me to the principal's office, please?	2.	Go along the corridor and turn left . It's just round the corner.
3.	How far is the Navrang theatre form here	3.	It's about a three – minute walk from here. Cross the road and go straight on.
4.	Can you help me find the bus pass counter, please?	4.	It's on the other side (of this bus stand), near the main entrance, facing the fresh fruit juice stall. You can't miss it.

5.	Can you show me the way to the Skyline cinema?	5.	It's in Basheer Bagh. From the crossing, go towards Hussain Sagar. On you right, you'll see the Shanbagh. Take the lane next to the hotel and walk down it about ten yards. You'll see Skyline on your left. You can't miss it.
6.	Excuse me, is this Shivaji Park?	6.	No, I'm afraid you've come to the wrong place . this is Shivaji Nagar. Shivaji park is at the other end of the city, near the Secretariat.

2.7.2 Assignments:

1. Prepare a list of expressions for giving directions and the appropriate response.

2.7.3 Review Questions:

1. You don't know where the local post office is. When a stranger asks you for directions to the post office, what will you say?
2. **Complete the dialogue**

Ratan : Excuse me, could you tell me the way to the Primary School?

Varun :

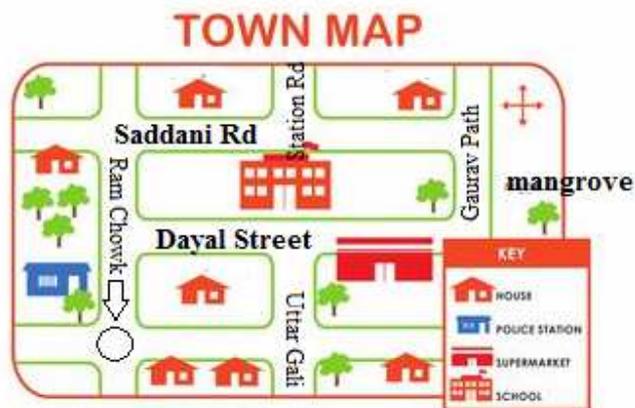
.....

.....

Ratan :

Varun :

3. **Prepare a message to be sent on a mobile phone to give directions to help the recipient find the way from the railway station/ the bus stand to our training institution.**
4. **Pair Work : With a pencil, trace a route on the map given below. Give oral directions to your partner to follow the same route in her textbook with a pencil. Compare the two routes.**



5. Your friend has arrived at the bus stop in your village/town. She asks different people the route to your house. How will the following people respond? (Take hints from the table given above.)

- (a) a stranger on the road.
- (b) a woman at the bus-stop.
- (c) a traffic policeman.

UNIT 3.0 will be available in the next update.

Unit – Approaches & Methods of Second Language Teaching

4.0 Introduction – Knowledge of various methods and approaches of English teaching is quite useful for English language teachers. A teacher who is well equipped to skillfully select the methods according to the needs and possibilities can face any challenge related to English Language Teaching. English holds the place of a second language in most schools in India. In this unit various approaches and methods of teaching English as a second language are discussed. Methods and approaches in all fields of development, including ELT keep changing. One method is embraced as an improvement over the other. That is why this unit on methods and approaches of English teaching is of great importance.

Various methods and approaches have been developed as per demand and experience. On the basis of advantages and disadvantages of prevailing methods and as per need and demand for improvement from teachers and the society, new methods and approaches have come in from time to time. We need to carefully select suitable methods and approaches to teach English as per need. Though English is the second language it is very important for the wholesome growth of an individual and the society as a whole. So developing the skills in communicating in English is needed right from elementary level needs special focus.

4.1 Objectives

After completing this unit you will be able to:

- understand various methods and approaches of teaching English.
- critically evaluate focus of various methods/ approaches used for teaching English and understand their usefulness for English teaching to young learners.
- be familiar with using various methods / approaches appropriately.
- be able to evolve your own method/ approaches according to your need and context.
- be familiar with present trends
- have an understanding of innovative processes.

4.2 Grammar Translation Method

Concept

Grammar Translation Method is also called *classical method* because in the teaching of classical languages, Greek and Latin this method was used for the purpose of helping students read and appreciate *foreign language literature*. It was also hoped that through the study of the grammar of the target/second language students would become more familiar with the grammar of their native language.

As the very name suggests the focus of this method was teaching grammar of the language and translation in to mother tongue.

Principles of Grammar Translation Method:

- The students will be able to read literature in foreign language.
- Literary language and foreign culture through fine art such as literature.
- Students should be conscious of the grammatical rules of the target language.
- An important goal is to be able to translate each language into other languages.
- The primary skills to be developed are reading and writing.
- The teacher is the authority in the class.

○ The major drawbacks of grammar translation method are:

- The ability to communicate in foreign language was not a goal.
- Little attention is given to speaking and listening skills.
- Major focus on grammar and translation does not help much to learn the language.

4.2.1 Reflective Exercise:

1. How did your teacher teach you English? Did s/he use Grammar Translation method? State with examples.
2. What is the place of grammar translation method in acquiring a mother tongue?
3. Use of grammar and translation is reduced in school; still many teachers feel the need of teaching grammar and translation. What is your opinion?

4.2.2 Assignments

- Teach at least one period to the students of class-5 using grammar translation method.
- Observe an English class and analyse method of English teaching used by the teacher.

4.2.3 Review questions.

- Write characteristic features of Grammar Translation Method of English Teaching.
- Write advantages & disadvantages of Grammar Translation Method of English Teaching.
- What is focus of Grammar Translation Method ?
- Should translation be taught in schools ? Why ?
- Can a person learn a language by being familiar with rules of grammar ?
- How should teaching of grammar be done ?
- Write in your own words various features of Grammar Translation Method.
- What is meant by teaching grammar in isolation? Explain with examples.
- What are problems of teaching grammar in isolation?
- State whether teaching translation is necessary to a language learner .

4.3 Direct Method

Concept

As was realized that Grammar Translation method is not very effective to use a foreign language for communication, Direct Method become popular. As the very name of the method suggests meaning of words conveyed *directly* in the target language.

Principles of Direct Method

- Teacher should demonstrate not explain or translate. It is desirable that students make a *direct association* between target language and meaning..
- Student should learn to think in target language as soon as possible.
- New words/vocabulary is acquired more naturally – objects, realia or pictures present in immediate situation which help students understand meaning.

- Reading & writing in target language should be taught from the beginning of language teaching.
- Pronunciation is given importance since the beginning of English teaching.
- The native language/mother tongue should not be used in the classroom.
- The purpose of language is communication. Therefore students need to learn to ask questions as well as answer them.
- Students are encouraged to speak English as much as possible.
- Grammar is taught in context.

4.3.1 Reflective Exercises:

- Group Discussion: What are the challenges you are likely to face if you talk to your students only in English in the class? How would you overcome this challenge?
- When you become a teacher, would you like to use Direct Method of English teaching ? if yes/No why ? Give reasons.

4.3.3 Assignments

- List some of the important features of Direct Method of English teaching.
- Write important learning outcome of use of Direct Method of English teaching.
- How is Direct Method of English teaching different from Grammar Translation method ?

4.3.4 Review questions

- Write in support or against Direct Method of English teaching.
- What are advantages of Direct Method of English Teaching ?
- State why Direct Method of English teaching came in use.
- What is given importance in Direct Method of English teaching
- What are major problems with Direct Method of English teaching ?

4.4 Structural Approach

Concept

The term “Structural Approach” is believed to be a method of English teaching. But the fact is that it is not a method. In fact, a method is a body of certain techniques and structures, as we know that every living organism has a structure even language has a structure.

The structural approach is based on belief that in learning a foreign/second language mastery of structures is more important than the acquisition of vocabulary. To lay foundation of English by establishing through drill and repetitions about 275 structures are graded. All the four language skills LSRW are taught. It focuses. to enable the learners to attain mastery over an essential vocabulary of about 3000 root words for active use.

Principles of Structural Approach

- The emphasis should be on teaching language. Structural approach ensures mastery of structures, which will result in effective language learning.
- Structural approach believes that learning a language is habit formation. A lot of drill work is given.
- *Speech* is more important than *reading* and *writing*. It gives importance to speech.
- *Only one item is taken at a time*. Next structure is taken only when there is mastery in first.
- A Teacher is expected to create meaningful situation. That makes teacher's work interesting. And students are able to learn the structures well.

4.4.1 Reflective Exercise:

1. **Group Work:** Subject-object-verb (SVO) is a sentence structure. Make a list of sentence structures used in English. Compare your list with the list made by the other groups.
2. What are important features of Structural Approach of English Teaching ?
3. How much is drilling useful in language learning ?
4. Is repeated exercises/drill useful at elementary level ? How ?

4.4.3 Assignments

1. What are major objection of Structural Approach of English Teaching ?
(You may write mechanical drilling , lack of communication in teaching structures etc. and also add some of your own views)
2. List structures useful for elementary learners.
3. Analyse some books based on communicative approach and find out if there are grammar rules given in those books also.
4. Is Structural Approach more useful at elementary or high school level? Hold a discussion and prepare a short report of our discussion.
5. What are the basis of grading of structures ? Discuss and try to understand with persons well known to English Teaching.

4.4.4 Review questions.

1. Write in favour of or against use of Structural Approach.
2. How can we use knowledge of English structures effectively to teach English?
3. Which are the aspects of language given importance in Structural Approach ?
4. 'Mechanical drills cannot be of any use in learning English.' Give your comments.

4.5 Communicative Approach

Concept

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. For example practising question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication.

In the classroom

Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials.-from www.teachingenglish.org.uk

Distinctive features of Communicative Approach are :

- Language learning is learning to communicate.
- Effective communication is the very purpose of language teaching and learning.
- Contextualizing teaching is basic. It means language teaching should be so as to provide learners scope and opportunity to make use of language for

communication. i.e. language use in natural situation and related to learners day to day life situation.

- Meaning is important which means a learner is involved in language learning meaningfully. s/he draw conclusion and understand what goes on well.
- Dialogue is important in communicative approach. Learners took part in language learning significantly and there is no need of memorizing things.
- Comprehensive pronunciation i.e. oral language use in context, is tried.
- Attempt to encourage communication from beginning is important.
- Judicious use of mother tongue is accepted where feasible.
- Translation may be used where students need or benefitted from it.
- Reading and writing can start from first day if desired.
- Teachers help learners to motivate them to work with the language.
- Fluency and acceptable language is the goal. Accuracy is judged not in abstract but in context.
- Language is created by the individual often trial and error.
- Students are expected to interact with other people.
- Grammar lessons do not focus on knowing language systems(declarative knowledge, but about knowing how to use language.

4.5.1 Reflective Exercise

Group Discussion:

- What is the place of mother tongue in communicative approach?
- What would happen if human beings could not use language for communication?

4.5.3 Assignments

- Write important features of communicative approach in your own words.
- Why is communication skill so important ?
- What are the advantages of communicative approach ?
- What is communication? Do animals also communicate. Give examples.

4.5.4 Review Questions

- “Communicative approach does not encourage memorization of grammar rules. So those who learn through communicative approach are weak in grammar.” Give your comments.
- Why is there demand of using communicative approach in language teaching?
- Why is knowledge of various approaches and methods of English teaching necessary?
- How can we develop skill to use English teaching methods and approaches?
- Which method or approach of English Teaching appealed you most? State why?
- Explain how communicative approach is helpful in language learning?

Sum up

Every method and approach of English teaching has its own importance and usefulness. We cannot choose any one for all. The appropriate method for a particular situation has to be selected wisely. A teacher has to decide which one to choose and when and why.

After going through various methods and approaches of teaching English let us analyse the important features of each. Put tick mark on the language area focused in different methods. Discuss the table after completing it.

S.No	Method/ approach	Listening	speaking	Reading	writing	Grammar	Use of Mother tongue	other
1	Grammar. Translation method							
2	Direct method							
3	Structural approach							
4	Communicative approach							

5								
6								

4.6 Recent Developments in English Language Teaching

Currents trends

4.6.1 Reflective Teaching

‘ Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes.’- from Study .com

This is about teachers questioning and exploring their own practice of teaching. Reflecting upon one’s own way of teaching helps the teachers tremendously in improving their teaching skills. Reflective teaching is a means of professional development which begins in our classroom.

Tools for reflection

- Teacher diary
- Peer observation
- Recording lessons
- Student feedback

4.6.2 Total Physical Response

James Asher developed the total physical response method as a result of his observation of the language development of young children. Asher saw that most of the interactions that young children experience with parents or other adults combine both verbal and physical aspects. The child responds physically to the speech of the parent, and the parent reinforces the child's responses through further speech. This creates a positive feedback loop between the parent's speech and the child's actions. Asher also observed that young children typically spend a long time listening to language before ever attempting to speak, and that they can understand and react to utterances that are much more complex than those they themselves can produce.

From his experiences, Asher outlined three main hypotheses about learning second languages that are embodied in the total physical response method. The first is that the brain is naturally predisposed to learn language through listening. Specifically, Asher says that learners best internalize language when they respond with physical movement to language input. Asher hypothesizes that speech develops naturally and spontaneously after learners internalize the target language through input, and that it should not be forced. In Asher's own words:

A reasonable hypothesis is that the brain and the nervous system are biologically programmed to acquire language, either the first or the second in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronise language with the individual's body.

The second of Asher's hypotheses is that effective language learning must engage the right hemisphere of the brain. Physical movement is controlled primarily by the right hemisphere, and Asher sees the coupling of movement with language comprehension as the key to language acquisition. He says that left-hemisphere learning should be avoided, and that the left hemisphere needs a great deal of experience of right-hemisphere-based input before natural speech can occur.

Asher's third hypothesis is that language learning should not involve any stress, as stress and negative emotions inhibit the natural language-learning process. He regards the stressful nature of most language-teaching methods as one of their major weaknesses. Asher recommends that teachers focus on meaning and physical movement to avoid stress.^[4]

The main text on total physical response is James Asher's *Learning Another Language through Actions*, first published in 1977.-from Wikipedia

How can I use it in class?

In the classroom the teacher plays the role of parent. She starts by saying a word ('clap') or a phrase (raise your hands) and demonstrating an action. The teacher gives instructions and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase you can then ask the students to direct each other or the whole class.

It is more effective if the students are standing in a circle around the teacher and you can even encourage them to walk around as they do the action.

When should I use it?

TPR can be used to teach and practice many things.

- Action words (smile, march, dig, whisk)
- Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast)
- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close your eyes)
- Storytelling

It can be adapted for many kinds of teaching situations; you just need to use your imagination!

Why should I use it in the classroom?

- It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.
- It really helps students to learn and remember phrases or words.
- It is good for kinesthetic learners who need to be active physically in the class and cannot sit for long without physical movement.
- It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.

- It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language.
- It is very effective with teenagers and young learners.
- It involves both left- and right-brain.

Here are some tips by Richard Frost, British Council, Turkey taken from the website www.teachingenglish.org.uk:

When I use TPR, first I get the students to do the actions and then I do them and drill the students (chorally and individually) to give them an opportunity to practise making the sounds. They are then ready to give commands to each other.

A game I like to play is to organize the students into a circle around me, I say the word and the last person to do the action is out. This person then stands behind me and watches for the student who does the action last. Eventually there is only one student, she is the winner.

You can extend this by playing Simon Says. This time when you give a command, students should only do it if you say "Simon says..." at the start. I might say, "Simon says, 'slice some bread'" or "Simon says, 'chop an onion'" and the students must do the action. However if I say, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other students.

Are there any disadvantages with using TPR?

- Students who are not used to such things might find it embarrassing. This can be the case initially but I have found that if the teacher is prepared to perform the actions, the students feel happier about copying. Also the students are in groups and don't have to perform for the whole class. This pleasure is reserved for the teacher.
- It is only really suitable for beginner levels. Whilst it is clear that it is far more useful at lower levels because the target language lends itself to such activities I have also used it successfully with Intermediate and Advanced levels. You need to adapt the language accordingly.

For example, it helped me to teach 'ways of walking' (stumble, stagger, tiptoe) to an advanced class and cooking verbs to intermediate students (whisk, stir, grate).

- You can't teach everything with it and if used a lot it would become repetitive. I completely agree with this but it can be a successful and fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques.

4.6.2.1 Reflection:

For which classes would you use TPR? Why?

4.6.2.2

Assignments:

1. **Group Work:** Design a TPR session for Primary level for the teaching of English. Give a demonstration to the whole class. Have a discussion on the demonstration. Prepare a final draft of the TPR design.

4.6.2.3 Review Questions

1. Prepare a plan to use TPR to help students to tell each other about their favourite food.
2. 'Students should not be expected to learn all aspects of a syllabus through TPR.' Give your comments.

4.6.3 Eclectivism

The 21st century is referred as the "Post methods Era" by many scholars (Kumaravadivelu, Brown, Larsen-Freeman, and Mellow to name a few), where the focus of teaching is on eclecticism. Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions, principles, and methods.

Today, the use of L1 in L2 pedagogy and the use of different accents in listening activities and tests are encouraged in teaching and learning. Learning outcomes and learning standards are broader and pursue the development of not only

language skills, but critical thinking, learning strategies, and related content knowledge and skills in the real world.

4.6.4 Changing roles and increasing responsibilities of teachers:

Fostering a sense of social responsibility in students is an integral part of ELT practices. With all these new trends, the role of today's teacher is also evolving, and our responsibilities have been increasing. In the 21st-century classroom, teachers have multiple roles and responsibilities as facilitators of student learning and creators of a productive classroom environment in which students can develop the skills they will need for the 21st-century workforce. More and more teachers are asked to use collaborative, content-based, project-based curriculum to help students develop higher-order thinking skills, effective communication skills, and knowledge of technology. Another change noticed is that many teachers no longer teach in isolation. Teachers have the opportunities to co teach, team-teach, and collaborate with other teachers from other disciplines. – *from <http://blog.tesol.org>*

4.6.4.1 Reflection:

4. 4.6.1, 4.6.2 and 4.6.3 discuss various new trend . Have you observed fragments of these trends when you were studying in school?
5. Pair Work: What do you find most interesting in the trends given above. Share it with your partner.

4.6.4.2 Assignments

1. Try out TPR in a class for 5 days and submit a report of your observations.
2. Keep a diary of reflections on your teaching for two weeks.. Then study your diary to and find out if you see any positive change in you as a teacher.

4.6.4.3 Review Questions:

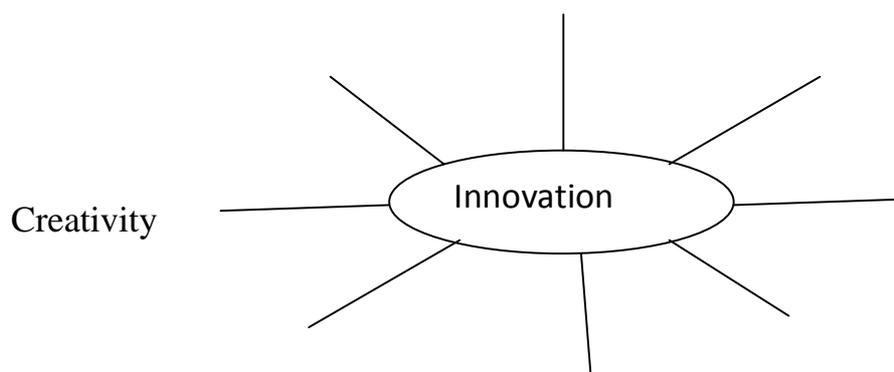
1. Rita is kinesthetic child and does not like to sit quietly and do things. But after a class based on TPR , a student says, now I am ready to sit in a place for 30 minutes and ready to do any non TPR activity .
2. What are twenty first century skills? How can an English teacher contribute towards developing twenty first century skills?
3. Why would you recommend ecelctivism to any teacher?

4.7 The English Teacher as an Innovator

Concept - Innovative Practices of Teaching English

Innovation –

Word web: Write words that come to your mind when you read the word ‘innovation’. One word is written.



One can be effective in teaching only by being innovative. Teaching and learning of various aspects of English as a second language is quite challenging and quite different. Hence there is necessity of innovation in teaching cannot be denied.

Innovation in the teaching –learning has to be need based, contextual, relevant and fruitfully productive; helpful in generating learning effectively. Innovation has to

be essentially replicable and sustainable. To make an innovation replicable, it is important that it is documented.

Creativity is doing things differently. Shiv Khera says – successful people do not do different things, they do things differently.

Objectives

After completing this unit you will be able to:

- understand need and importance of innovative practices in English teaching.
- Implement innovation in English teaching.
- You will be able to identify and practice some innovation in teaching English

Innovation is necessary

- to break monotony in teaching / learning.
- to introduce variety in teaching / learning.
- to make teaching / learning contextual and relevant.

Add some more of your own

Reflection: List some of the important features of innovation:

1. -----
2. -----
3. -----
4. -----
5. -----

4.1.1 Reflection

1. How is ‘innovation’ different from ‘doing things differently. Explain with examples.

4.7.2 Assignments

1. Discuss with 3 teachers or surf the internet and make a report on the innovations which you discuss about or read about.
2. Group Work: Think about an innovative idea for all the students of your class to improve spoken English.

4.7.3 Review Questions

1. What is an innovation?
2. Make a list of areas in English Language Learning for D.El.Ed. students in which you think it is necessary to make innovation.

4.8 Class Room Management

Concept

An efficient teacher needs to know what why and how of classroom teaching. Managing classroom is very challenging especially in lower classes is very challenging. They are quite energetic and very active. To work with young children requires patience and knowledge of child psychology. Any Management requires planning, controlling, organizing, motivating, leading and decision making. One needs to be ready with plan “B” for unforeseen situation. And readiness for all such consequences is also necessary.

Management is an important aspect in teaching and classroom practice. Classroom is so sensitive & so challenging place that success in classroom transaction very much depends on proper planning and careful execution of plan successfully. Classroom management includes time management, group work management, managing interaction, learning management, learner’s achievement management etc.

Some tips for Classroom Management

1. Create a list of helpers and monitors, changing on a weekly basis. I always have two helpers, the silence monitor, the line up monitor and the tidy up monitor. Each of them has a very responsible function, such as distributing the materials, making sure the children are quiet when they should, lining them up before leaving the classroom, etc.

2. If you see a child is working quickly and effectively you can let her be the teacher for a while, that is, explain the task to the rest of the class, show them how it should be done.

3. When you give group work tell the students that the one to present the group work will be selected at the end of the group work. By doing this, you can ensure that every group member is alert because anyone can be called to make the presentation.

If you are doing group work, let each group have a maximum of 6 students.

4. Praise the pupils. As simple as that, praising them can work wonders. 'I can see Mamta is already a big girl because she knows how to sit properly during lunch', you say and a smile lights up on that girl's face while others imitate her hoping for a similar comment.

Maintaining discipline

Should we be strict with children? Being strict does not mean being negative. It means establishing the rules and limits and being very consistent about them. State clearly what you will not tolerate and once you make your stand, never change your opinion. Lack of consistency is the teacher's worst enemy. Don't make false promises, neither the positive nor the negative ones.

Don't expect children to be very quiet. The fact that they're not quiet doesn't mean they're not working and learning. The crucial thing is to make them react when you need them to be quiet.

a) In order to achieve that you should try introducing some clear signals, like a bell, a whistle, counting, clapping your hands, or any other kind of signal you want them to recognize as the moment to go quiet. You can even try writing "SILENCE" on the board, to get the attention of at least some of them. They will probably start passing the message on to the rest of the class.

b) Count back from 5 or 10 to let them line up and from 60 when I want them to tidy up.

c) Mute signals: Sometimes it's enough to establish eye contact with one student and show him or her that you want the group to be quiet or to look at you. They'll start passing the message on.

d) Line up. Talking to a herd of kids who are running around and shouting may not be very effective, so it's better to get them in one place first. When you manage to line them up you've already got their attention; now you can start talking.

e) Clap your hands if you're listening to me...

Finish the sentence, say it aloud and act that way until they start paying attention. For example, "rub your tummy if you're listening to me", "touch your nose if you're listening to me", and "put your finger on your lips if you're listening to me".

f) Stop explaining

All the three ideas above are based on the assumption that there are some kids in every class genuinely interested in what you're saying. They will try to hush the others just to hear your instructions.

4.8.2 Reflective Exercise:

1. Why and when learners make noise in class room ?
2. How can we improve English class room teaching/ learning ?
3. Suggest/ list major areas of classroom management to improve teaching /learning of English in classroom ?

4.8.3 Assignments

1. Observe classroom management in 5 classrooms (Primary or Upper Primary). Prepare a report of your observations.

4.8.4 Review questions.

1. Some causes of bad classroom management are given below. Explain these causes and the solutions.

- a) instructions weren't clear for students;
- b) instructions were too complicated;
- c) classroom management wasn't on a proper level;
- d) pre-task activity was omitted;

e) task is not appropriate for the students' knowledge.

f) few auditory learners in the class.

2. How can classroom be managed well especially at elementary level?

3. What are important features of classroom management ?

4. How can we say a classroom is well managed ?

6. Explain various challenges of classroom management in elementary classes.

7. How can an elementary teacher manage a class well ? explain.