

# **Pedagogy of Teaching English**

## **Language Skills**

### **Learning Objectives**

**After finishing this unit students will be able to:**

- Acquire knowledge about four language skills
- Develop understanding about the sub skills of Listening skill
- Explain the techniques of developing listening skill
- Develop understanding about the sub skills of speaking skill
- Explain the techniques of developing speaking skill
- Develop understanding about the sub skills of reading skill
- Explain the techniques of developing reading skill
  
- Develop understanding about the sub skills of writing skill
- Explain the techniques of developing writing skill

Language is a skill subject. It is a complex skill which contains several other skills. Language educators have long used the concepts of four basic language skills. They are Listening, Speaking, Reading and Writing (LSRW).

### **Classification of language skills**

The language skills are classified in several ways. They are detailed below.

#### **A. Receptive Skills and Productive skills**

The skills of listening and reading are called receptive skills as we are at the receiving end of communication channel when we engage in listening and reading.

The skills of speaking and writing are called productive skills as we are at the transmitting end of the communication channel when we speak or write. They are also called Expressive skills.

#### **B. Active skills and Passive Skills**

Speaking and writing are called active skills. This is because we are active at the time of speaking and writing.

Listening and reading are called passive skills. We are said to be passive while listening and reading. However, some argue that active cognitive processing takes place while listening and reading and so it is incorrect to describe those skills as passive skills.

#### **C. Aural-Oral Skills and Graphic Motor Skills**

Listening and speaking are described as aural- oral skills. Aural means pertaining to ear. Reading and writing are described as graphic motor skills.

The language skills are detailed below:

## **Listening**

Listening may be defined as an act of receiving oral language. It means listening to and understanding what we hear. Listening facilitates speaking. Listening comprehension is the receptive skill in the oral mode.

### **Types of listening**

#### a) casual Listening

It means listening without a particular purpose

Eg. Listening to an announcement while reading a magazine

#### b) Focused listening

It means listening attentively for getting a particular piece of information.

Eg. listening to the announcement of results

#### c) Intensive listening

It is the listening for details. The focus will be on detailed comprehension of meaning

Eg. Listening to the prescriptions of a doctor

#### d) Extensive listening

It is the listening for getting a general idea or gist of some event. Here listening is not for complete comprehension. It may be for pleasure.

Eg. Listening to music while doing something else

### **Sub skills of listening are:**

- Identifying sounds of the language
- Distinguishing the word boundaries
- Recognizing word-order patterns
- Recognize stress, rhythm and intonation of the language
- Identify information
- Recognize emotional tone

### **Techniques to develop Listening Skill**

The following techniques can be used for developing skill of listening.

- Listening to good speech models
- Listening to news on radio and TV
- Distinguish sound from minimal pairs
- Ask pupils to perform actions
- Listening to stories
- Listening to rhymes
- Listening to English conversations

### **Evaluating Listening skill**

The following activities can be done for testing the mastery of the skill of listening.

Ask to follow directions.

Give an oral presentation and ask questions.

State something and ask pupils to say true or false.

## **Speaking**

Speaking is the productive skill in the oral mode. It involves using correct rules of grammar, accurate pronunciation, intonation, gestures, facial expression etc. Learning to speak a language is the shortest way to learning to read and write it.

### **Sub skills of Speaking**

- Produce meaningful sound.
- Use stress, rhythm and intonation.
- Use the correct forms of words.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Convey information.
- Make main ideas stand out from supporting details.

### **Techniques for developing Speaking**

- Discussion
- Story telling
- Extempore
- Role play
- Dialogue
- Debate
- Language games
- Reading aloud
- Oral composition

## **Reading**

Reading is a process of looking at a written word or printed symbol and translating it into an appropriate sound. This spoken word is further associated with an object it stands for. Reading consists of three elements. They are the symbol, the sound, and the sense. It consists of 3 'S's. In silent reading one 'S' is dropped. Reading is the receptive skill in the written mode.

### **Sub Skills of Reading**

- Recognise the script
- Recognise vocabulary
- Recognise basic syntactic patterns
- Elicit the main points
- Distinguish the main idea from the supporting details
- Identify the attitude of the writer

### **Mechanics of Reading**

While reading a person's eyes move by a series of jumps separated by short stops. This stop is called Fixation. Reading takes place during this fixation. The number of words read in one complete movement of the eyes is called Eye Span. In other words, eye span is the length between fixations. The longer the eye span, the more fluent is the reader; the shorter, the poorer.

### **Stages in the process of Reading**

#### **Recognition Stage:**

The learner simply recognizes a spoken word in its written or printed form.

#### **Structuring Stage:**

The learner identifies the syntactic relationship of the items.

#### **Interpretation Stage:**

The learner comprehends meaning. He distinguishes between the writer's opinion and the facts. The mood of the writer is inferred.

### **Aims of Teaching Reading skill**

- To enable the pupils to pronounce words correctly
- To help the pupils comprehend the meaning of words
- To enable the pupils to interpret sentences accurately
- To enable the pupils to read easily and fluently
- To enrich the pupils' vocabulary
- To make the pupils independent learners
- To help pupils read fluently
- To increase pupils' knowledge
- To create in the pupils a taste for English literature

## **Levels of Reading**

There are mainly three levels of reading. They are literal level, inferential level and evaluative level.

### **Literal Level:**

In this level of reading, the reader can find the meaning directly in the text. Answers can be seen clearly and openly in the text. Eg. When did you buy this shirt?

### **Inferential Level:**

In this level, the reader cannot get the exact answer directly from the text. He has to interpret the text. He reasons, analyses classify compares and contrasts. Points of answer lie somewhere in between lines. Eg. How did it occur?

### **Evaluative level:**

In this level, the reader finds the exact answer beyond the the text. Answers are not directly given in the text. This level is extra abstract. Eg. A thing of beauty is a joy forever. Do you agree?

## **Types of Reading**

In broad sense, reading is of four types. They are Intensive Reading, Extensive Reading, Loud Reading and Silent Reading.

### **1. Intensive Reading**

Intensive reading means a detailed study of a passage. Minute attention is given to each aspect of it. It concentrates on the study of language. It concerns with the linguistic, thematic and technical aspects of the passage.

### **2. Extensive Reading**

Extensive reading means a non-detailed study of the passage. It concerns with getting the overall meaning or idea of the passage. Its aim is nonlinguistic. It develops pupils' interest in learning language. It cultivates in pupils a taste for reading.

### **3. Loud Reading**

Loud reading means reading aloud. Students are to be enabled to read using stress, rhythm and intonation.

## **Importance of Loud Reading**

- It removes the defects in speaking English
- It trains pupils to link the spoken word with the printed symbol
- It helps to use correct pronunciation, stress and intonation
- It prepares pupils for effective silent reading
- It improves pupils fluency in speech
- It develops a sense of appreciation
- It develops in pupils the correct habit of reading in sense groups

## **Qualities of good Loud Reading**

- Audibility

- Reasonable speed
- Good flow
- Correct pausing
- Clarity
- Correct pronunciation
- Fluency
- Proper expression
- Proper stress and intonation
- Good sound modulation

#### **4. Silent Reading**

Silent Reading means reading something without producing sound audible to others.

#### **Qualities of good Silent Reading**

- No lip movement
- No murmuring voice
- Wide eye span
- No rotation of head
- No movement of fingers or pencils along the lines
- No regression
- Reasonable speed
- Good comprehension

#### **Advantages of Silent reading**

- It saves time
- It develops speed
- It facilitates good comprehension
- It keeps the whole class engaged
- It prepares pupils for independent reading
- It helps pupils work at their own speed
- It helps pupils concentrate their attention on meaning
- Attention can be concentrated on meaning
- It facilitates deep study
- It keeps privacy of the subject matter

#### **Limitations**

It does not improve pupil's pronunciation.

It impedes immediate correction of pupil's errors in reading

It doesn't ensure whether pupils are actually reading or not

It is not suitable for beginners

It doesn't make use of auditory memory.

#### **Types of silent reading**

##### **Scanning**

Scanning is a way of reading in which the learner quickly goes through a text to find a particular piece of information. The reader ignores anything he is not looking for. It is usually used in timetables, charts, etc. Eg. Scanning a telephone book

### **Skimming**

Skimming is a way of reading in which the learner reads the whole passage rapidly to get the gist of the passage. This may be to get a rough idea, or to see what the book is about. The learner is very conscious of the information he wants.

### **Skipping**

Skipping is a way of reading in which the learner reads a matter leaving out the important. This type of reading not be fast.

### **Causes of poor reading**

- Ignorance of the importance of reading
- Lack of motivation
- Poor reading habit of teachers
- Faulty examination system
- Wrong method of teaching English
- Substandard curriculum
- Lack of good libraries in schools
- Wrong attitude of the librarian towards pupils
- Lack of interesting books in the library
- Rigid academic schedule

### **Techniques for developing reading**

- Give proper guidance
- Make pupils interested in reading
- Study pupils' reading interest
- Arrange good library facilities
- Display new books on the class bulletin board
- Train pupils in oral reading
- Organise reading competitions
- Assign reading works.
- Arrange class discussions on the books read
- Follow up activities

### **Techniques to improve the speed of reading**

- Make a firm decision to improve speed
- Regular practice
- Read interesting books
- Read speedily
- Make self-assessment of reading speed
- Enjoy reading Ensure good concentration
- Develop eye span

- Avoid regression
- Improve awareness of syntactic patterns.

## **Methods of Teaching Reading**

There are several methods for teaching reading to beginners. The most important methods are the following.

### **Alphabet Method**

The learner is first taught to name the letters of a word and to utter the word as a whole. Eg. D-E -S- K: Desk. The learner then repeats them till he learns them by heart. Then the teacher combines some letters to form another word and utters it as a whole. Learner repeats them and becomes familiar with phrases and sentences.

After sufficient practice of this type, the learners begin to read. Here the unit of teaching reading is letter. It makes the learner aware of the spelling from the very beginning. This method is also called Letter Method or ABC Method.

This method has some limitations. It is not suitable in the case of English language which is an unphonetic language. It is slow. It is unpsychological. It does not facilitate the development of eye span. Focus is on individual letter and the meaning is ignored.

### **Phonic / Phonetic Method**

In this method, the unit of teaching reading is sound. All vowel sounds are introduced one by one first and then consonant sounds. Later, teacher writes vowels, consonants and then combined sounds are pronounced. Eg. /d/, /e/, /s/, /k/ = desk.

It gives sufficient knowledge of sounds. It facilitates the correct pronunciation of words. It introduces sounds scientifically. It is logical.

The limitation is that all words cannot be taught this way. Unphonetic nature of English causes confusion. Development of eyespan is ignored. Lack of efficient teachers is another problem. The focus is on individual sounds and meaning is ignored.

### **Syllabic Method**

The unit of teaching reading is syllable. The syllables are introduced first and combine them all to form words. It is complex and difficult. Syllabification may be boring to the learners. Eg. tei - bl = table.

### **Word Method (Look and Say Method)**

Children learn to recognise whole words rather than individual sounds or letters. The child will look at a word which is uttered by the teacher and in turn will repeat the sound (the word). Flashcards with individual words written on them are used for this method, often accompanied with a related picture. Then action words are taught, followed by abstract words.

In this method, word is the unit of teaching reading. It focuses on the meaning of what is read. It is psychological. It follows from concrete to abstract and from simple to complex. It is comparatively easy. It develops the reading skill.

This method has some defects. It doesn't emphasise the development of pupils' ability to spell. The students have to remember the sounds of too many words. It treats all words as independent items.

### **Phrase Method**

In this, phrase is the unit of teaching reading. Phrase means a group of words which makes sense but not complete sense. It is a midway between word method and sentence method. It develops eye span. It develops the speed of reading. But it ignores spelling. It puts heavy load on pupils' memory.

### **Sentence Method**

The teacher writes some sentences on the black board and reads. The pupils repeat and learn the sentences. Then the teacher divides the sentence into phrases and words. The procedure is as follows:

Sentence - Phrases - Words - Letters

Sentence Method develops fluency in speaking. It facilitates fast reading. It focuses on the meaning as well. It ensures meaningful learning. It follows holistic approach. It expands eye span. It is psychological. It facilitates thoughtful reading attitude.

Limitations: It requires high memory. It is difficult to read without knowing letters and sounds. It requires well trained teachers. Accurate pronunciation is not adequately stressed.

### **Story Method**

A paragraph with a story in it is the unit of teaching reading here. Teacher tells a story and writes it on the black board or directs the pupils' attention to the printed text. Pupils read it and identify the individual elements.

It arouses interest in pupils to read. It stresses on meaning. It facilitates easy comprehension. The main limitation is that it causes guess work in pupils. It exercises heavy load on pupils as they are required to memorise the whole events.

### **Eclectic Method**

Eclectic method is the combination of methods. In teaching reading, it focuses on a combination of alphabet method and word method. Here word recognition and meaning are equally stressed.

## **Writing Skill**

Writing is the productive skill in the written mode. It involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

### **Mechanics of Writing**

The mechanics of writing means a compendium of the rules regarding spelling, grammar, punctuation, compounding of words, abbreviations, the representations of numbers, syllabication, the use of capitals, the use of italics, arrangement of materials, and paragraphing. Word is the basic element of writing.

### **Sub Skills of Writing**

- Form letters accurately
- Use correct spelling
- Punctuate accurately
- Use the correct forms of words
- Follow syntactic pattern
- Use vocabulary correctly
- Use the style appropriate to the purpose and audience
- Express information explicitly
- Express information implicitly
- Make the main details distinct from supporting details
- Make the text well organized and structured

### **Techniques for developing Writing**

- Copy writing
- Show good models of handwriting
- Give penmanship training to students
- Teach the rules of punctuation
- Develop students' knowledge of English spelling
  
- Develop students' mastery of English grammar
- Give practice in different writing tasks
- Familiarize art of writing
- Develop students' knowledge of organizing ideas.

### **Types of Writing**

#### **Technical Writing**

Technical writing is a form of writing which aims at expressing technical information in simple way. It converts and translates technical ideas into a written output that the target audience can understand.

The purpose of technical writing is to make written material easy and understandable even if it is about complex topics. Normally technical writings are based on technical subjects.

A technical writer is to be specialised in the field of technology. He should be able to write and express in different forms so as to facilitate comprehension for the ordinary people as well for those who have advanced knowledge about the technical subject.

Technical writers are in high demand these days. They are welcome in every industry, be it hardware or software industries, chemistry, robotics, consumer electronics, aerospace industry, biotechnology industry.

### **Narrative Writing**

Narrative writing tells a personal or fictional experience or a story based on a real or imagined event. It includes specific details that make the incident come alive for the reader. It focuses on re-creating an incident that happened over a short period of time. It conveys a particular feeling. The events are organised in chronological sequence.

### **Descriptive Writing**

Descriptive writing is a writing that describes a particular person, place or event in great detail. Descriptive writing uses a lot of flowery adjectives and adverbs to describe what is going on or how something appears. Descriptive writing is characterised by the elaborate use of sensory details and use of figurative language.

### **Expository Writing**

Expository writing is a mode of writing in which the purpose of the author is to inform or describe, his subject to the reader. Expository text is meant to expose information and is the most frequently used type of writing by students in colleges and universities.

A well-written exposition remains focused on its topic and provides facts in order to inform its reader. It should be unbiased, accurate, and should have a scholarly third person tone. The text needs to encompass all aspects of the subject.

Example: How to tame a wild elephant?

### **Reflective Writing**

Reflective writing is writing which involves the meaning and the implications of an experience. Reflective writing may be based on description and analysis of a learning experience within the course.<sup>53</sup> Effective Teaching of English of a past experience, of a critical incident or review of the learning or course. It is not conveyance of information or a straight-forward decision about whether something is right or wrong, good or bad etc. It is a means of becoming clearer about something.

## **Creative Writing**

The term 'creative writing' actually denotes a writing style that distinguishes imaginative or artistic writing from other forms of writing. Creative writing is a category that doesn't have any boundaries to write an article, poetry and story. This is a task of inventive mind that can think beyond the seeable things. It is free self-expression of individuals.

Novel, drama, poetry, screen writing, self-exploratory writing and imaginative story writing are a few writing styles come under creative writing.

Creative writing develops the students' abilities to clearly express their thoughts. It entails an in-depth study of literary terms and mechanisms so they can be applied to the writer's own work to foster improvement. The process of creative writing, the crafting of a thought-out and original piece, is considered indeed worthwhile.

## **Types of Script**

### **Print Script**

This is the script used in printed books. This script is similar to the script of the text book. It is easy and convenient for the learners as it eliminates the extra learning load of a new set of letters. The writing is clear, distinct, and easily comprehensible. It follows the maxim, from simple to complex".

On the other hand, this script requires frequent lifting of the pen. It may reduce the speed of writing. It consumes much time and energy. It appears childish at a later stage.

### **Cursive Script**

This is also known running script. Cursive script all individual letters of word are connected are usually placed on upward This is the script used more grown up people.

It facilitates fast writing and thus saves time. Familiarity the early stages enable pupils to read materials than printed texts. However, the readers, cursive script not as easy understand the print script is.

### **Italic Script**

This is a script of sloping type introduced by the Italian printer Aldo Manuzio in 1501. This is used highlighting, giving emphasis. For distinctive purposes.

### **Hand Writing**

Handwriting is reflections of a person's personality and it reflects the development of individual. So having good handwriting is of utmost importance even today, era of information technology

### **Characteristics goodhandwriting**

- Legibility
- Speed
- Attractiveness
- Simplicity
- Spacing
- Alignment
- Uniformity
- Distinctiveness
- Capitalisation
- Punctuation

### **Causes of Poor Handwriting**

- Imitation of poor model
- Insufficient knowledge of letter formation
- Lack of teacher's attention.
- Wrong posture of pupils.
- Inadequate penmanship training.
- Wrong mode of holding pen.
- Bad furniture in schools.

### **Techniques to improve handwriting**

- Lack of sufficient practice
- Lack of free hand movements
- Give proper motivation
- Show good models.
- Encourage copy writing
- Upright pupils' posture.
- Use of four line note books.
- Show good black board demonstration.
- Give individual attention
- Ensure sufficient writing exercise
- Show how to hold pen.
- Upright the position of writing arms.
- Ensure immediate correction.
- Organise handwriting competition.
- Competitions
- Motivation
- Facilitate good postures

### **Check your progress**

1. What are four language skills?
2. Explain about the sub skills of Listening skill

3. Explain the techniques of developing listening skill
4. Discuss about the sub skills of speaking skill
5. Explain the techniques of developing speaking skill
6. Write about the sub skills of reading skill
7. Explain the techniques of developing reading skill
8. Discuss about the sub skills of writing skill
9. Explain the techniques of developing writing skill

DO NOT COPY