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FEDERAL GOVERNMENT UNIVERSITY

COURSE HANDOUTS

Teaching of Literacy Skills

EDU410

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Teaching of Literacy Skills (EDU410)**Table of Contents:**

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Lecture No. 1

TEACHING OF LITERACY SKILLS**Topic - 001: Concept of Literacy**

What is literacy?

The term literacy refers:

1. often mainly to reading,
2. sometimes to reading and writing,
3. more rarely, to reading, writing, speaking and listening

The activities of reading, writing, speaking and listening in a learning environment are included in literacy. For example, when you are making notes you are listening and writing, similarly, when you are discussing your topic with each other and asking questions while making notes you are listening, speaking and writing as well, if we combine all of these are related to literacy.

The National Literacy Trust defines: “We believe literacy is the ability to read, write, speak and listen well. A literate person is able to communicate effectively with others and to understand written information.”

As such, these skills are essential components of literacy, and the active ability to combine these skills is known as developing or engaging in literacy skills.

These skills are critical in communication.

In today’s world, media and technology are essential components of communication. For example, when you use your laptop to obtain information from some website; you are using the literacy skills.

Topic - 002: What is Meant by Literacy Skills?

We use the term of Literacy Skills in many contexts: for instance, while reading, while writing, while speaking, etc. We also talk about literacy rate of a country, and compare it with that of the other. So, what do we mean by this term? What are the skills related to “Literacy”? Let us try to define it in more detail. Literacy skills are those which help in:

- developing literacy, and
- improving literacy

Each skill contains several sub-skills. For instance: reading.

When you are reading a text on the page of a book in front of you

- you pass through unfamiliar words, and search for their meanings to understand the individual words contained in the text
- you connect the words to understand the meaning of the text as a complete set
- these activities help you read and understand the text of the book
- these sub-skills are involved in the “reading” skill

As such the “Reading” skill includes a number of sub-skills, which collectively help in developing “Literacy,” Same is the case with the other skills.

Using literacy skills, students gain knowledge through reading as well as using media and technology. These skills also help students create knowledge through writing as well as developing media and technology.

All skills that are needed for reading or writing are included in literacy skills. They include even such things as awareness of the sound of language, awareness of print, and relationship between letters and sounds, either they are at micro level skill or macro level skills.

Topic 3: Different Types of Literacy Skills

There are different types of literacy skills: e.g.:

- Reading: even if you read a sentence, it is literacy skill because you had that level of literacy which enabled you to read the sentence. Reading a book, newspaper or thesis etc. is all included in literacy skills.
- Many sub-skills are involved in the reading skill, like reading the words, understanding the words, connecting the words, connecting the meaning of those words, and then collectively understand the message.
- However, there could be different levels as reading a children story book would require different level of literacy than reading a book of philosophy. There could also be different versions of the same text available for adult reading and for children reading requiring different levels of reading skills.
- Different levels of skills are also involved in writing a sentence and writing a book.
- Listening requires familiarity with the sounds; because while listening you pick up different sounds, understand them, and connect these sounds with the message for overall understanding. These are all included in literacy skills.
- Words are also essential part of literacy skills.

Extra Reading

- **Literacy** is the ability to read and write, but also includes skills like critical thinking, listening, speaking, viewing and presenting.
- **Numeracy** is being at home with numbers, and knowing the smartest way to solve mathematical problems.

(Literacy and numeracy are globally ranked in the top three skills that employers look for in an employee).

Topic 4: Learning Literacy Skills

Literacy skills help students gain knowledge through reading as well as using media and technology. These skills also help students create knowledge through writing as well as developing media and technology, e.g. using keyboard, downloading files, open a website and to save a file. If you're typing something on computer here writing comes. when we learn a single thing automatically it gets involve with other so how we learn more skills.

There are two ends to the concept of learning literacy skills.

1. Students' concern is to learn these skills.
2. Teachers must ensure that their students learn all the main and the allied sub-skills included in literacy skills.

Literacy is the ability to read, view, write, design, speak and listen in a way that allows you to communicate effectively. The power of literacy lies not just in the ability to read and write, but rather in a person's capacity to apply these skills to effectively connect, interpret and determine the workings of the world in which they live.

Topic 5: Significance of Literacy Skills

Figure 1 presents a very basic level of literacy – some alphabets, a musical note, some pictures – it is, most likely, connected with very young children who are starting to learn. For them, nevertheless, these are the literacy skills that they have to learn, and proceed to improve forward.



Figure 1

A much more complicated situation is presented by Figure 2. It is a highly developed and advanced model of literacy. For instance, computer literacy will require knowledge of technology, writing, typing, reading, how to download information from web, how to search, save, how to put/ retrieve information in/ from mail, etc.

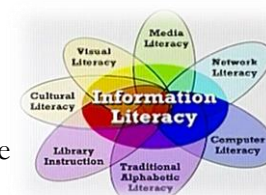


Figure 2

Literacy skills provide the basics to proceed for learning and gaining knowledge in any discipline. The level of these skills may be different according to the level of learners.

Extra Reading

If it were up to us, the benefits of reading and writing would be mentioned and celebrated on every broadcast of morning and evening news: "It's 11 o'clock, have you read to your children today?" Here are 5 powerful facts about literacy.

1. Reading aloud is vital.

Research proves that reading aloud to children every day puts them almost a year ahead of children who do not receive daily read-aloud and that is regardless of parents' income, academic or cultural background. On top of that, pediatricians are now prescribing read-aloud alongside their nutrition and health advice in recognition of the proven benefits on brain development and vocabulary acquisition.

2. Literacy saves lives.

According to UNESCO, improvements in women's education explained half of the reduction in child deaths in the past twenty years. Mothers who are educated are more likely to have their children vaccinated, and more likely to

send them to school. Imagine what will happen when every child and adult can read, write and learn all they want and need to know.

3. Literacy teaches you to own and value your own story.

The Education for All Global Monitoring report states that there is a clear link between literacy and a positive self-image. Building confidence as a reader, writer, listener and speaker is transformational in a person's life. These core abilities are used every minute of every day to read the world. More than that, reading stories gives a greater understanding of self. Suddenly there are characters who feel the same feelings as you, who share your struggles, your hopes and your dreams. Literacy brings us out of isolation and into a community of readers and writers.

4. Literacy gets you to the goal.

Studies have shown that people who write down their goals are 80% more likely to achieve them. Having documentation of our goals and reading them back to ourselves on a regular basis keeps our motivation at the forefront of our minds and allows us to start to create action plans. This is productive literacy in action. Simply having the ability to write down what you want to do and where you want to go leads to an impressive head-start.

5. Literacy empowers.

The ability to seek out and understand information gives us all independence to make choices, to advocate for ourselves and to learn about our community and world. People who can read and write are powerful in society and studies show that literacy leads to greater self-reliance and civic engagement.

Topic 6: Literacy Skills in Classrooms

Development of literacy skills is strongly connected to the development of a country. Supporting young children's language and literacy development has long been considered a practice that produces strong readers and writers later in life, who then contribute positively in the country's development and growth. Literacy skills are also strongly connected to classroom learning, which again ultimately contributes to the country's development and growth.



Figure 3

Figure 3 presents a picture of a classroom that is not using any technology, which is a very important helping factor of the modern classroom. While Figure 4 shows a modern classroom, where each student is using technology and is learning in an interactive manner. Notice that there are no heavy bags in Figure 4.



Figure 4

Classrooms help to a great extent in improving literacy skills that provide the base for the development of a country. For instance:

- Literacy rate in Pakistan – 58%
- Literacy rate in USA – 90-95%

As such, the literacy skills being used or developed in the classroom connect with the development of the country at the macro (broader) level.

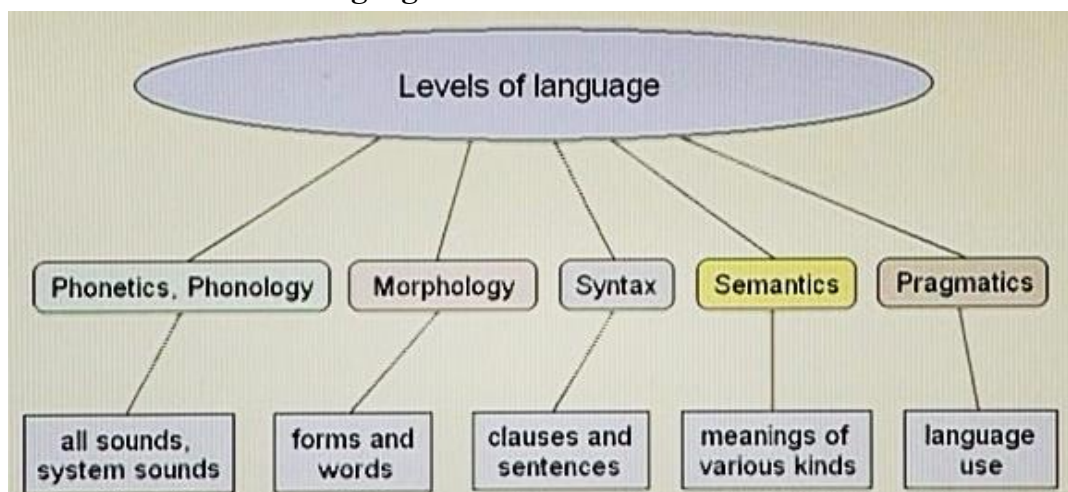
Lecture No. 2

LEVELS OF LANGUAGE

Topic 7: What is Language?

The connection between language and literacy is powerful. When you try to acquire some knowledge related to that literacy skill so you are using certain language. Some language and literacy learning happens naturally during play and everyday experiences, and some depends on clear instructions from observant and sensitive adults. Language and literacy are connected from infancy onward. Speaking, listening, reading, and writing develop concurrently (together) rather than sequentially (one after the other).

- Language is a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas and experiences.
- Language is the basic key for communication.
- The basic purpose of the system of language is communication. It means whenever we have to communicate with others, we have to use language in one or other way.
- Purposes, modes or styles of communication can be different, e.g. chit-chat with a friend, talking with teacher, reading a philosophy book, writing a story, etc. Nevertheless, in each case, a system of language is used.

Topic 8: Different Levels of Language

- 1) The first level of language is Phonology which is related to sounds or system of sounds, that is the basic level of any system of language.
- 2) Next, Morphology, is the level of words and forms in language. It is what one normally understands by grammar (along with syntax).
- 3) Syntax comes next and is related with clauses, phrases, and sentences. It involves differences in meaning that occur by changes in word order
- 4) Semantics is the area of meaning.
- 5) Pragmatics is the last and is related with use of language

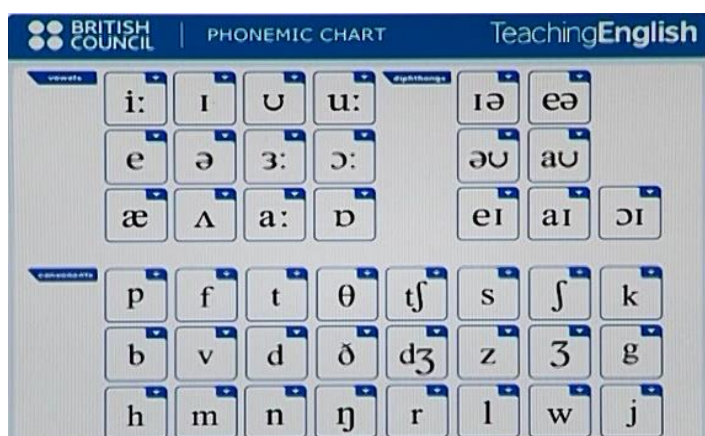
- All languages are known as systems of communication.
- The systems of languages may be different from each other but they follow the same levels that start from the basic one (phonology) and go up to use of language pragmatics (Hickey, 2005).
- When we study language scientifically in stages like above, it is known as “linguistics” So, these are the basic levels of language and collectively they make a complete language system.

Extra Reading – Short Note

*Linguistics is the **scientific** study of language. There are three aspects to this study: language **form**, language **meaning**, and language in **context***

Topic 9: Phonology

Phonology is the study of how sounds are organized and used in natural languages. It is a branch of linguistics concerned with the systematic organization of sounds in languages. The phonological system of a language includes a list of sounds and their features, and rules which specify how sounds interact with each other.



Sounds are represented by signs or symbols in a language, as in this chart which represents sounds in English language. It is called the “International Phonemic Chart of English”. There are 26 alphabets in English and 44 sounds related with those alphabets. These sounds help us to know the exact pronunciation of particular alphabets.

Phonology, therefore, is the study of sounds, the combination of sounds and how are these sounds organized and working to form a language. Whenever we will go to the initial level of the language system, that is related to sounds and that is phonology.

Topic 10: Morphology

Morphology is a sub-discipline of linguistics in which forms and structure of words in a language are studied. In easier words, one can say that sounds combine to form words, and that is Morphology.

Morphology is the study of how things are put together, like the make-up of animals and plants, or the branch of linguistics that studies the structure of words.

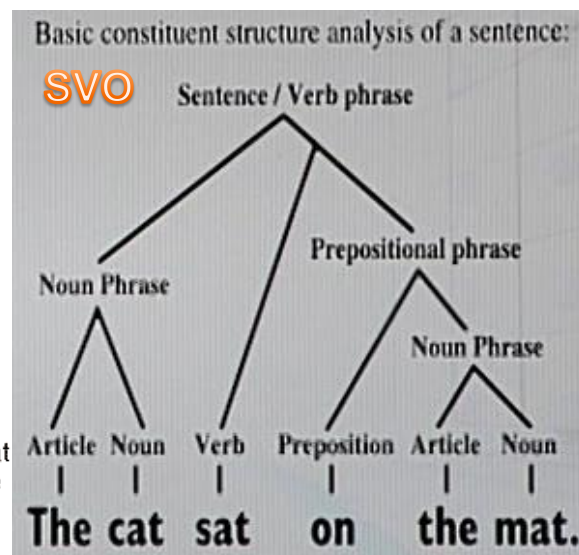
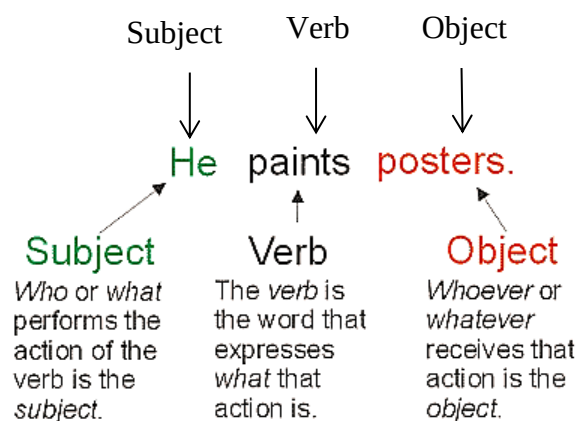
In morphology, the word part morph- means "form" and -ology means "the study of." So, those who study how something is made or formed are engaged in morphology. In biology, the morphology of fish might investigate how the gills work as part of the respiratory system. In language morphology, you might study how prefixes and suffixes added to a word change its meaning.

- Words in a language consist of one element, or elements, of meaning which are known as “morphemes”
- Number of “phonemes” (sounds) combines to give a “morpheme” (word).

Topic 11: Syntax

Syntax is the sequence in which words are put together to form sentences. In English, the usual sequence is subject, verb, and object (Note: Syntactic languages, such as English, use word order to indicate word relationships).

- “Syntax” is a Greek word, which means “order”
- If words are not put together in certain order in sentence قرینے سے لگا ہوا ترتیب وار, and will not form a proper sentence to convey any meaningful message
- To understand a sentence, a proper order, or sequence of words is necessary. This order or sequence is called Syntax.
- Word arrangement is essential to communicate properly.



The sequence in which words are put together to form sentence in English, the usual sequence is subject, verb, and object: He is repairing his computer. So, the syntax is the third level which is very essential if we want proper language then syntax must be proper.

Topic 12: Semantics and Pragmatics

- Whenever we enter the sphere of “meaning”, we are talking about “semantics” and “pragmatics”.
- “Meaning” is what we use the language for—to communicate with each other, to convey 'what we mean' effectively.
- Both semantics and pragmatics have to do with the meaning of language, and link language to the world.

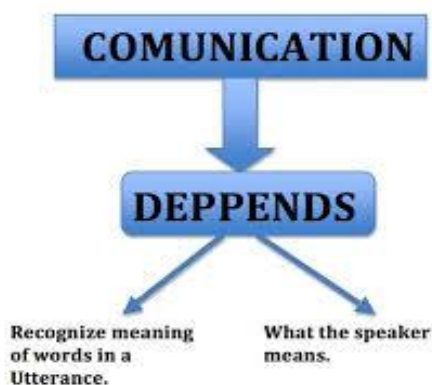


Figure 1

The branch of linguistics and logic concerned with meaning. It is concerned with the meaning of a word, phrase or text. Similarly, analysis of word meanings and relations between them is also studied here.

So, semantics is the fourth level if that level is missing it means your communication fails and your language purpose is no more.

Extra Reading

SEMANTICS

The most general definition of semantics is that it is "the study of linguistic meaning", or "the study of the meaning of words and sentences"

PRAGMATICS

Pragmatics is the study of "how to do things with words", or "the study of the contribution of context to meaning"

Lecture No. 3

CERTAIN TERMS

(related to language and language learning, and literacy)

Topic 13: Acquisition and Learning

Language **acquisition** is the process by which children acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate in a natural way and not consciously.

GLOSSARY

- **Acquisition:** Gaining, Attainment, Acquirement
- **Perceive:** Notice, Identify, make out, Sense, Become aware of
- **Comprehend:** Understand, Know, Grasp

Children **acquire** language through a subconscious process during which they are unaware of grammatical rules. They get a feel for what is and what is not correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of “on the job” practice. They eagerly acquire the language to communicate with classmates.

Language **learning**, on the other hand, is the result of direct instructions in the rules of language. It certainly is not an age-appropriate activity for your young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

Topic 14: Difference between Acquisition and Learning

- Acquisition is implicit, but learning is explicit.
- Acquisition is age-related, but learning is not.
- Acquisition is not effort related, but learning is.

Therefore, teaching literacy comes under the heading of learning.

GLOSSARY

- **Explicit:** Clear, Obvious, Precise, Unequivocal
- **Implicit:** Hidden, Implied, Understood, Tacit

Acquiring language is said to be a subconscious process. It's the act of **internalizing** language to which you have been exposed **without** the deliberate memorization of a word and its definition. With acquisition, you don't need to be aware of the learning process. Acquisition of language occurs from your environment where your surroundings provide the input and language acquisition just happens magically with repeated exposure to the target language.

Learning is a conscious activity. It's what we do when we look a word up in the dictionary. It's also what happens when we learn rules about how language works or purposefully study lists of vocabulary and grammar forms. Enrolling in a language class involves deliberate learning. Here, the language will be learned through memorization and direct study. It means, teaching literacy comes under the heading of learning.

Topic 15: Native Language



- It is the language that a person acquires in early childhood because it is spoken in the family and/or it is the language of the region where the child lives.
- Also known as mother tongue, first language, arterial language, or L1.
- Native language is the one that the child learns from their parents in home environment.
- Children growing in bilingual homes can have more than one mother tongue or native language
- Child acquires the words, sentences, rules of the language, etc., of L1 automatically from immediate family and the surrounding environment.

Topic 16: Second Language

- It is the language other than the mother tongue that a person or community uses for public communication, especially in trade, higher education, and administration.
- It is a language learned by a person after his or her native language, esp. as a resident of an area where it is in general use.
- A person's second language (or L2) is a language that is not the native language of the speaker, but that is used in the locale (setting, area, locality) of that person.

- It is next to native language
- The user of the second language (L2) often has the same or almost the same competency in this language as in their native language (L1).

Topic 17: Foreign Language

- A foreign language is a language originating from another country.
- It is also a language not spoken very commonly in the native country of the person.
- For instance, Italian or French language in Pakistan.
- Teaching foreign language should start from the very basics
- Foreign language originates from the other country and you're not having the enough capability to communicate, so this is the basic difference between foreign language and second language (L2).

MOST-STUDIED LANGUAGES ON U.S. COLLEGE CAMPUSES, FALL 2009:

LANGUAGE	ENROLLMENTS	CHANGE SINCE 2006
1. Spanish	864,986	+ 5.1%
2. French	216,419	+ 4.8%
3. German	96,349	+ 2.2%
4. ASL American Sign Language	91,763	+ 16.4%
5. Italian	80,752	+ 3%
6. Japanese	73,434	+ 10.3%
7. Chinese	60,976	+ 18.2%
8. Arabic	35,083	+ 46.3%
9. Latin	32,606	+ 1.3%
10. Russian	26,883	+ 8.2%
11. Ancient Greek	20,695	- 9.4%
12. Biblical Hebrew	13,807	- 2.4%
13. Portuguese	11,371	+ 10.8%
14. Korean	8,511	+ 19.1%
15. Modern Hebrew	8,245	- 14.2%

Source: mla.org

Topic 18: Regional Language

- A regional language is a language spoken in an area of a sovereign (independent, self-governing) state, whether it is a small area, a federal state or province, or some wider area.
- A regional language is a language spoken in an area that is part of a larger nation state.
- For instance, Punjabi, Sindhi, Hindko, and Sareiki are regional languages of Pakistan among many others.
- Regional language becomes the native language (L1) of the people in that particular region. For instance, Punjabi, Sindhi, Pashto or Balochi are the native languages of the people of their respective areas because these languages are spoken and understood in those particular areas only.
- A dialect is a variety of a language which has different pronunciation, grammar or vocabulary than the standard language of the region. For example, Shahpuri dialect (also known as Sargodha dialect), or Utradi, a form of Sindhi language regarded as a dialect of Sindhi; spoken mainly in Upper Sindh.

Lecture No. 4

STAGES OF LANGUAGE DEVELOPMENT**Topic 19: First Stage**

Introduction

Language development is the process by which children come to understand and communicate language during early childhood.

- From birth up to the age of five, children develop language at a very rapid pace. The stages of language development are universal (common) among humans.
- However, the age and the speed at which a child reaches each high point of language development differ greatly among children.
- Thus, language development in an individual child must be compared with norms (standards) rather than with other individual children. In general girls develop language at a faster rate than boys.
- Language development reflects the growth and maturation of the brain. After the age of five it becomes much more difficult for most children to learn language.
- There are six stages of language development.

First Stage

Sounds: Infants, from birth, make and respond to many sounds. Crying, gurgling, and cooing are important first steps in the language-development process.

When a child making minor sounds like “em”, “eee” he/she producing language and this is the first stage of language acquisition.

- This period is also known as Pr-Linguistic Language Development stage
- The child is learning to control the sounds they can produce and to string these sounds together in vocal play. In this stage, the child is not yet able to manipulate these sounds into proper words.
- The foundation of L1 is created during this stage.

Topic 20: Second Stage

Babbling: All of the sounds found in all languages are encompassed in children’s first babbling. Gradually, babbling becomes more specific with native language syllables being consistently practiced.

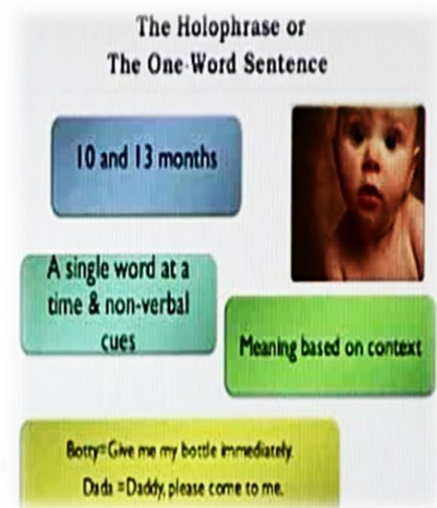


- This period is also included in the Pre-Linguistic Language Development stage
- At this time, the child starts 'babbling'.
- Sounds are given intonations (pitches, tones) learned from the family.
- The child begins to produce a series of consonant-vowel syllables and may develop utterances, but has yet to produce proper words.
- Babbling continues during the first year of the birth and then normally finishes.

Topic 21: Third Stage

Holophrases: The first word evolves to many single words or syllables that stand for a variety of meaningful sentences or phrases in different situations. "Car" said while looking out the window may mean, "Look at the car outside".

- Holophrases are related with nouns and that is context based
- They are context related, because child has a specific meaning in their mind
- They may be having only one word, but for the child they express a complete sense.
- This stage starts from 10 – 13 months.
- So, the third stage is related to Holophrases.



Topic 22: Fourth Stage

Two-Word Sentences: Two-word sentences appear between eighteen and twenty months of age and express ideas concerning relationships: e.g.

- “Mommy-sock” (possessor-possession) – these socks
- “Cat-sleeping” (actor-action)
- “Drink-milk” (action-object)
- Now, he/she is at the age of 18 to 20 months.
- A vocabulary of about 300 words is typical.



At this stage, the child has not attained competency in rules of grammar and long sentences are missing. The child has simply attained capability in putting two words together in some logical relationship. So, two-word sentences conveying the sense of the child under these logics or under these relationships.

Topic 23: Fifth Stage

Telegraphic Sentences: Simple three or more-word sentences usually comprising at least one noun and verb that stick to the grammatical standards of the culture's language.

At least 50 different words

- No function words (is, are, am) and grammatical morphemes – e.g. “Mommy juice”, “baby fall down”
- Reflecting the order of the language (maintaining sequence of the language) – e.g. “kiss baby”, “baby kiss”
(SVO^{ENG} – SOV^{URDU})
- Creatively combining words – e.g. “more outside”, “all gone cookie”.
- Telegraphic sentences are short and simple. Similar to telegram, they omit function words and endings that contribute little to meaning. For example: “Where Daddy go?”, “Me push truck”.

He can create some new formations also which might be wrong grammatically but according child it conveys sense. So, the telegraphic is the fifth one where the basic language of a child is present.

Topic 24: Sixth Stage

Joined Sentences: As language development proceeds, children learn to join related sentences logically and express ideas concerning time and spatial relationships. They come to understand social expectations for language use.

- At this stage, child learns to complete the sentences with the so far missing elements (functions, endings)

- Child learns to use language as is done by their adults
- Child acquires all these skills unconsciously and naturally
- The vocabulary extends to about 1,000 words
- Child also learns the rules, forms and norms for using these words as is required by the language

GLOSSARY

*A **spatial relation** specifies how some object is located in space in **relation** to some reference object. In the beginning of language development, early spatial concepts include: in front of, behind, top, etc.*

Lecture No. 5

SOME GUIDELINES

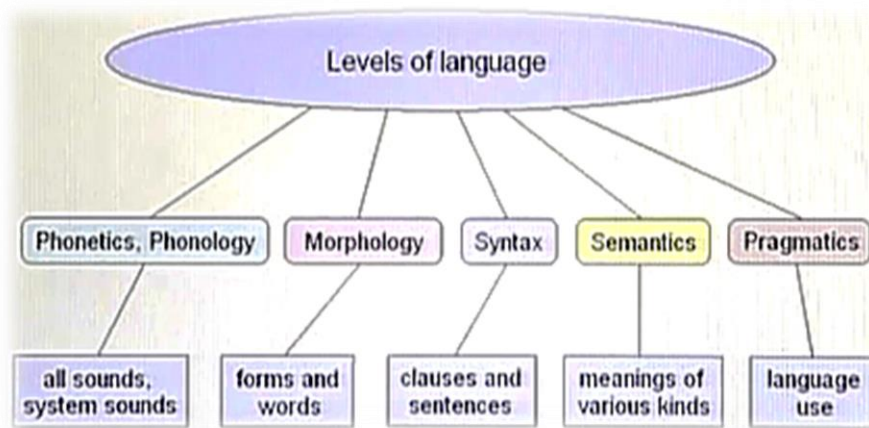
Topic 25: Need for Guidelines

- Guideline is a general rule, principle, previous example, or piece of advice; a line by which one is guided.
- Guidelines always help us to determine a course of action especially when we are planning or designing something.
- By discussing different examples, we will try to focus on certain guidelines for teaching literacy skills.

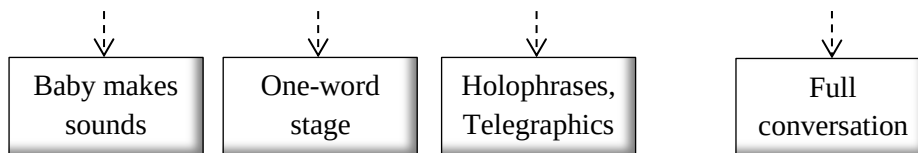
**Topic 26: Language Development**

- There are different stages starting from sounds, and going to babbling, holophrases, two-word sentences, telegraphic sentences, and finally joint sentences.
- It can be observed that language starts with simple sounds which develop into understandable conversations.
- During the language development process, the child moves from the simple to complex, and broken sentences or incomplete sentences to complete sentences (this is the guideline).
- The acquisition of language is one of the more remarkable achievements of early childhood. By age 5, children essentially master the sound system and grammar of their language and acquire a vocabulary of thousands of words.
- Literacy skills are related to language development – so the same guidelines apply.

Topic 27: Language Model



- Sounds develop into forms and words, which mature into clauses and sentences, followed by meanings and proper use of language.



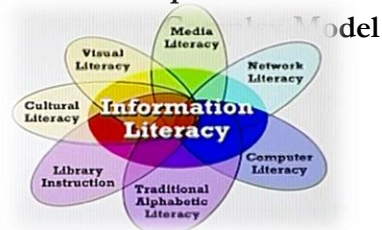
- This model gives the guidance that we should start from basics when teaching literacy skills.
- Both models follow the same pattern of "from simple to complex", "from incomplete to complete".
- This
- Guideline: start with the basics and move on to the complex.

Topic 28: Literacy Models

Basic Model



Complex Model



Literacy is fundamental for learning in school. It has an impact on an individual's ability to participate in society and to understand **important** public issues. And it provides the foundation upon which skills needed in the labour market are built. **Basic model** is for basic level because alphabets tell you about the basics and musical note is telling about nursery rhyme so it indicates quite basic level.

- It is possible that an individual fails to reach the level of the complex model; but anyone who has reached the level of the **complex model** must have passed through the level of the basic model.
- Guideline: we should start from the basics when teaching literacy skills and then to the complex level.

Topic 29: Literacy Classroom

- In literacy classroom, we teach all of the skills needed for reading and writing.
- They include such things as awareness of the sounds
- of language, awareness of print and the relationship between letters and sound.
- When we say somebody is literate, we mean that s/he is able to read, write, speak and understand the subject
- matter – all these skills contain within themselves several other skills.
- Literacy classroom is a combination of several skills and corresponding sub-skills.



Topic 30: Starting from Basics

- The models discussed previously guide us that we should start from the basics when teaching literacy skills – start with the simple and move to the difficult from there onwards – step-by-step
-
- Alphabets
 - Sounds
 - Words
 - Pronunciation
 - Order of words
 - Sentences
 - Reading
 - Writing, etc.
- 
- Sequence to follow for attaining any of the major literacy skills like reading, writing, speaking, listening.

Above is based on the guideline for a literacy classroom: from easy to difficult.

WHAT SHOULD LITERACY DO?

Topic 31: What is a Code?

Code is the message conveyed through communication (read, view, listen) and encode (write, speak, present) – uses alphabet, sounds, spelling conventions, sentence structure, etc.

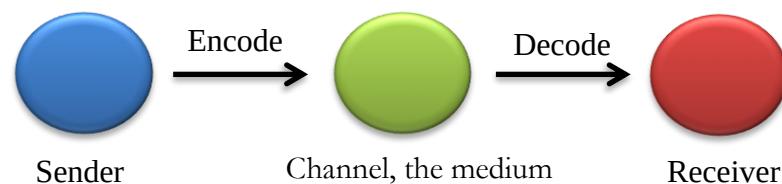
- In communications and information processing, code is a system of rules to convert information—such as a letter, word, sound, image, or gesture—into another form or representation, sometimes shortened or secret, for communication through a channel or storage in a medium.
- Literacy is connected to certain codes – in the effort to attain literacy, you are trying to achieve a competency to deliver your code effectively.
- The basic purpose of language is communication – the more refined the literacy skills, the more effective the communication is.
- Literacy skills refined the code, these are directly related to the code you want to deliver or you want to understand delivered by some other person.

Topic 32: Code Breaker

Code breaking ability is the ability to decode (read, view, listen) and encode (write, speak, present) – uses alphabet, sounds, spelling conventions, sentence structure, etc.

- When you are making or delivering a message, you are encoding; when you are trying to understand a message, you are decoding.
- The encoding of a message is the production of the message. It is a system of coded meanings, and in order to create that, the sender needs to understand how the word is comprehensible to the members of the audience.
- The decoding of a message is how an audience member is able to understand, and interpret the message.
- Literacy skills refine a person's ability to encode and decode; moreover, the process of encoding and decoding must be effective.

Communication Model

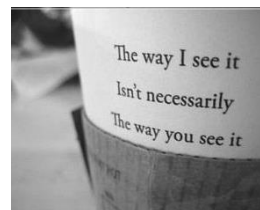


Topic 33: Meaning Making

(One of the most important objectives to be achieved by literacy)

The ability to draw on prior knowledge, interpret and make meaning of texts and inferred meaning

- Meaning making is a lengthy process, involving different stages.
- Depends upon individual's level of knowledge, and how refined it is.
- Because of difference in the levels of knowledge in various people, the same message may be understood differently by different people.
- Making meaning out of a message is a very important target of literacy.



Topic 34: Using Text

Ability to draw on prior knowledge

(mental storage, back-up, schemata), interpret and make meaning of texts and use them for different purposes. This is another important target of literacy skill.

- If a student is given an assignment and has to add information from a particular reference, but is unable to do so, it means that she/he is not literate enough to use that text.
- Texts have different purposes, for instance, letter to a friend, application to a higher authority, trying to answer a question in a question sheet, etc. have different objectives and different audiences.
- Literacy skills teach you to make proper codes for using text efficiently.

Topic 35: Analyzing Text

Analyzing involves digging deeper into the meaning of the text. It goes beyond memorizing facts, dates, and names. It requires more than main ideas and details. Analyzing means forming an educated opinion about what you have read.

- Understand and act upon the knowledge that texts are not neutral but position and influence the audience through various means.
- For instance, a joke may be funny and may make the audience laugh, but if it humiliates a certain part of the community it is not in good taste. We reach to this conclusion after analyzing the text of the joke. We are using our background knowledge for this purpose.
- Texts are not neutral – they have different purposes, and influence different persons differently.
- For example: text in a philosophy book or in a story book – both have different purposes and different effects on the readers. Similarly, a news in a Newspaper will have different effect on different people.

A literate person must be able to analyze the text, we cannot understand a text properly without analyzing it.

- Literacy skills help you learn to analyze text competently.

Topic 36: Examples

- Following processes are involved when you read:
 - Coding
 - Decoding
 - Using text
 - Interpreting meaning
- The same processes are used when you write, except for “decoding” where you “encode” the text instead.
- Eliminating one process (or literacy skill) will have drastic effects on coding and communication.
- Literacy skills target all these areas.

Lecture No. 7

LITERACY CLASSROOM

Topic 37: Student-centered

Student-centered learning is focused on each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning.

While teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction.

In student-centered classrooms, students are directly involved and encouraged in the discovery of their own knowledge. Through collaboration and cooperation with others, students engage in experiential learning that is authentic, holistic, and challenging. Students are empowered to use prior knowledge to construct new learning.

This classroom teaching method acknowledges student voice as central to the learning experience for every learner, and differs from many other learning methodologies (e.g. teacher-centered).



Target of teaching: every student must advance towards achieving learning goals – facilitate every student to learn.

Topic 38: Teacher-centered

Teacher-centered learning is focused on teacher's interests, abilities, and learning styles, placing the teacher as the center of classroom.

Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.

Teacher's interest and learning style are important here; i.e. the teacher makes students learn in the same style as she used to learn, for instance, if the teacher was an audio-learner the students will be required to learn through lectures. Visual-learners may not be able to follow the teacher properly.

This classroom teaching method acknowledges teacher voice as central to the learning experience for every learner.

<u>Teacher-Centered</u>	<u>Learner-Centered</u>
Focus is on instructor	Focus is on both students and instructor

Instructor talks; student listen	Instructor models; students interact with instructor and one another
Student work alone	Students work in pairs, in groups, or alone depending on the purpose of the activity
Instructor monitors and corrects every student utterance	Students talk without constant instructor monitoring
Instructor choose topics	Students have some choice of topics
Instructor answers student's question about language	Students answer each other's question using instructor as an information resource
Classroom is quite	Classroom is often noisy and busy
Instructor evaluates student learning	Students evaluate their own learning; instructor also evaluates.

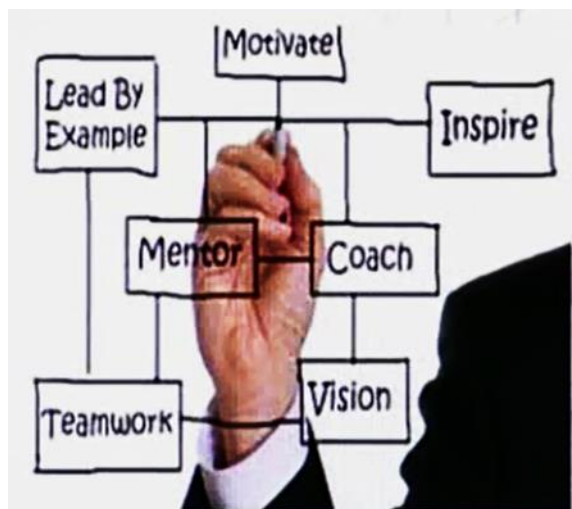
Topic 39: Roles of Teacher

A teacher can adapt different roles in a classroom. These roles decide not only the dimensions a classroom can take, but also the quality of teaching and learning.

- The role of a teacher is not eliminated even from the modern classrooms which use a significant amount of technology.

- A teacher decides through different roles in a classroom that class is teacher-centered or student-centered. For instance, if the teacher keeps controlling the class, it becomes teacher centered. Teacher-centered classroom and student-centered both are reciprocal to each other.

Literacy classroom has to be discussed with Different roles of a teacher which means it going to be discussed with different dimensions a classroom can take.



Topic 40: Details of Teacher's Roles

Teachers assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can also serve as leaders among their peers.

Controller	The space/everyone has an equal chance/ make sure Ss use certain target language items/time
Assessor	• Correcting mistakes (be gentle) • Organizing feedback (Don't be critical)
Organizer	Design and organize tasks (give clear, concise instructions) while Ss are doing the activity, the teacher should walk around the classroom and monitor what the Ss are saying
Prompter	When students are not sure how to start an activity, or what to do next, or what to say next, the teacher should give appropriate prompts.
Participant	Participate in students' activities
Resource-Provider	A good and convenient resource for the students.

Among the most important roles a teacher may assume is that of learner. Learners exemplify continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

There is another role of a teacher; if students are working on certain activities or performing a task, the teacher observe the students while they performing so here, teacher role is as observer. Also, the teacher is a coach, advisor, mentor and a leader.



- Jeremy Harmer

Reference:

Harmer, J. (2008). How to teach English. ELT journal, 62(3), 313-316

Topic 41: Activity Based

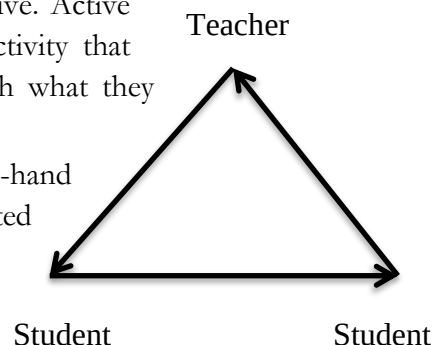
Where teaching and learning are based on different activities related to the topic; for instance, sequencing, sorting, measuring, predicting, testing, acting out, role playing, observing/ comparing, memorizing, dancing/ singing/ chanting/ making music, mixing, joining, tracing/ painting, etc. – all these activities can be conducted in a literacy classroom.

- **Activity Based Learning (ABL)** is a methodology where children of different ages are grouped together in one class and learn at their own pace through teacher-facilitated exercises.
- In this methodology a teacher's vision is important which tells, "how I should conduct this activity"? "how I should be moving towards this target/objective of my course"?
- It is a student-centered classroom.
- Activities are related to the topic, learning target and objectives, all of these activities can be introduced/conducted in literacy classroom

Topic 42: Conclusion

The principle behind the activity-based approach is that children are "doers" and learn the language because they have encountered and used it in a realistic situation.

- Children learn best from experience.
- Children learn by doing, using their senses, exploring their environment of people, things, places and events.
- They learn from first-hand and concrete experiences as well as "vicarious" (second-hand) forms of experiences, (e.g., storytelling, listening to another person, reading a book and looking at pictures, watching television or listening to the radio).
- Children do not learn as effectively when they are passive. Active engagement with things and ideas promotes mental activity that helps students retain new learning and integrate it with what they already know.
- If it is not possible to always provide concrete, first-hand experiences for the student, efforts must always be exerted so that the student will be able to understand the concept in a clear and concrete way.



A teacher in literacy classroom:

- a) encourages student–faculty contact
- b) encourages cooperation among students
- c) encourages active learning
- d) gives prompt feedback
- e) emphasizes time on task
- f) communicates high expectations
- g) respects diverse talents and ways of learning (Chickering & Gamson, 1999, p.76).

Lecture No. 8

TEACHING ALPHABETS

Topic 43: Alphabetic Principle

The alphabetic principle is composed of two parts:

i. Alphabetic Understanding

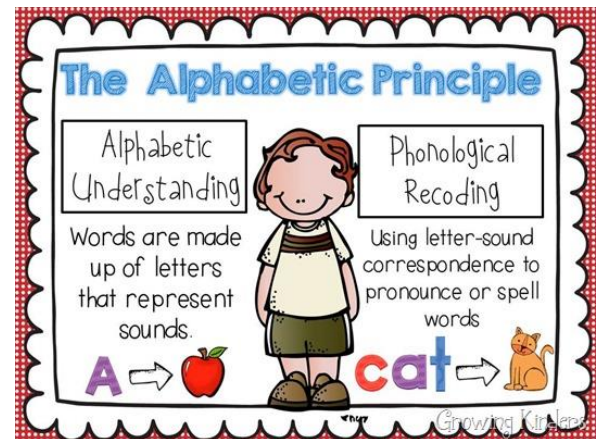
Words are composed of letters that represent sounds.

- Alphabets are letters, and letters are sounds; e.g. CAT has three letters that represent three different sounds.

ii. Phonological Recording

Using systematic relationships between letters and phonemes (letter-sound correspondence), to retrieve the pronunciation of an unknown printed string or to spell words.

Phonological recording is the utilization of reading abilities to transform written symbols into noises and words. It is a necessary component to understanding symbolic imagery.



Topic 44: Introducing Alphabets

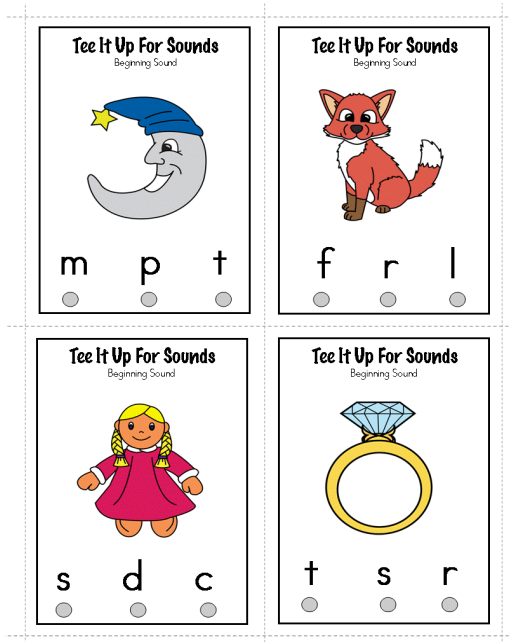
A new alphabet is introduced to a child.

- Normally, this stage of teaching alphabets is related to pre-schoolers or toddlers
- For us this is just an alphabet, but it is a whole new concept for a pre-schooler or toddler – if drawn on the whiteboard, these are new shapes for the young children.
- Whenever introducing a new letter, always relate it to a picture of an object which the child is already familiar with – it creates a context for the child and makes



Three terms for teaching alphabets stage:

- Pre-school: stage before the school stage
- Toddlers: 3-4 years (have just started walking)
- Kindergarten: nursery stage (classroom is just like a playroom for the children, they learn while playing)



Topic 45: Alphabetic Order

- Introduce in a particular order,
- Plan from easy to complex – incomplete to complete (easy concepts provide base for the next level).

The first picture (figure 1) above represents the natural order of English alphabets, but the second picture (figure 2) starts with easier sounds and proceeds to the difficult ones. 'A' and 'C' have more than one sound, while 'B' has only one sound, and so forth.

Extra Reading:

- *Alphabetical order is a system whereby strings of characters are placed in order based on the position of the characters in the conventional ordering of an alphabet.*
- *To determine which of two strings comes first in alphabetical order, their first letters are compared. If they differ, then the string whose first letter comes earlier in the alphabet is the one which comes first in alphabetical order. If the first letters are the same, then the second letters are compared, and so on. If a position is reached where one string has no more letters to compare while the other does, then the first (shorter) string is deemed to come first in alphabetical order.*

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

ABCDE
FGHIJK
LMNOP
QRSTU
VWXYZ

Topic 46: Relate with Sound

- When introducing your child to the 26 letters and each letter's (sounds), do not simply begin with the alphabet 'A'.
- Working in alphabetical order is not the most effective way for a child to learn the sounds made by each letter.
- Always relate a letter with a sound which is familiar to the real life situation and to the child so that the child gets a clear concept.



Extra Reading

Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence (association, correlation) between these sounds and the spelling patterns (graphemes) that represent them.

Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. Children are taught, for example, that the letter *n* represents the sound /n/, and that it is the first letter in words such as *nose*, *nice* and *new*.

Phonics
ee ur ow
wh y au

Topic 47: Practice

- To practice is to do something again and again in order to become better at it.
- It requires repeated performance or systematic exercise for the purpose of acquiring skill or proficiency.
- It involves action rather than thought or ideas.

REMEMBER

Alphabets for preschoolers are not easy. All alphabets are new to them.

Following three points are to be kept in mind when teaching alphabets to children:

- i. Components and definition of alphabetic principle
- ii. The phonemic awareness and decoding
- iii. Letter-sound correspondence to enhance word recognition

Lecture No. 9

ACTIVITIES WITH ALPHABETS

Topic 48: Letters on String



- Select the order of the alphabets you want to teach the sounds of (e.g. one of the two orders discussed in Topic 45 earlier).

chosen order

Letters which have to be taught are hanging on the wire. In a way, they look like something real.

Topic 49: Large Letters

- Besides being almost as tall as the child, these letters can be decorated with pictures of objects beginning with that letter.
- Any material can be used for making these big letters.



Making these letters will involve several other activities, engaging all students and enabling active learning. This classroom will be teacher-centered partly and partly student-centered, this is an activity-based classroom student are involved into there.

Topic 50: Alphabet Cookies

Letters in the form of cookies can also serve as an effective source of teaching letters.

- It's a good and attractive way of learning, children involve in making and eating cookie alphabets.
- Activities always tell the children and give them the opportunity and space to get involve into that thing.
- This classroom is student-centered and teacher as facilitator here.



Topic 51: Letter Cards

Print out the letter cards, and have the young student color the letters with crayons or paint markers.



Many activities can be carried out with above material.

Again, this is an activity, this classroom is student-centered and teacher as facilitator here

Topic 52: Letter Boxes

- Take small containers.
- Take letter stickers.
- Fix one letter yourself and tell the child to fix the same letter by picking from the sticker sheet.



It helps children to identify to recognize the particular letter.

This creates a student-centered classroom involving all students in performing the required skill.

Topic 53: Letter Pounding

This activity also helps the students in identifying and recognizing the letters, and placing them as required.

- Take boards printed with letters (or paste a sheet printed with letters on the board)
- Take letter shapes, better to use colorful letters.
- Tell children to fix the letter shape on its place on the board.
- This is essentially a matching activity
- It is better to conduct this activity in pairs or groups.
- According to vygotsky's social interaction theory, "whenever the children are learning something it's better to put them in groups because they learn things very easily when they are having discussion, when they are having sport each other". This theory is also applicable to the higher classes.

Lecture No. 10

ALPHABETIC PRINCIPLE

Topic 54: Lack of Alphabetic Understanding

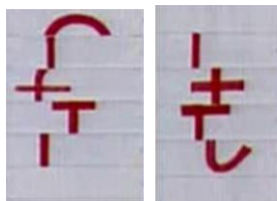
Children who lack alphabetic understanding cannot:

- understand that words are composed of letters
- associate (connect, relate) an alphabetic character (i.e. letter) with its corresponding phoneme or sound

When we go on reducing the bigger chunks of language and start moving towards the minimum part of the word, sentences are reduced in to words and words are reduced in to letters (letters have sounds). The problem with children who lack alphabetic understanding is that:

- they do not understand that words are made of letters,
- and that these letters represent sounds (which we call phonemes).

As a result, concepts get intermingled in their minds, confusing them, and they are unable to distinguish letters.



- They are also unable to identify a word based on a sequence of letter-sound correspondences (e.g. that “mat” is made up of three letter-sound correspondences: /m/ /a/ /t/).
- As a result, they cannot blend letter-sound correspondences to identify decodable words.
- Such children also cannot use knowledge of letter-sound correspondences to identify words in which letters represent their most common sound. So, the blend of sounds and combination of letters are the basic literacy skill.
- As such, they fail to identify and manipulate letter-sound correspondences within words.

Topic 55: Alphabetic Principle Skills

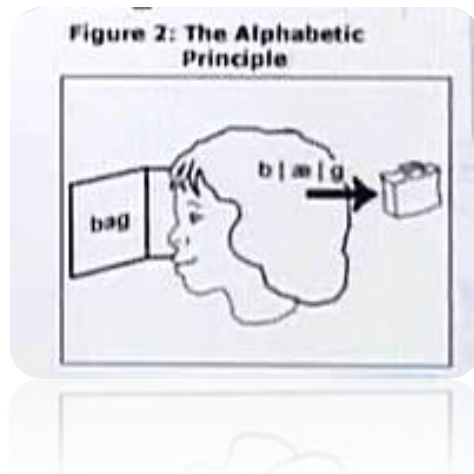
To develop alphabetic principle across nursery/ kindergarten to grades K-3, students need to learn two essential skills

1. Letter-sound correspondence

Comprises initially of individual letter sounds, and progresses to more complex letter combinations.

2. Word reading

Comprises initially of reading simple words, and progresses to compound words, multisyllabic words, and sight words.



Extra Reading

Sight words are commonly used words that young children are encouraged to memorize as a whole by sight, so that they can automatically recognize these words in print without having to use any strategies to decode

Topic 56: Kindergarten Skills

1. Letter-sound correspondence:

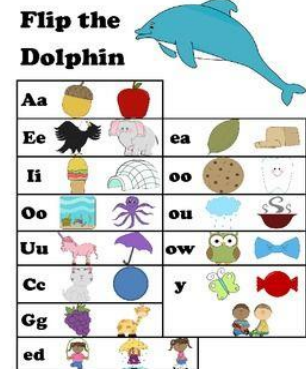


identifies and produces the most common sound associated with individual letter (letters giving more than one sound are normally not used at this stage).

2. Decoding

blends the sounds of individual letters to read one-syllable words – when presented with the word “fan”, the student will say: “/fffaannn/, fan”.

These are the two basic skills related to alphabetic principal which we teach our children at the stage of kindergarten, first one is letter and the sound related to that letter, and second one is when they decode or blend the sound the sounds together to give a word.

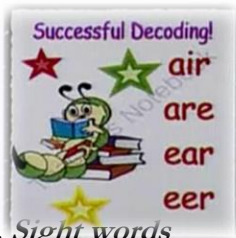


Topic 57: First Grade Skills

1. Letter-sound combination

produces the sounds of the most common letter sounds and combinations (e.g. th, sh, ch, ing)

2. Decoding



3. Sight words

sounds out and reads words with increasing automaticity, including words with consonant blends (e.g. mask, slip play), letter combinations (e.g. fish, chin, bath), monosyllabic words (e.g. cat, sun, moon), and common word parts (e.g. ing, all, ike).

reads the most common sight words automatically (e.g. very, some, even, there)

So, you just see the difference between kindergarten and first grade, skill is the same only difficulty level is raising and you expanding in knowledge on the basis of that knowledge you're moving ahead.

Lecture No. 11

LOWERCASE LETTERS

Topic 58: Importance of Lowercases

English alphabets have both upper- and lower-case forms. Both forms of each letter are considered to be the same letter; that is why, they have the same name and the same pronunciation and they are treated (virtually) identically when sorting in alphabetical order.

Importance of Lowercases

Upper case (capital letter) is used only at the start of a sentence when the first word of the sentence is capitalized. We also capitalize the pronoun, and the proper nouns as well as most adjectives formed from proper noun. This is a very limited usage; lowercase (small letter) is used extensively.

- Lowercase is faster to write,
- easier to read,
- and saves space on the printing material.
- It is also easier on the eyes,
- and do not burden coding-decoding systems.
- It provides fluency in writing.
- Lesser time, lesser energy, lesser space provides you more fluency, that's why, most of the writings and readings are related to lowercase.

The invention and application of lowercase letters have been highly beneficial to the reading and writing of text.

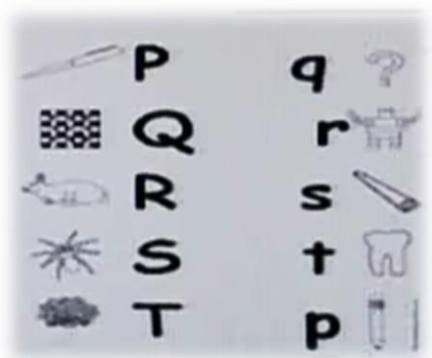
Topic 59: When to Teach Lowercase Letters

Uppercase first, for two reasons 1. Uppercase letters are easier to **visually distinguish** than lowercase letters – take for example the uppercase 'B' and 'D' versus the lowercase 'b' and 'd'.

2. Uppercase letters are easier for **beginning writers** (e.g. 'E' versus 'e'). Even when instructed with lowercase letters, it is often noticed that young children naturally prefer uppercase.

It is important to expose young children to all kinds of letters, even different kinds of fonts.

So, they should be introduced and exposed to small letters **soon** after the upper cases.



m n e v w

Topic 60: Letter Confusion

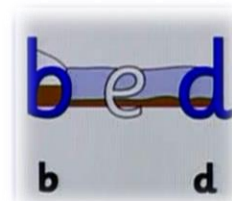
There are certain small letters which might create confusion for learners, e.g. 'b' and 'd'.

It should be noted that some lowercase letters very closely mimic their capital letter partners, e.g. Cc, Kk, Oo, Vv, Ww.

So, there should be more practice for the letters that might be confusing for learners.



- This picture helps to clarify the confusion. It relates the letters with a picture.
- This picture is also helpful in clearing up the concept.



Teacher can use similar materials and pictures in order to overcome the confusion.

Topic 61: Lowercase Letters - Some Activities



- Skill is activity based; it develops and improves with practice
- Teaching literacy skills should be activity based
- Activity provides practice
- Every classroom should be activity based
- Activities should be interesting
- Teacher should know which activity should be introduced at what time – timing is important
- Make sure, you can introduce this activity when children have familiarity and clarity about the letters i.e., lowercase letters as well as uppercase letters



Lecture No: 12

INTRODUCING SOUNDS

Topic 62: Phonemic Code

The phonemic code is the specific print=sound relationships written English is based on. For instance: cat /c+a+t/. The English phonemic code of phonograms (distinct written letter or letters that represent specific sound(s)) is complex.

ɪ	I	ʊ	u:	ɪə	eɪ	ɪ	ʌ
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

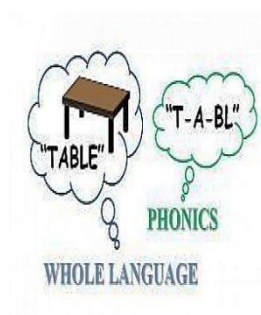
It is related to the letters and the sounds associated with them. A standardized set of symbols used in *phonetic* transcription.

Topic 63: Importance of Phonemic Code

Students need to learn the phonemic code because this phonemic code is the basis for written English and the foundation for proficient reading. The linguistic fact IS English is a phonetic based system. Language is learnt and decoded if taught effectively.

Learning the phonemic code (sound the print represents) is an essential sub skill for developing these proficient reader pathways.

This knowledge provides essential building blocks for developing the foundation of proficient phonologic processing.

**Topic 64: Problem with Phonemic Code**

The English phonemic code of phonograms (distinct written letter or letters that represent specific sound(s)) is complex. Letters and sounds do not have a one-to-one correspondence. There are 26 letters and 44 sounds.

A common problem...

/ə/ or /ʌ/ ?
 cup /kʌp/ but cover /kʌvər/

Some letters represent more than one sound. Many sounds are made from a combination of letters. For instance: the letter 'c' in 'car' and in 'cigar'.

Combination of letters: 'sh' or 'th'.

There is overlap where one sound can be written several ways: /k/ from 'k' for kite as well as from 'c' for car.

Although it is difficult, even then English language is learnt and decoded if taught effectively. Most patterns are predictable and decoded easily.

Topic 65: Keep in Mind

Assembling word parts - The most common type of reading strategy in 3rd grade. The child breaks the word into small pieces. Often these are not real words and letters are used in several word parts. *"plank" is read as "plan-ant" or "literature" is read as "lite-rat-ture" even*

Common phonetic errors - These are accurate and phonetically correct decoding of irregularly spelled words. *"honey" is read as 'hone-ee' or 'prank' is read as 'prahnk'*

Limited code knowledge - The child has an incomplete knowledge of the spelling code. As a result, they will write the correct number of sounds, but the incorrect spelling. *"made" is written as "mad" or "pout" is written as 'pot'*

Letter naming - The child reads the word by saying the letter names. *"punch" is read as "peeuhenseeaetch"*

While teaching, one must keep these things in mind and must try to look for the effective solution to these issues.

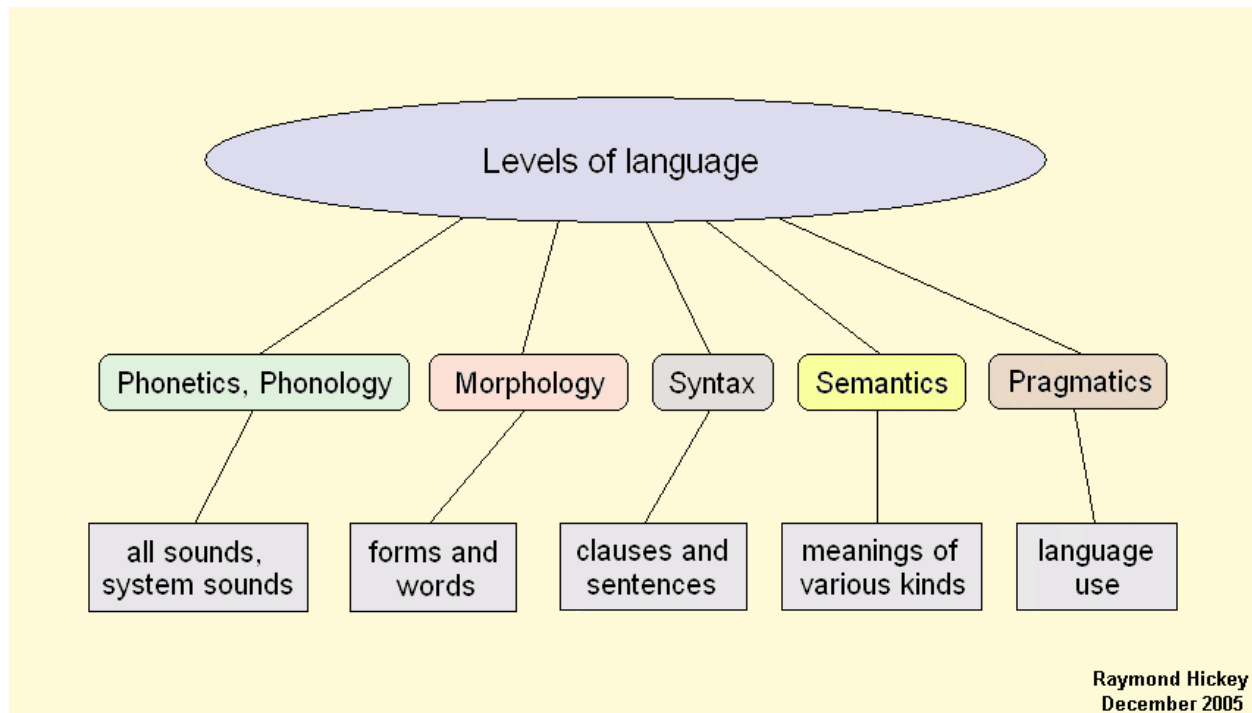


So what happens when you have poor PA, so you hear the word spoken but can't hear the smaller parts?

**You are STUCK.
Completely and utterly stuck.**



SOME TERMS

Phonology and Phonetics: Topic 66

Phonology is a branch of linguistics concerned with the systematic organization of sounds in languages. It is the first level of language also.

Phonology is about the patterns of sounds, especially different patterns of sounds in different languages (Arabic, Urdu, English), or within each language, different patterns of sounds in different positions in words etc.

$n \rightarrow \eta / \text{ -- [+vel] (English)}$
 $\zeta \rightarrow x / \text{ [+back] -- (German)}$
 $L \rightarrow F / H \text{ -- (Yoruba)}$
 $[+alv, +stop] \rightarrow r / \text{ [+vow, +str] -- [+vow]}$
 (some English)
 $\theta \rightarrow t / \text{ [+fric] -- (some English)}$

Phonetics

Phonetics deals with the production of speech sounds by humans, often without prior knowledge of the language being spoken. For instance, /k/ or /b/ sound and different origins of these sounds.



Phonemes: Topic 67

Phonemes are the smallest units of sounds in a language. If a phoneme is changed, the word may change, e.g. change the l sound in 'lack' to a b and the word changes to 'back'.

<i>f</i>	/f/	[f], [v]
<i>s</i>	/s/	[s], [z]
<i>þ, ð</i>	/θ/	[θ], [ð]
<i>g</i>	/g/	[g], [j], [ʏ]
<i>c</i>	/k/	[k], [tʃ]

Sound is always put in slashes (/).

In English, the sound e in 'pet' and i in 'bit' are examples of vowel phonemes, the sounds j in 'judge' and sh in 'ship' are consonant phonemes.

Phonics; Topic 68

Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identifies, and manipulates phonemes.

The purpose is to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

Importance of phonics

Learning phonics will help you to learn to read and spell. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help you to decode words as you read. Knowing phonics will also help you know which letters to use as you write words.

Phonemic Awareness: Topic 69

Phonemic awareness is the ability to hear and manipulate individual phonemes. Phonological awareness includes this ability, but it also includes the ability to hear and manipulate larger units of sound.

Conscious awareness that words is composed of separate sounds and the ability to identify and manipulate those sounds. Phonemic awareness can be developed by:

1. Recognizing beginning and ending sounds
2. Isolating sounds
3. Combining sounds
4. Breaking or segmenting words into its separate sounds

Phonemic Awareness

Phonemic awareness is NOT phonics.

Phonemic awareness is AUDITORY and does not involve words in print.

Lecture No. 14

CONSONANT SOUNDS

What are these? Topic 70

A consonant is a letter that represents a speech sound produced by a partial or complete obstruction of the air stream by a constriction of the speech organs.

There are 21 **consonant** letters in the written alphabet (B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z), and there are 24 consonant sounds in most English accents.

Consonant Phonemes: Topic 71

/p/	as in <u>p</u> ast
/b/	as in <u>b</u> oy
/t/	as in <u>t</u> est
/d/	as in <u>d</u> ay
/k/	as in <u>k</u> ite
/g/	as in <u>g</u> o
/tʃ/	as in <u>ch</u> est
/dʒ/	as in <u>j</u> oke
/f/	as in <u>f</u> ind
/v/	as in <u>v</u> isit
/l/	as in <u>l</u> ast
/r/	as in <u>r</u> un

/θ/	as in <u>th</u> ick
/ð/	as in <u>th</u> is
/s/	as in <u>s</u> ad
/z/	as in <u>z</u> oo
/ʃ/	as in <u>sh</u> oe
/ʒ/	as in <u>plea</u> sure
/h/	as in <u>h</u> eavy
/m/	as in <u>m</u> any
/n/	as in <u>n</u> o
/ŋ/	as in <u>ri</u> ng
/j/	as in <u>y</u> esterday
/w/	as in <u>w</u> et

A *consonant* phoneme is a speech *sound* that is articulated with complete or partial closure of the vocal track.

Manner of Articulation: Topic 72

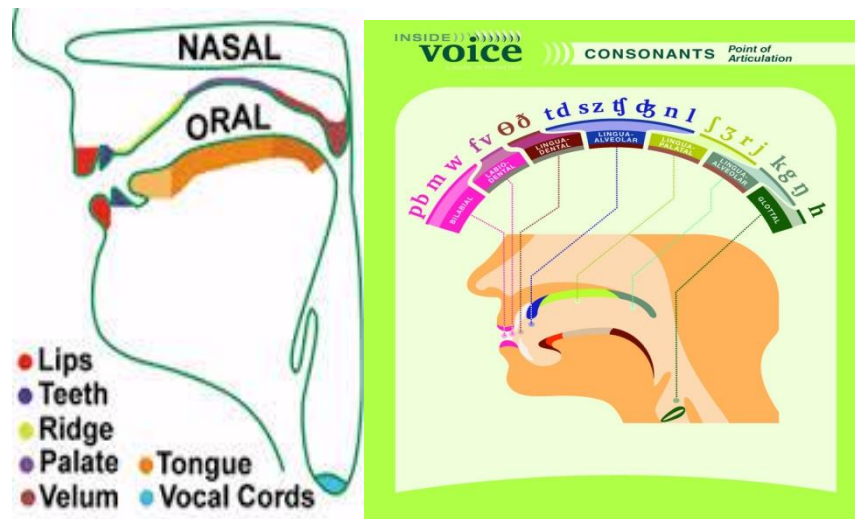
The *manner of articulation* is the configuration and interaction of the articulators (speech organs such as the tongue, lips, and palate) when making a speech sound.

Manner of Articulation

The manner of articulation **is the way the airstream is affected** as it flows from the lungs and out of the mouth and nose.

One parameter of *manner* is that how much air passage is blocked while producing some sound.

Different sounds are produced due to different positions of speech organs.

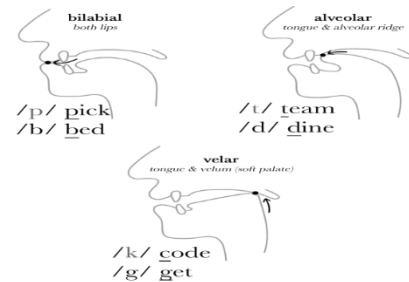


Lecture No. 15

DIFFERENT CONSONANT SOUNDS

Different Types: Topic 73

A consonant sound is produced by a partial or complete obstruction of the air stream by a constriction of the speech organs. This is related to manner of articulation also.

**Manner of articulation**

- | | |
|----------------|-------------------------------------|
| ▪ (oral) stop | ▪ e.g. [p], [t], [k], [b], [d], [g] |
| ▪ nasal (stop) | ▪ e.g. [m], [n], [ŋ] |
| ▪ fricative | ▪ e.g. [f], [s], [ʃ], [x] |
| ▪ affricate | ▪ e.g. [tʃ], [dʒ] |
| ▪ approximant | ▪ e.g. [l], [r], [w], [j] |

It means different positions of speech organs and the resultant air passage produce all these types of sounds. Example: flute

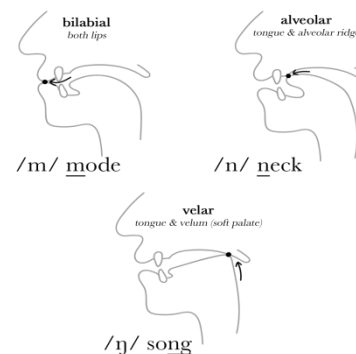
Stops: Topic 74

The definition of a stop consonant has three parts. First, either the tongue or the lips close off the air flow entirely. Second, this closure causes a buildup of pressure, and third, there is a release of this built up air.

There are 6 different stop consonants. /p/, /b/, where the pressure is built up by the lips being closed; /t/, /d/, where the pressure is built up by the tongue raising and closing off the air flow; and /k/, /g/, where the pressure is built up by the back of the tongue reaching up and touching the back of the throat, causing the pressure to build up there.

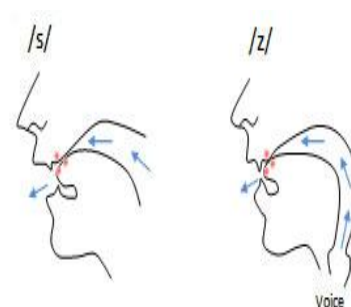
Nasals: Topic 75

Nasals are *consonants* that are formed by blocking the oral passage and allowing the air to escape through the nose. The examples of a nasals are /m/, /n/ and /ŋ/. The air stops at the lips and goes through the nose instead.



Fricatives: Topic 76

A fricative is a consonant sound that is created by constricting the vocal tract, causing friction as the air passes through it the examples of English fricative sounds (the *v* sound, *f* sound, *th* sound, *ʒ* sound, *s* sound, *sh* sound, and *h* sound).



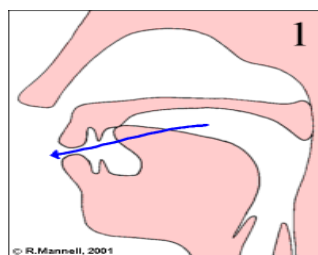
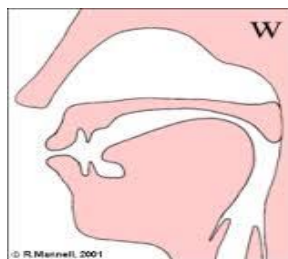
Affricates: Topic 77

A complex speech sound consisting of a stop consonant followed by a fricative; it is a combination of stops and fricatives. It is often difficult to decide if a stop and fricative form a single phoneme or a consonant pair. Examples: /tʃ/ (catch) and /dʒ/ (jury).



Approximant: Topic 78

An **approximant**, in phonetics, a sound that is produced by bringing one articulator in the vocal tract close to another without, however, causing audible friction. Approximants include semivowels, such as the *y* sound in “yes” or the *ɹ* sound in “war.” /r/ and /l/ are also approximants.



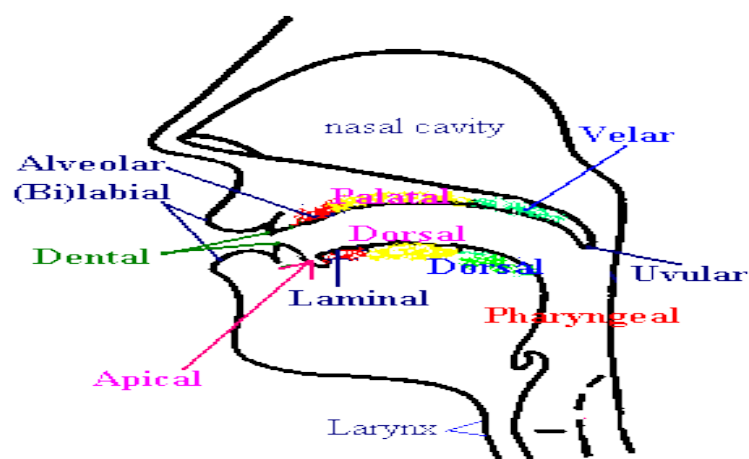
Lecture No. 16

POINTS OF ARTICULATION

Topic 79: What Does It Mean?

Sound is produced simply by expelling air from the lungs. However, to vary the sound quality in a way that can be useful for speaking, two speech organs normally need to come close to each other, so as to create an obstruction that shapes the air in a particular fashion.

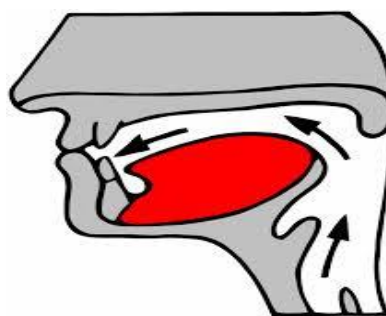
The point of maximum obstruction is known as the place of articulation, and the way in which the obstruction is formed and released is known as the manner of articulation.



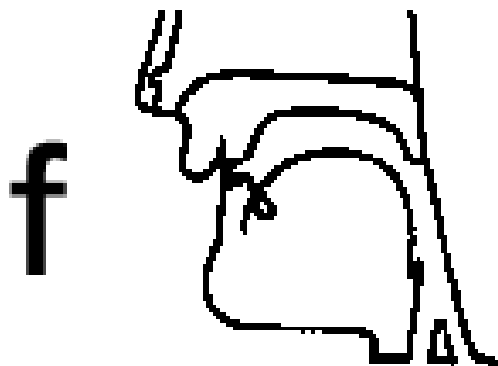
It means different points of speech organs and the resultant air passage produce different type of sounds.

Topic 80: Different Points

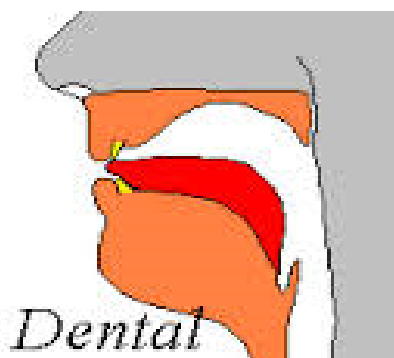
Bilabial: Both lips are almost closed, as in *p*, *b* or *m*.



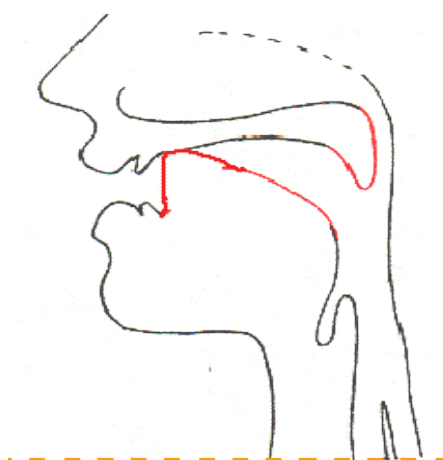
Labiodental: Lower lip contacts upper teeth, as in *f* or *v*.



Dental: Tongue tip (part just behind the tip) contacts upper teeth, as in the two *th* sounds (e.g. *thin* vs. *this*)

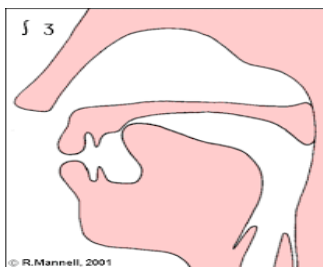


Alveolar: Tongue tip contacts the alveolar ridge (the gums just behind the teeth), as in *t*, *d*, *n*, or *l*; or tongue blade contacts the alveolar ridge, as in *s* or *z*.

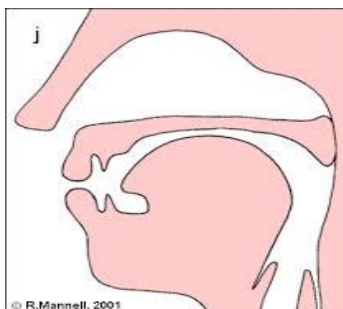


Alveolar
d, t, s, z, n

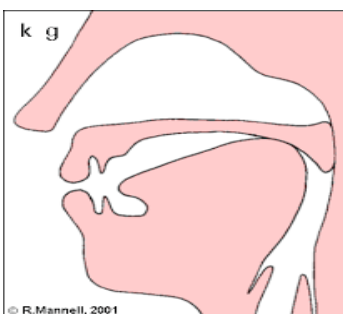
Post alveolar: Tongue blade contacts the post alveolar region behind the alveolar ridge, as in *sh*, *ch*, *zh*, or *j*; or tongue tip contacts the post alveolar region as in *s*.



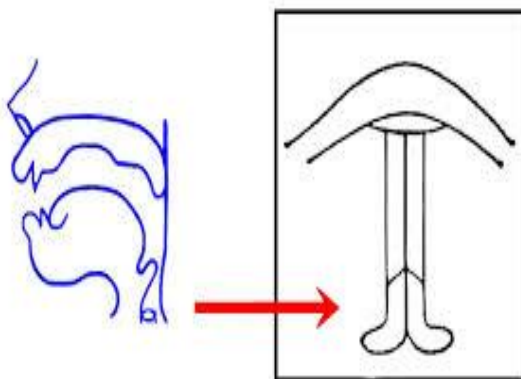
Palatal: Middle of tongue approaches or contacts the hard palate, as in y.



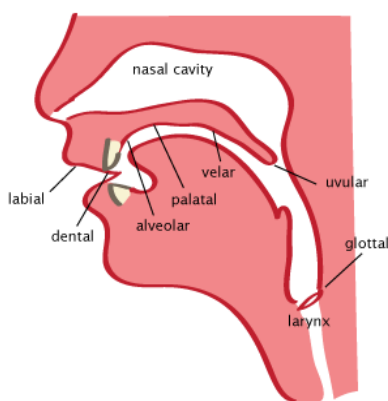
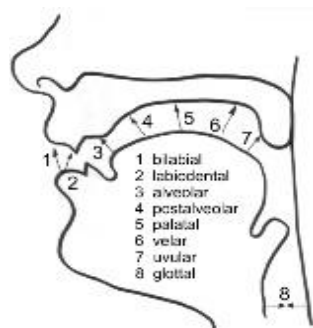
Velar: Back of tongue contacts the soft palate (or "velum"), as in k, g.



Glottal: No obstruction anywhere but in the [vocal cords](#) down in the throat, as in h.



Topic 81: At a Glance:



Different points because different types of obstructions and this way different sound are produced.

Topic 82: Concluding Remarks

We have talked about manner of articulation and points of articulation. Both can be seen in this chart:

	bilabial	labio -dental	dental	alveolar	post -alveolar	palatal	velar	glottal
plosive	p b			t d			k g	
affricate					tʃ dʒ			
fricative		f v	θ ð	s z	ʃ ʒ		(x)	h
nasal	m			n			ŋ	
lateral approximant				l				
approximant	w				r	j		

If the manner is the same and your point is different than your sound becomes different. It means both **point** and **manner** of articulation are important in producing consonant sounds.

TEACHING CONSONANT SOUNDS

Topic No: 83

Kindergarten:

When the child turns 4-5 years old. The child will go to kindergarten usually for 2 years that is when they are at age 5 and 6, before they proceed to primary school at age of almost 7.

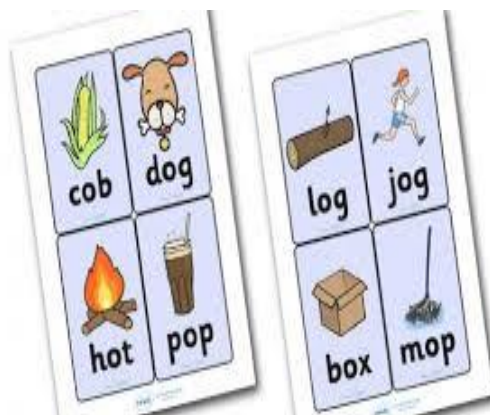
Introduction: Consonants produce sounds that are more consistent and easier to identify than vowels. Therefore, they make a good starting point for learning sounds.

Initially, work should be done on identifying beginning consonant sounds (ex: t-t-t tulip).

After that, activities can focus on identifying final consonant sounds (ex: cat ends with the t-t-t sound).

D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Viewing the word in the context of a picture will help reinforce this skill.



Introduce only the hard sounds of *c*, /k/ (*cat*) and *g*, /g/ (*gum*) in kindergarten. The soft sounds of *c* (*cent*) and *g* (*gym*) should be introduced later in grade 1.

Topic 84: Presentation:

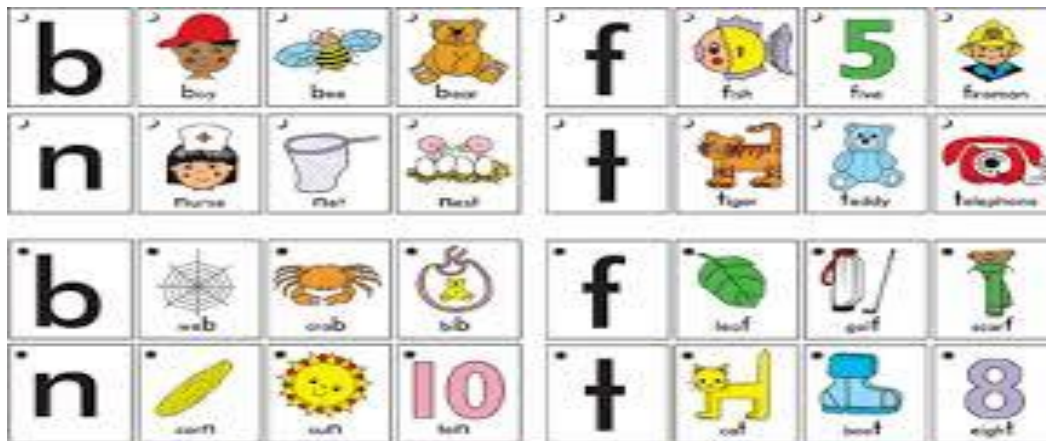
How we should present these consonant sounds to young learners? There are different approaches for this purpose. For instance:

Reliability: Some teachers like to deal with the letters based on their reliability, in other words, how many different sounds might that letter make... For example, although “c” is a common letter in the English language, it is not as **reliable** as the letter “v”.

Frequency: Another method some use is to introduce the most common sounds first (s, t and r). This allows the children to quickly begin forming words.

Topic 85: Points to Remember

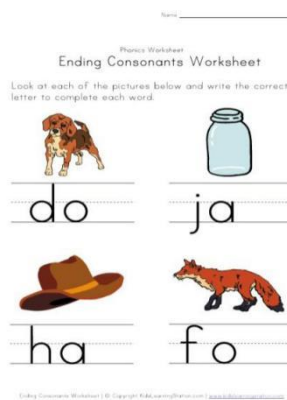
Identifying beginning consonant sounds



Distinguishing between two or more beginning consonants sounds.



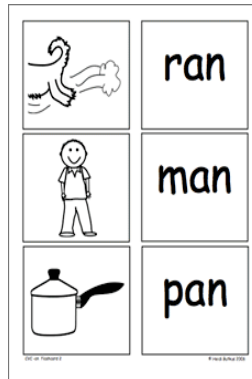
Identifying ending consonant sounds.



Choosing words that have a particular beginning or ending consonant.



And above all! Practice:



Topic 86: Some Activities

Worksheet

Ending Consonants **d, g**

NAME: _____

 Ending Consonants d, g
Say the name of the picture. Circle the ending letter of the word.

		
g d	n d	d p
		
d g	s d	m g
		
f g	g d	d t

106

Beginning or Ending d **d**

NAME: _____

 Say the name of each picture. Listen for the sound of the letter d. Do you hear it at the beginning or ending? Write the letter d in the correct circle.

	
d	
	
	

107

Ending Consonants **b, m**

NAME: _____

 Ending Consonants b, m
Write the ending letter of each word. Say the word.

	
ham	tu
	
ja	su
	
dru	ca

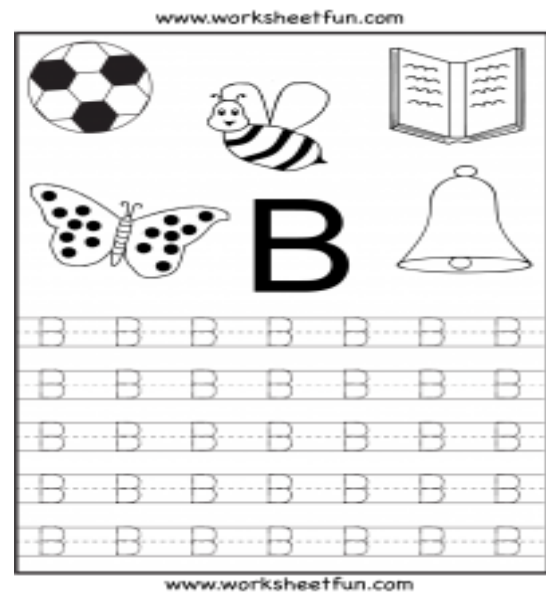
108

➤ **Trace and print the letters:**

- Before kids can learn how to read, they need to be able to recognize the letters of the alphabet by their shape. Letter tracing worksheets like these are a **fun way for pre-writers and developing writers to learn and practice letter shapes and formation**

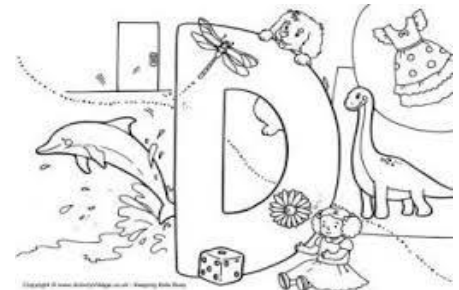
➤ **Color the Letter**

By differentiating the letter types by color, **children have a clear view of the organizational structure of the English orthography system**. Not only does a color-coded system help students to understand their letter options - it also helps students to see patterns in words



Young minds **can build vocabulary, punctuation, spelling and grammar skills** through the use of bingo

Alphabet Bingo is a fun way to practice recognizing alphabet letters. My kids love playing games to learn, this game is great for kids learning uppercase alphabet letters, which is typically in preschool.



What are some benefits of bingo for children?

- Improve numbers skills, including number recognition.
- Develop social skills.
- Enhance cognitive function.
- Develop knowledge of specific topics when you used themed bingo games.
- Improve teamwork skills if children play in a team.

B	I	N	G	O
tap	hen	pot	pan	bus
map	lip	dot	fan	fin
sun	mop	Free Space	cub	bun
bed	pin	cup	pat	run
fun	nut	lid	fog	bat

Lecture No: 18

CONSONANT SOUNDS AT HIGHER LEVEL

Topic No: 87

Higher level means that the students are already familiar with the concept of consonant sounds. They have learnt these sounds in their early classes. For instance, the students at secondary or higher secondary stage. The students at your stage are also considered as higher-level students.

The Phonetics of Consonants

- **Place of articulation**

Means where the vocal tract is shut off or narrowed

- **Manner of Articulation**

Means how the vocal tract is shut off or narrowed

- **Voicing**

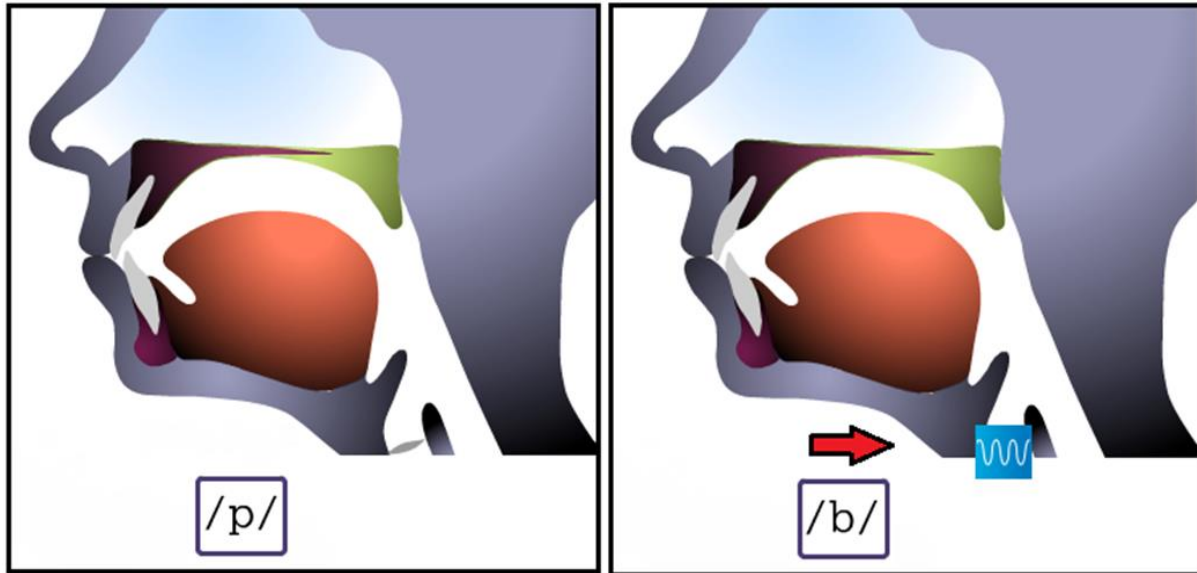
Means whether air is forced through the larynx

Teaching consonant sounds ‘articulation’ etc. We are going to talk about them one by one. at higher level requires the clarification of the concepts like ‘voiced’,

Topic # 88 - Voiced & Voiceless

There are certain consonant sounds which are articulated from the same point. The difference between such two sounds are of voicing.

Voicing can refer to the articulatory process in which the vocal cords vibrate.



- See how the **lips** are pressed **together**
- Watch that the vocal cords **vibrate** for **/b/**

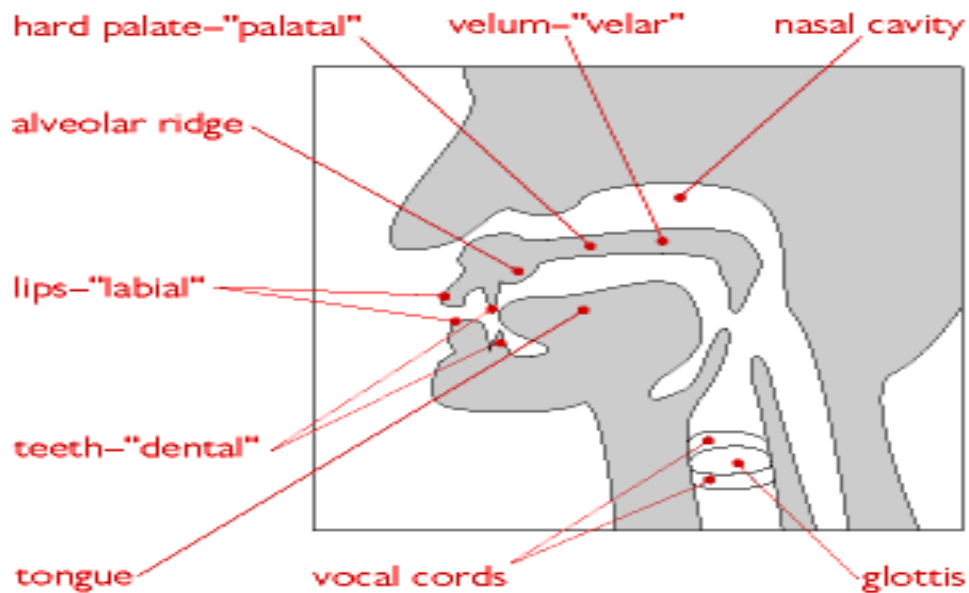
Put your hand on your throat and pronounce the sounds produced by f, s, p, and t. You shouldn't feel any vibration happening in your throat. Now try the same exercise, but pronounce the sounds produced by the letters v, z, b, and d. Did you feel the difference? You should feel vibration in your throat. The reason is that the first group of sounds are "voiceless" and the second group of sounds are "voiced".

Unvoiced (no vibration)	Voiced (vibration)
[f] fat	[v] vat
[k] come	[g] gum
[p] pit	[b] bit
[s] sip	[z] zip
[t] ton	[d] done
[tʃ] chin	[dʒ] gin
[θ] thick	[ð] this
[ʃ] pressure	[ʒ] pleasure

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Tell your students to make this experiment on their own. They are already familiar with the sounds, but these concepts are to be taught to them.

Topic # 89 - Place of Articulation



Sounds

Bilabial, Labiodental, Dental, Post alveolar, Palatal

Velar, Glottal

Presentation

- Explain each of these places of articulation in detail.
- List the English consonant sounds that occur at each place of articulation, along with their IPA symbols.
- Provide audio examples for you to hear and contextualize these sounds.
- Practice

Topic # 90 - Manner of Articulation

Stop or Plosive, Affricate, Fricative, Nasal, Lateral, Approximant. Clarify the concept and tell them to make experiment on their own.



Give them the reason for different types of sounds produced due to different manners. For instance, /m/, /n/ and /ŋ/.

Topic # 91 - Symbols and Chart

Consonants			
p	<u>p</u> ip	ʒ	mea <u>s</u> ure
b	<u>b</u> ib	h	<u>h</u> en
t	<u>t</u> en	tʃ	<u>ch</u> urch
d	<u>d</u> en	dʒ	jud <u>g</u> e
k	<u>c</u> at	m	<u>m</u> an
g	<u>g</u> et	n	<u>n</u> ow
f	<u>f</u> ish	ŋ	si <u>ng</u>
θ	<u>th</u> igh	l	<u>l</u> et
ð	<u>this</u>	r	<u>r</u> ide
s	<u>s</u> et	w	<u>w</u> et
z	<u>z</u> oo	j	<u>y</u> et
ʃ	<u>sh</u> ip		

Make them familiar with symbols related to consonant sounds. They should be able to pick these symbols and read them in dictionaries.

Table of English Consonants, DJPD16 p.x								
	bilabial	labio-dental	dental	alveolar	post-alveolar	palatal	velar	glottal
plosive	p b			t d			k g	
affricate					tʃ dʒ			
fricative		f v	θ ð	s z	ʃ ʒ		(x)	h
nasal	m			n			ŋ	
lateral approximant				l				
approximant	w				r	j		

Give them the understanding about the consonant chart showing the place and manner of articulation side by side. It will help them to differentiate between two different types of sounds.

And above all audio-video aids for sounds and practice for these sounds.

Lecture No. 19

VOWEL SOUNDS

Topic No: 92

There are 21 consonants and 5 vowels in English. But as we know there are more than 21 consonant sounds in English, similarly vowel sounds are also more than 5. There are five vowels in English a, e, i, o, u the number of vowel sounds is subject to greater variation; there are 20 vowel phonemes in British English, 14-16 in general American and 20-21 in Australian English. This variation in vowel phonemes is due to difference of accent.

Five vowels make 19-21 sound sometimes in single place and sometimes their sounds get double sometimes there are. and symbols to create different sounds, here is one important thing that these are sounds not letters they can be seen in the picture below:

Vowel and Sounds														
Monophthongs								Diphthongs						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
i:	ɪ	e	æ	ɔɪ	ɔɪ	ai								
ə	ɜ:	ʌ	ɑ:	əʊ	aʊ									
u:	ʊ	ɔ:	ɒ	ɪə	eə									

Single sounds and different combinations of sounds give us a variety of vowel sounds. Just like consonants number of sounds in vowels also increases.

Topic no 93Vowel Sounds Pronunciation

While producing vowel sounds, your breath flows freely through the mouth, it means there is no obstruction while producing these sounds.

In consonants air passage is blocked at point of articulation with different manner of articulation but in vowel sounds there is no blockage at all and there is continuous flow of air and there is continuous shaping of sounds.

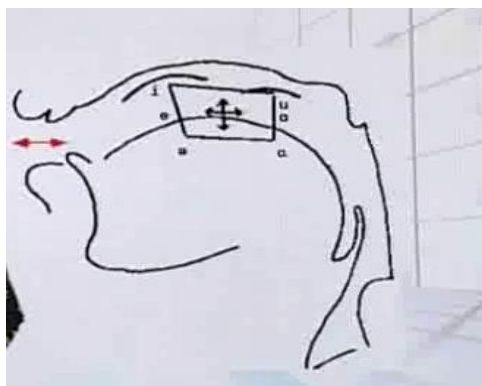
Vowel don't involve air blockage, but instead require a more continual sound flow and sound shaping. Phoneticians describe vowel production in term of HAR:

H: Height (whether the tongue is high mid or low in the mouth)

A: Advancement (how front or back the tongue is)

R: Rounding (whether the lips are round, for sounds like “oo” of “boot”)

In following picture air passage and rounding while vowel sounds is shown.



Topic 94: Types of English Vowel Sounds

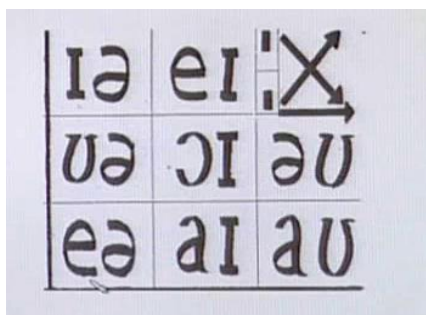
There are mainly three types of vowel sounds:

- 1) Monophthongs
- 2) Diphthongs
- 3) Triphthongs

Monophthongs: A vowel that has a single perceived auditory quality is called monophthong. A monophthong (Greek Monophthongs from monos “single” and phthongs “sound”) is a pure vowel sound, one whose articulation at both beginning and end is relatively fixed, and which does not glide up or down towards a new position of articulation. There is no alteration in position of tongue.

1 i:	2 I	3 e	4 æ
5 ɑ:	6 ɒ	7 ɔ:	8 ʊ
9 u:	10 ʌ	11 ɜ:	12 ə

Diphthongs: diphthongs are combination of two vowel sounds i.e. /ai /.



Triphthongs: Triphthongs are combination of three monophthongs or vowel sounds.

TRIPHTHONGS	
aɪə (fire, tired, flyer)	aʊə (hour/our, power, tower)
eɪə (player, mayor)	əʊə (lower, widower)
ɔɪə (loyal, royal)	

These three types of vowel sounds give us variety of sounds and this way number is also increased.

Topic 95:

Vowel Triangle

A triangular or a figure on which vowels are shown according to the position of the part of the tongue that is highest in their articulation. It shows the position of the tongue and jaw according to the vowel sound(s) required when speaking.

We can summarize this account of the vowel system by considering the relative position of each vowel in a graphic that abstractly represents its phonetic properties.

This triangular helps us in teaching and explaining different positions of vowel sounds.

Lecture No: 20

SHORT VOWELS

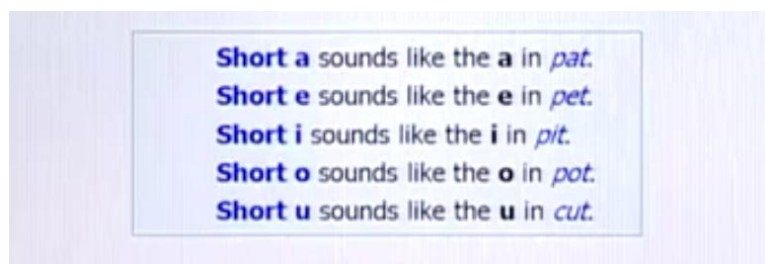
Topic No: 96

A mono-phthong is a pure vowel sound, one whose articulation at both beginning and end is relatively fixed, A vowel that has a single perceived auditory quality and which does not glide up or down towards a new position of articulation. A short vowel is also a mono-phthong.

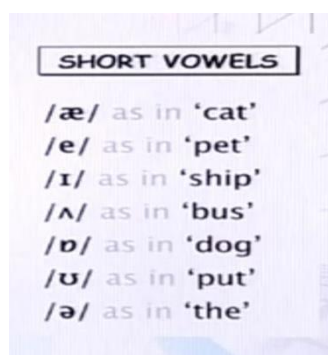
A short vowel sound in any word is that does not allow the vowel within it to generate that vowel's long sound and which does not glide up or down towards a new position of articulation.

Topic 97:**List of Short Vowels**

Vowels can have short sounds or long sounds. The list below shows how the short vowel sounds are pronounced.



In many dictionaries, the symbol for a short vowel is a cup-shaped curve over the vowel. For example, e[^] is the symbol for a short e.



You can use it to understand the basic usage for the short vowel sounds are often used in larger words as well

Topic 98:

Vowel Sounds

The most frequently occurring vowel in English is schwa and it is always associated with weak syllables. In quality it is mid (half-way between close and open) and central (half way between front and back). Most specialists describe the schwa sound as lax, not articulated with much energy, or even in two lettered words, like **in, it, and at**.

For example, the schwa sound is found in the following words:

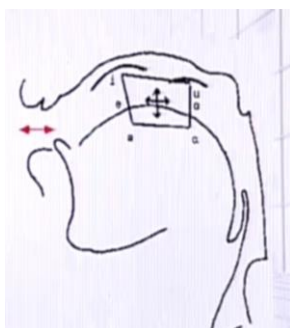
- The a is schwa in adopt.
- The e is schwa in synthesis.
- The I am schwa in decimal.
- The o is schwa in harmony.
- The u is schwa in medium.
- The y is schwa in syringe

The unstressed central vowel sound represented by the symbol /ə/ in the International Phonetic Symbols. A **schwa** sound can be represented by any vowel.

Topic 99: Short Vowels

Short Vowels on Triangle

This triangle helps to understand the position of a vowel sound in our oral cavity.



Topic 100:

Long Vowels

Long vowels

Symbol of long vowel is /a:/, in short vowels there are two dots as part of symbol. Sound in short vowels is not stretched but in long vowel sound is stretched. Long vowel is also a monophthong. A long vowel sound in any word that generates that vowel's long sound and which does not glide up or down towards a new position of articulation. You can use it to understand the basic usage for the

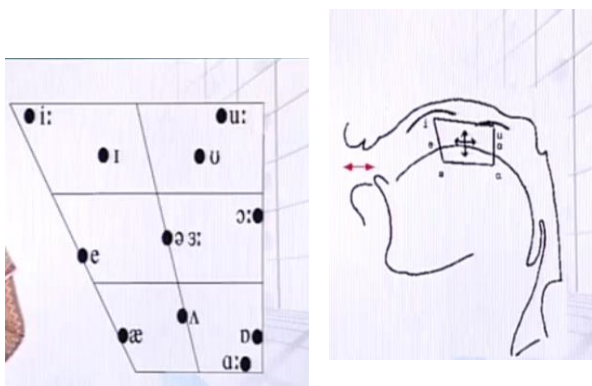
long vowel sound. These long vowel sounds are often used in larger words as well (installation) or even in two lettered words, like [car](#), /ka:/.

Topic 101: Long Vowels

Long Vowels on Triangle

Symbol of long vowel is /a:/, in short vowels there are two dots as part of symbol. Sound in short vowels is not stretched but in long vowel sound is stretched. Long vowel is also a monophthong. A long vowel sound in any word that generates that vowel's long sound and which does not glide up or down towards a new position of articulation.

You can use it to understand the basic usage for the long vowel sound. These long vowel sounds are often used in larger words as well (installation) or even in two lettered words, like [car](#), /ka:/



This triangle helps to understand the position of a vowel sound in our oral cavity.

Topic No 102

Long Vowels

Long Vowel Sounds

Look at these figures and note the difference in the position of oral cavity while producing these long vowels:

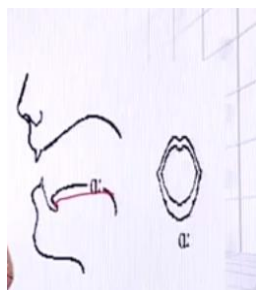
Lecture No. 21

LONG VOWELS

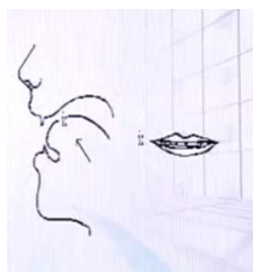
Topic No 102

Long Vowel Sounds

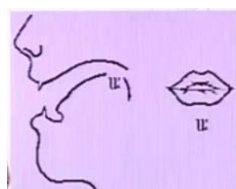
Look at these figures and note the difference in the position of oral cavity while producing these long vowels:



The next picture depicts how to produce sound 'e':



The next picture depicts how to produce the sound 'o'

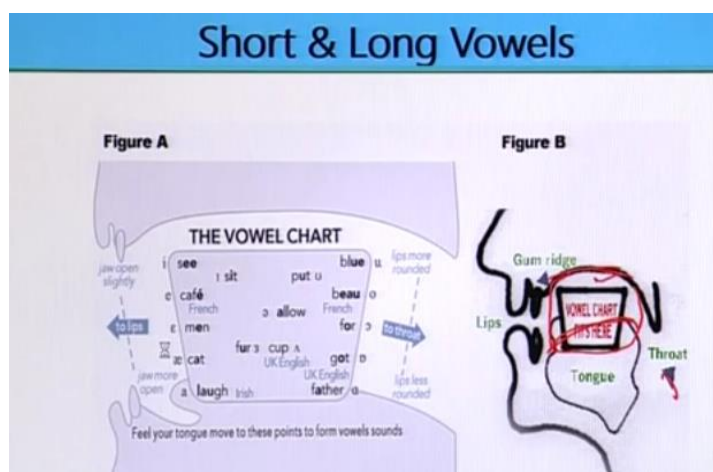


For more clarity on this topic, please see the video lecture.

Topic No 103

Short and Long Vowels

Short & Long Vowels			
[i:] heed	i	(u) shoe	
[ɪ] hid	ɪ	U put	
[eɪ] bay	e	(O) boat [ou]	
	ago ɔ		
bed ɛ	bird ɜ	Λ (ɔ) cup saw	
had æ			
[aɪ] buy	a	ɑ (ɒ) hard pot	
English (RP)			



This is how different mono-phthongs (short and long vowels sound) are produced.

DIPHTHONGS

Topic no 104: What Is a Diphthong?

/aɪ/

A sound formed by the combination of two vowels in a single word, in which the sound begins as one vowel and moves towards another (as in *coin*, *loud*, *side*).

It means: There are two vowel sound. There is a different beginning and different end. The position of tongue changes because it glides from one position to another position.

To understand different diphthongs, these are divided into three groups depending on the ending sound.

Topic no 105

1st Group: Ending on Schwa

There are three diphthongs ending on Schwa sound.

Examples:

/iə/ as in here

/eə/ as in hair

/ʊə/ as in tour

Topic no 106

2nd Group: Ending on /l/ Sound

There are three diphthongs ending on /l/ sound.

Examples:

/el/ as in take

/ɔl/ as in toy

/aɪ/ as in tie

Topic no 107

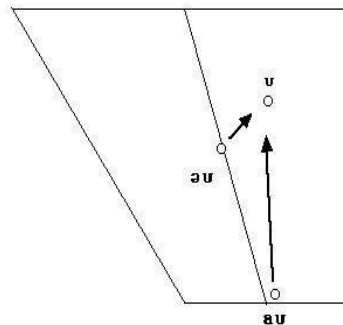
3rd Group: Ending on /ʊ/ Sound

There are three diphthongs ending on /ʊ/ sound.

Examples:

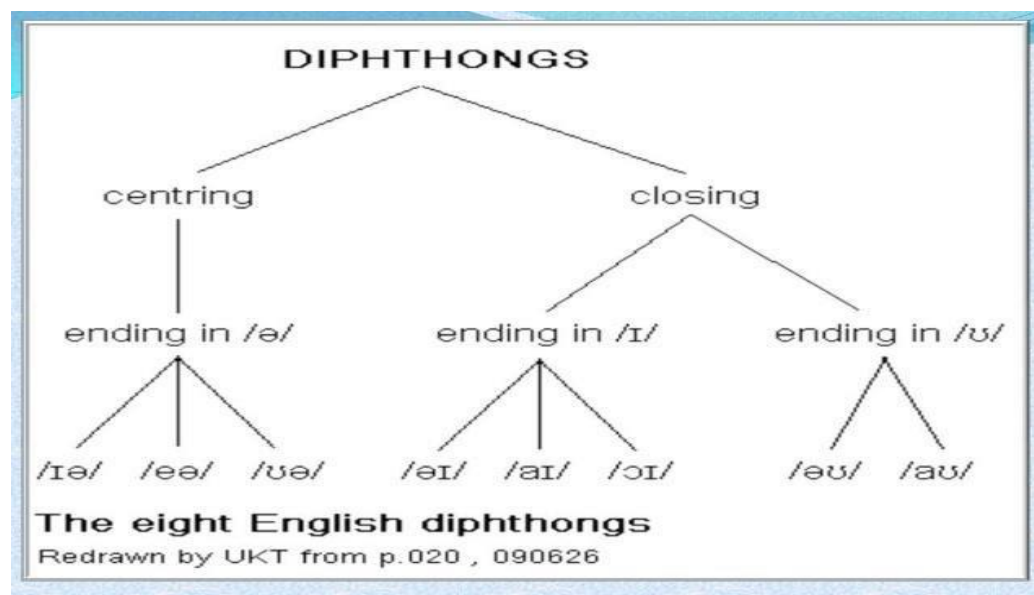
/əʊ/ as in show

/aʊ/ as in mouth



Topic no 108

All in One Glance



TRIPHTHONGS

Topic no 109: What Is a Triphthongs?

A vowel sound in which the tongue changes position to produce the sound of three vowels one after another.



It means: There are three vowel sounds. There is a different beginning and different end. The position of tongue changes because it glides from one position to different positions.

Sometimes, Triphthongs is defined as a diphthong + ə.

Topic no 110

Examples of Triphthongs

Examples:

TRIPHTHONGS	
əʊə	(lower, widower)
aɪə	(fire, tired, flyer)
eɪə	(player, mayor)
ɔɪə	(loyal, royal)
aʊə	(hour/our, power, tower)

Lower /ləʊə/

Fire /faɪə/

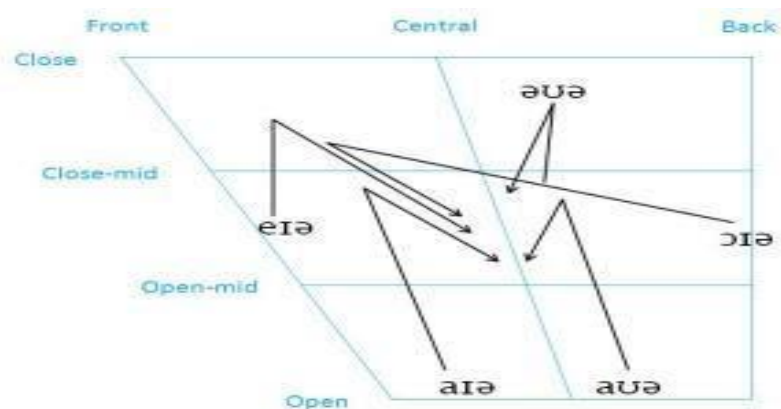
Player /pleɪə/

Loyal /ləɪə/

Tower /taʊə/

Topic no 111

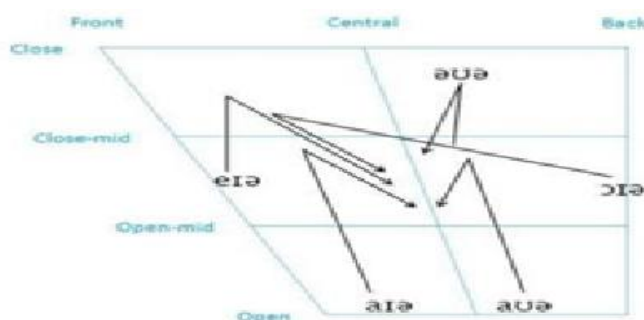
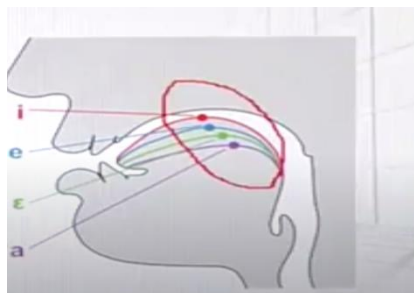
Triphthongs on Triangle



You can perceive three sounds have been combined and tongue glides from one to another.

Topic no 112

Difficulty with Triphthongs



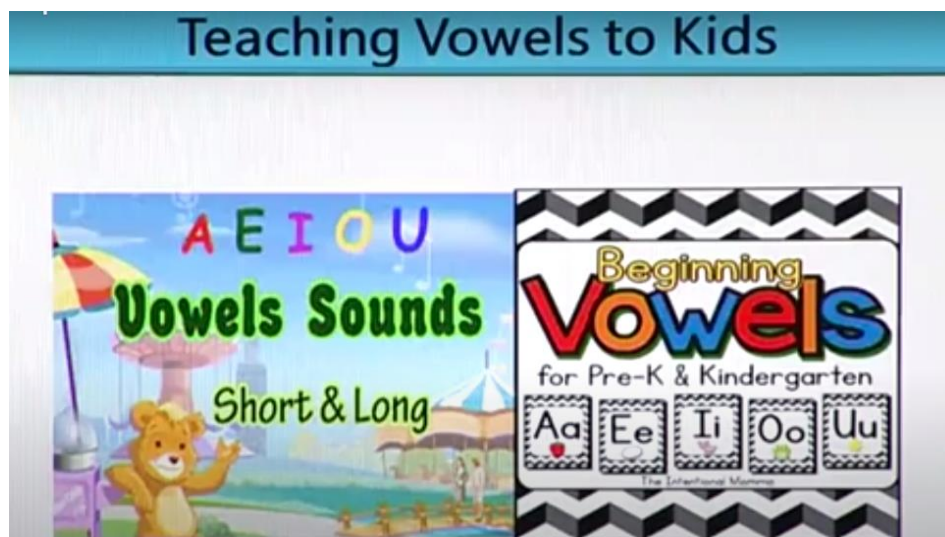
A triphthong is a glide from one vowel to another and then to a third, all produced rapidly without interruption.

There are five triphthongs in English. They are composed of the five closing diphthongs with /ə/ added at the end.

Three vowel sounds are produced from a limited space and there is a quick gliding of the tongue. So difficult to perceive and distinguish.

TEACHING VOWELS

Topic no 113: Teaching Vowels to Kids



Vowel sounds are the voiced part of language. The vocal cords are used and the sounds are much louder than some other letters/ sounds in language.

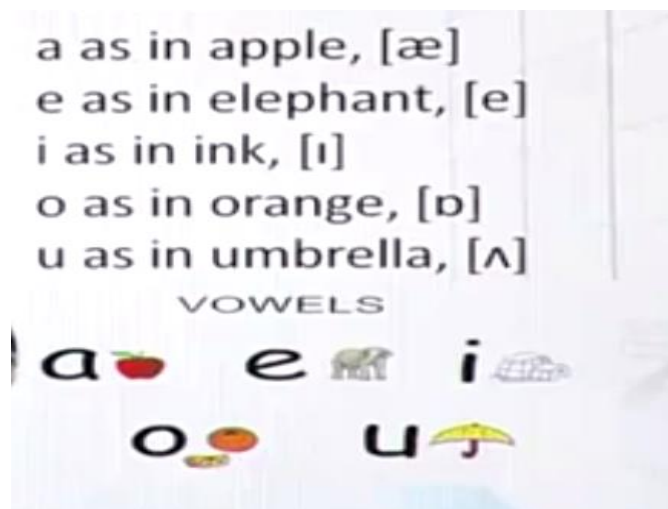
Traditionally, the vowels are taught as ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, but sometimes ‘y’ is also added in the list ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, ‘y’; because ‘y’ is also widely used as a vowel sound, as in “by” or “my”.

It is useful to teach the vowels to children as:

a, e, i

o, u, y

and which does not glide up or down towards a new position of articulation. Start with short vowels. The vowel sounds as follows:



Remember to focus on the letter then a picture. The purpose is for the child to associate the sound with the letter.

When the child can sound the vowel correctly for about 5 to 10 times, start with the next sound. You can check the child's progress by maintaining records.

Teaching Vowels

Topic no 114

Some Activities

1. Short Vowels Activity: Play Vowel Chart to practice listening and identifying short vowels in words. Shuffle the vowel cards and give it to some other students.
2. Word Family Flap Books Activity: Fun flap books for Learning word families, here vowels.
3. Matching Game: Cut the cards on both pages. Match the pictures to the correct vowel sounds.
4. Songs: Songs about letters and words are another helpful tool for teaching your students about vowel sounds because these are catchy so they help children to retain the information they contain. You can download them easily.

Teaching vowels with Visual Feedback. Though the concept of vowel is mainly related to sounds, but visual effects must be used while teaching sounds of vowel/vowels.

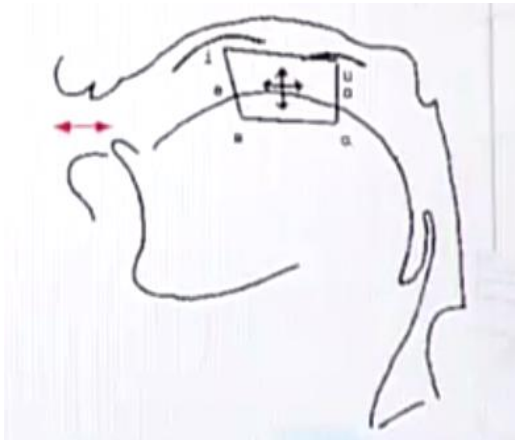
Topic no 115

Teaching vowels

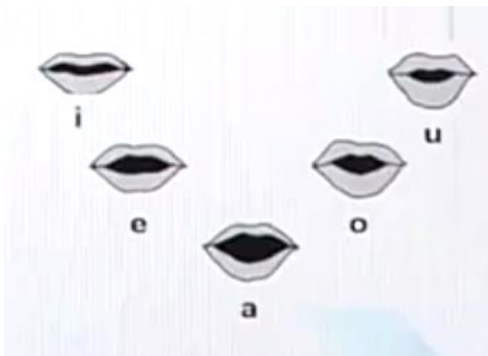
Teaching vowels at Higher Stage

At secondary or higher secondary level, teach them using more specialized terms. For instance: three types of vowels /e/ /ai/, /aiə/.

1. Clarify about the **place** from where the vowels sounds are produced.



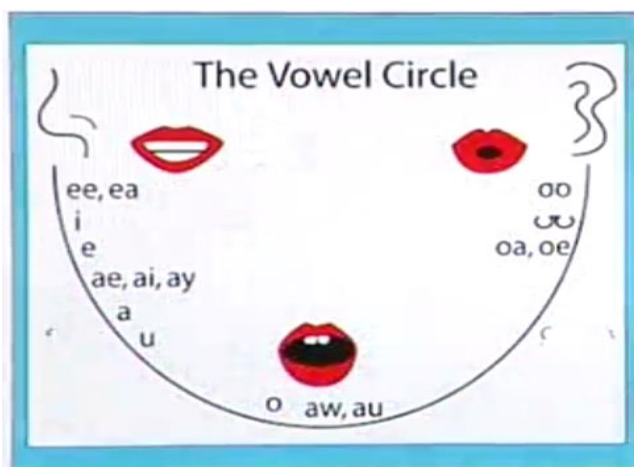
2. It is important to tell them the **positioning of the mouth** also while producing the sounds of vowel/vowels.



3. Clarify the **concept of vowel triangle** and explain the positions of vowel sounds on it.



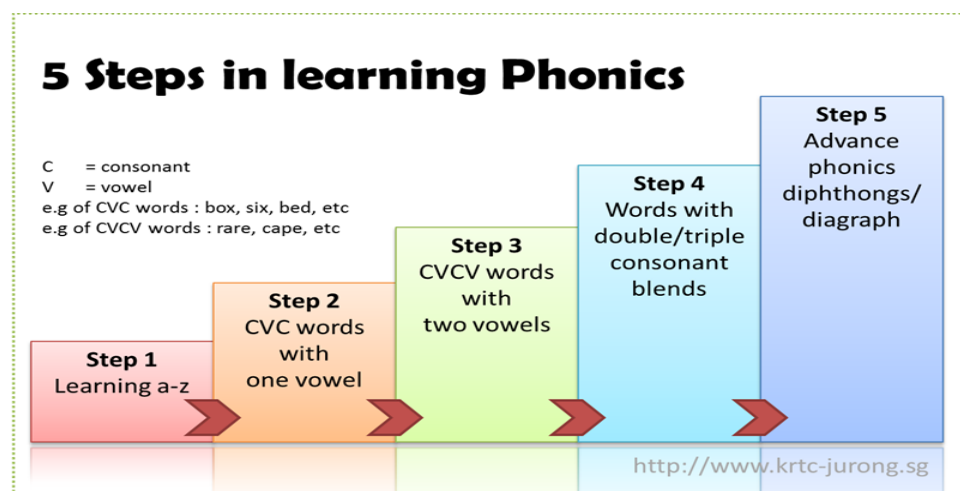
4. Clarify the difference between the **positioning of mouth cavity** while producing different vowels sounds (HAR).



They must produce these sounds on their own and practice them.

Topic no 116

5 Steps in Learning Phonics



Step-1- Learning a-z.

Step-1- Learning a-z.

First of all, we need to learn each alphabet without differentiating between consonants and vowels.

Step-2 CVC words with one vowel.

Step-3 CVCV words with two vowels.

Name: _____ Date: _____

I can read long Aa words.

Directions: Draw a line to match the word to the picture.

cake	
bake	
game	
gate	
lake	
cave	
rake	
tape	

Step-4 words with double/triple consonant blends.

Consonant blends (also called **consonant clusters**) are groups of two or three **consonants** in words that makes a distinct **consonant** sound, such as "bl" or "spl."



Step 5- Advance phonics: diphthongs and digraphs.

A *digraph* is the combination of two successive letters that represent a single sound like 'ph' or 'th'.

DIGRAPH BINGO CARD 3

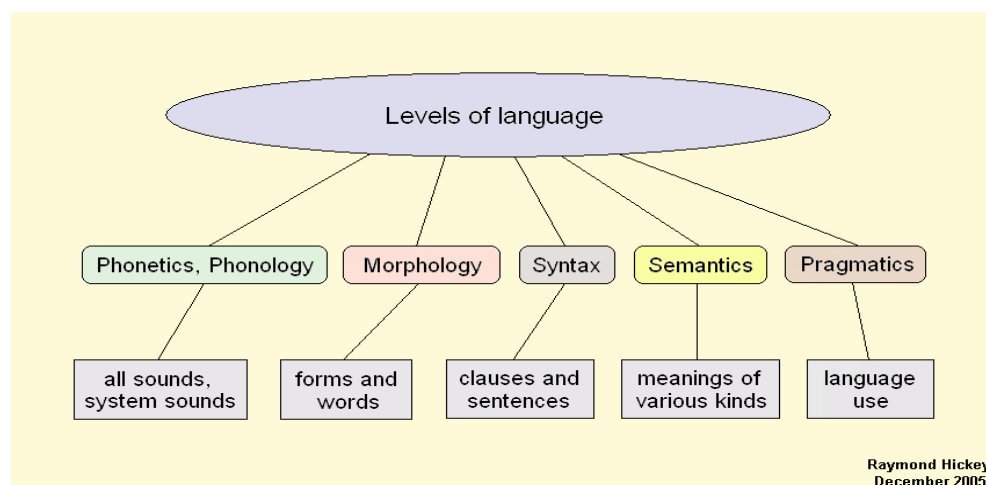
ph	ch	th	th	wh
th	ch	wh	sh	ch
sh	wh	th	ch	ph
ph	ph	sh	ph	wh
ch	sh	wh	sh	th

th wh sh ch ph

TEACHING VOCABULARY

Topic No: 117

Brief Introduction



Vocabulary: Words used in a particular language.

Even at certain places, it has been defined as the total number of words in a language (Collin's Dictionary, 1989:1629)

Two primary dimensions:

Receptive vocabulary: It refers to learner's ability to recognize a word and retrieve its meaning while listening or reading.

Productive vocabulary: It refers to a learner's ability to use a word to send a message or express his/her thought appropriately through speaking or writing (Nation, 2006:24).

A word is a single distinct meaningful element of speech or writing, used with others (or sometimes alone) to form a sentence and typically shown with a space on either side when written or printed.

Two dimensions:

1. Content words. In language, **content words** are **words** such as nouns, most verbs, adjectives, and adverbs that refer to some object, action, or characteristic.
2. Function words which function primarily to express the grammatical relationships between other **words** in a sentence.

Function words include [determiners](#) (for example, *the, that*), [conjunctions](#) (*and, but*), [prepositions](#) (*in, of*), [pronouns](#) (*she, they*), [auxiliary verbs](#) (*be, have*), [modals](#) (*may, could*), and [quantifiers](#) (*some, both*).

Topic no 118

To Know a Word: knowing a word means more than knowing the definition of a word (Scott and Nagy, 1997, Dale and O'Rourke, 1986).

Knowing a word means:

- Having the ability to recognise it in its spoken and written forms.
- Knowing its different meanings.
- Knowing its part of speech [e.g. a noun, a verb]
- Being able to pronounce it properly
- Being able to use it correctly within a sentence in an appropriate grammatical form
- For technical words, recognizing it in context
- Being able to recognise different types of English e.g. boot/trunk, lift/elevator
- A teacher needs to cover all of these aspects while teaching vocabulary.

Topic no 119

What Makes a Word Difficult?

1. **Pronunciation**
2. **Spelling**
3. **Length and complexity**
4. **Grammar**
5. **Meaning**

A teacher needs to keep all of these difficulties in view while teaching vocabulary.

STAGES IN TEACHING VOCABULARY

Topic No: 120

What Do We Mean by ‘Stages’?

To effectively acquire new vocabulary, students must go through four essential stages:

- First, they notice a new word with help; secondly, they recognize the word at first with help, then on their own and lastly, they are able to both recognize and produce the word.

It means they gradually move from passive vocabulary to active/productive vocabulary. They attain this knowledge step by step which is explained through different stages.

Topic no 121

1st Stage:

Understanding New Words

1. **Introducing nouns, things, objects, animals, etc.** Visual elements work best with concrete nouns, but try to go beyond flashcards and illustrations. Try to use real objects whenever possible, or even sounds, smells, and tastes.



2. **Introducing adjectives**

Opposites, like “big” and “small”, “long” and “short”, are usually illustrated with pictures, but here’s another case where realia (real life objects) will help you [teach new adjectives](#); the use of real life objects is wonderful for words like “soft” and “rough”.

3. **Introducing abstracts**

There are things you simply cannot teach with a flashcard. What works best in these cases are synonyms, definitions, substitutions. For instance, teaching the difference between “early” and “late”,

Topic no 122

2nd Stage: Recognising New Words

Bingo

Bingo is one of the most versatile games employed by teachers. For younger learners, make bingo cards with illustrations, and call out each word. For those who can read, do the opposite, make the cards with words.



Matching

Another type of exercise with countless possibilities. Students may be required to match opposites, synonyms, or a word with its definition, as well as a picture to a word.

3. Matching

Find pairs of similar things

book	-
soap	-
plane	-








Fill in the blanks (with options)

Hand out a piece of written text (anything from a description, [song](#), letter, to even a short story) with blank spaces that must be filled in from a list of words. You can adapt this to longer texts, and also have longer word lists.

Topic no 123

3rd Stage: Producing Vocabulary

Descriptions

From a newspaper photo of a recent event to a personal account of a recent trip, there are countless things students can describe while producing new vocabulary.

Fill in the blanks (no options)

Supply students with a piece of written text with blank spaces that have to be filled in with any word that fits. You may give them indications for each space, like “noun”, “adjective” or “adverb”, if they’re advanced students.

Mind maps or brainstorming

Tell students they need to think of words they can use to describe the weather. Write “weather” at the center of a blackboard or [whiteboard](#) and circle



it.

Write every word supplied by students as “rays” that shoot out this circle. They should reply with previously taught words, like “chilly”, “scorching”, or “mild” if weather is written in the center.

Guess what I'm thinking

Students take turns describing something, like a place: “I’m thinking of a place that is so huge it takes visitors hours to see all of it.

It is a breath-taking building, very old, but with a modern glass pyramid in the front.”



Lecture No. 27

IDIOMS AND COLLOCATIONS

Topic No: 124**What are Idioms and Collocation?**

Idiom: a group of words established by usage as having a meaning not deducible from those of the individual words (e.g. *hang one's head*; *see the light*).

Collocation: a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who use it (day and night, come to the point)



Idioms and collocations are a part of vocabulary. These are taught at advanced stages and not at the level of beginners because it is essential that learners must know the words separately which are now being used together (as idioms or collocations).

Topic no 125**Difficulty: Idioms and Collocation****Learner use of Formulaic Language**

- But learners often do not use the collocations they know appropriately.

- Inappropriate collocations is a leading problem in learner language.
- Learners often use words with their correct meanings, but do not understand the correct context of use (collocation, register, frequency).

Idioms and collocations might be quite challenging for most of the learners:

- Combination of correct words
- No proper translation
- Tricky use of words
- No grammatical rules
- Difficult to use
- First language interference

Topic no 126

Idioms and collocations

1stStage: Introduction

We know that there are three stages involved in learning vocabulary:

- Introduction
- Recognition
- Production

Lewis (2000) claims that “*make* and *do*” collocations provide a useful starting point for introducing the idea of collocations to learners.

Make or Do? (by CET)

Make <i>something that didn't exist before.</i> - make the bed - make a cake - make the dinner - make a cup of tea / coffee - make a mess - make a wish - important expressions: - make plans - make a decision - make a mistake - make noise - make money (to earn money) - make an excuse - make an effort - make your mind up - make a wish	Do <i>an activity, or action</i> - do housework - do the ironing - do homework - do the washing-up - do the shopping - do the cleaning - important expressions: - do well - do badly - do somebody a favour - do your hair - do your make-up - do business - do your best - do a course - do exercises
--	--

CET

But there is no reason why it should be '*make a decision*' rather than '*do a decision*'. We need to make them aware that this is simply the way we say things in English.

Give students a text, and ask them to chunk it, so they can pick collocations or idioms (they must be familiar with the words that co-occur).



Teach them the meaning and use of the collocations or idioms they have picked from the text.

Topic no 127

2nd Stage: Practice

To practice or to recognize refer to the same stage. Practice has a crucial role in learning. However, it is more crucial for collocations/idioms as there is no rule for students to refer to.

The only way to help learners to remember collocations/idioms is to expose them to collocations through practice and revision activities.

Any kind of *filling in the blanks*, *matching*, *error correction* and *odd word out* type of activities can be used to practise collocations/idiom at all levels.

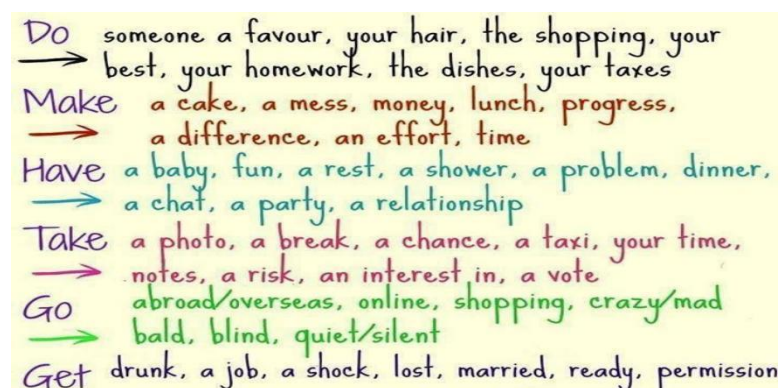


Students can work in two groups working on two sets of collocations/idioms separately and then presenting it to the other group.

Topic no 128

3rd Stage: Production

Provide students with certain words and tell them to make collocations by using those words.



- Tell them to use these collocations in some composition (essay/story).
- Tell students to use correctly the given collocations/idioms in exercises where needed.

- These are some activities that can be used at the production stage for learning collocations/idioms.

I'm terribly sorry to bother you.
She's well aware of the problem.
It's vitally important to learn new vocabulary.
He's fast asleep.
She's wide awake.
They were brutally murdered.

Lesson No. 28

TEACHING SPELLINGS

Topic no 129

What Do We Mean by 'Spellings'?

The process or activity of writing or naming the letters of a word.

For instance: c a r: car

The way a word is spelled.

Spellings are important because these aid in reading. These help to strengthen the connections that are shared between sounds and letters.

Spellings are important also because these help us in writing. Without, correct spellings, writing means nothing.

Keeping in view the significance of spellings, the competitions are held at international level as 'Spelling Bee'.

Correct spellings serve as a foundation for the skill of reading and writing, so a very important sub-skill.

Topic no 130

Strategies for Teaching 'Spellings'

1. Use three kinds of experiences for the learner: auditory (listening), visual (seeing) and kinaesthetic (through movements). In other words, allow students to *hear* the correct spelling of words, *see* the spellings, and have "hands-on" experiences.

Here are a few ideas for young learners who do best with kinaesthetic experiences.

A) Spell words using Scrabble tiles, letter cubes, magnetic letters, or even letters cut from newspapers and magazines.

B) Trace the correct spellings of words. Or spell words by gluing string onto construction paper.



C) Find spelling words on cereal boxes, toy packages and other everyday items.

Topic no 131

Some other activities

2. Teach spelling words that make sense to the child.

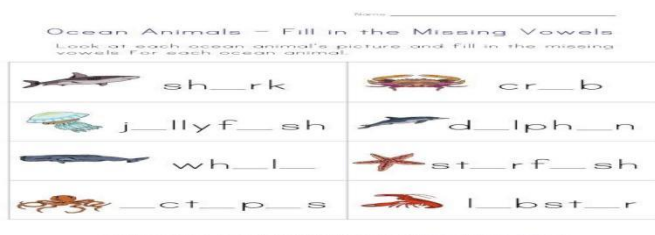
You should include words from the student's science and social studies lessons, as well as words related to news events and special calendar days.

Give students the foundation for spelling successfully. That means making sure students understand the sounds made by consonants, short vowel sounds, long vowel sounds, diphthongs, and more. Teach some of the most consistent rules.

4. Simplify spelling whenever possible. Introduce words that have similar patterns at the same time. For example, teach *aloud*, *around*, *count*, *ground*, and *sound* during the same week.

Group tricky words together. Show students *er* words in one list: *perfect*, *alert*, *concern*, *perfume*, *expert*. Then show them *ur* words in another list: *turkey*, *return*, *hurricane*, *curtain*.

4. Provide lots of practice in lots of formats. Oral exercises, puzzles, [worksheets](#), and [games](#) all have their place in successful spelling programs. [Spelling homework](#) is important, too. All of these activities, believe it or not, *can* be fun! Group tricky words together.



Lecture No. 29

SOME MORE STRATEGIES FOR SPELLINGS

Topic no 132: Word Walls

Teachers use two types of word walls in their classrooms. One-word wall features “important” words from books students are reading or thematic units.

Making Words

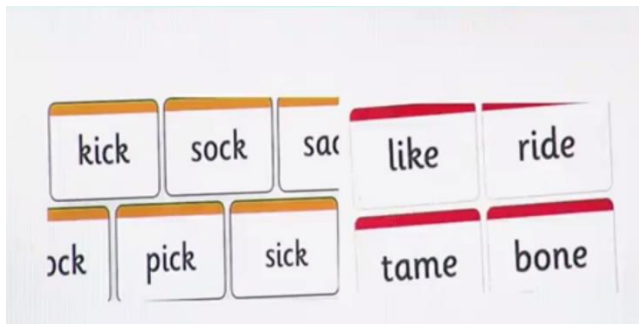
Teachers choose a five- to eight-letter word (or longer words for older students) and prepare sets of letter cards for a making words activity (Cunningham & Cunningham, 1992).

Then students use the cards to practice spelling words and to review spelling patterns and rules.



Word Sorts

Students use word sorts to explore, compare, and contrast word features as they sort a pack of word cards. Teachers prepare word cards for students to sort into two or more categories according to their spelling patterns or other criteria.



Spellings as a sub skill hold a very basic importance among literacy skills. Without having command over spellings, one neither can read nor write.

Topic no 133

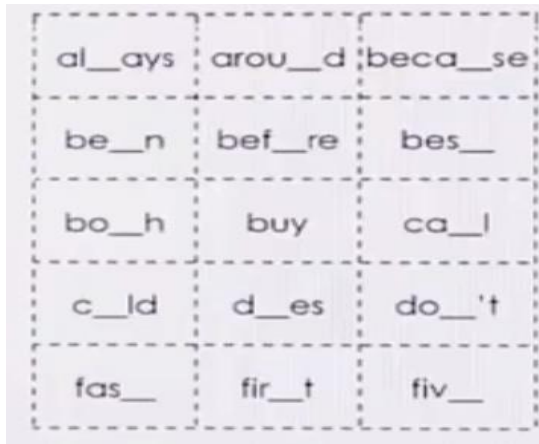
Teaching spellings at Higher Stage

Teaching spellings to beginners in early classes demands some easy strategies, but to elder students like 7th or 8th graders can be conducted with higher level activities.

Activities for Higher Stage

For instance:

- Hear and Spell it. Words with audio will be used for Hear and Spell.
Spell the word by providing missing letter.



- Spell the word by guessing letters. Here the word 'water' can be guessed.



- Spell the word correctly by changing the position of two letters. For instance, 'radlcai': **radical**.
- Remove extra letter and spell the word correctly. For instance 'substitute': substitute, we have removed 't' before 's'.

Topic no 134

Word study

There is an alternative to traditional spelling instruction called "Word Study", which is not based on the random memorization of words.

A word study program is a cohesive approach that addresses word recognition, vocabulary, and phonics as well as spelling.

Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time.

ai	ay
rain	day
main	play
braid	may
grain	stay
wait	way
claim	pray
gain	gray
train	say
paint	tray

Topic no 135

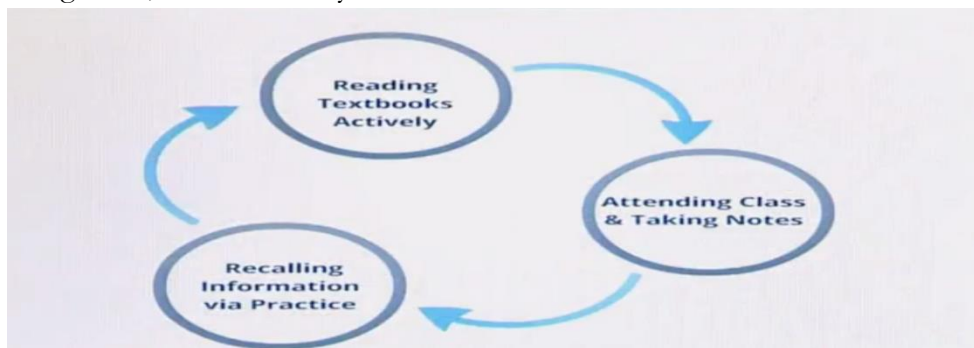
Explaining Word Study

Word Patterns are focused in this type of study. Take, for example, the difference between “hard c” (as in cat) and “soft c” (as in cell). After collecting many words containing the letter “c,” students discover:

- “c” is usually hard when followed by consonants (as in clue and crayon) and vowels “a”, “o”, and “u” (as in cat, cot, and cut). In contrast, “c” is usually soft when followed by “i”, “e”, and “y” (as in circus, ceiling and cycle).

There are always expectations that threaten the rule, but these patterns help to explain how to spell, read and write words.

It is closely tied to reading instruction, it also develops students’ abilities in phonics, word recognition, and vocabulary.



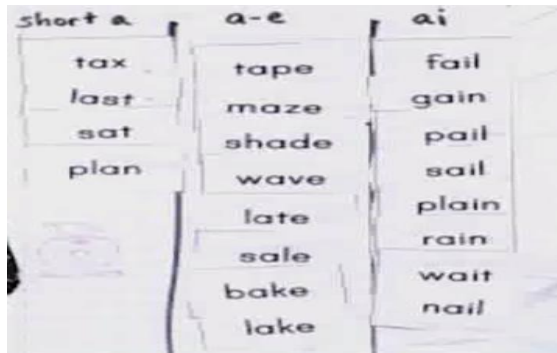
Word study is also designed to build word knowledge that can be applied to both reading and spelling.

Topic no 136

How word study is done?

Word study is based on the notion that where a student is in his or her spelling development can serve as a guide for instruction.

At the start of word study program, teachers use a spelling inventory to determine which stage of spelling development each student is at and then groups students for instruction.



short a	a-e	ai
tax	tape	fail
last	maze	gain
sat	shade	pail
plan	wave	sail
	late	plain
	sale	rain
	bake	wait
	lake	nail

Once groups are created, teachers develop “differential instruction” based on the stage of development each group of students has achieved.

Teachers select a group of words that match children’s development. Because the pace of children’s progression through the stages varies, rarely would all the students in a class be studying the same list of words.

Teachers and students alike must become word detectives. Spelling rules are not dictated by teacher for students to memorize. Rather, spelling patterns and generalizations are discovered by students.

Lecture No. 30

TEACHING GRAMMAR

Topic no 137

What is Grammar?

The whole system and structure of languages in general, usually taken as consisting of syntax and morphology.

Grammar is the way in which words are put together to form proper sentences.

Topic no 138

Teaching Grammar

Points to Be Kept in View

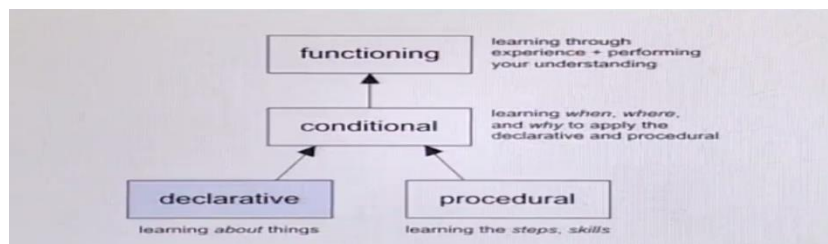
1. Students need overt instruction that connects grammar points with larger communication contexts. *Overt Instruction* involves identifying students' specific learning needs and creating lessons to address these.
2. Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding.
3. Limit the time you devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.
4. An important part of grammar instruction is providing examples.
5. Be sure the examples are accurate and appropriate. They must present the language appropriately in the context of the need of the lesson.
6. Use the examples as teaching tools so that students have more contact with specific information and vocabulary.

Topic no 139

Strategies for teaching Grammar

There should be a connection between declarative knowledge and procedural knowledge.

Declarative Knowledge is knowledge about something. **Procedural Knowledge** is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.



- Knowing about a noun is declarative and knowing how to use it is procedural knowledge.
- **Relate knowledge needs to learning goals.** Whatever you are teaching should be related to the type of knowledge needed by your learners.
- **Apply higher order thinking skills.** Try to involve critical thinking of your learners.
- **Provide plentiful, appropriate language input.** There should many examples and a lot of input.
- **Use of proper Materials.** Appropriate materials should be used.
- **A lot of Practice.** Student must practice whatever they are learning.

Topic no 140

Teaching Grammar

Types of Grammar Activities

There are three types of Grammar activities:

1. Mechanical drills: Each prompt has only one correct response, and students can complete the exercise without attending to meaning. For example: George waited for the bus this morning. He *will wait* for the bus tomorrow morning, too.

Mechanical drills are the least useful because they bear little resemblance to real communication. They do not require students to learn anything; they only require parroting of a pattern or rule.

2. Meaningful drills: Each prompt has only one correct response, and students must attend to meaning to complete the exercise. For example: Where are George's papers? They are in his notebook.

Students must understand the meaning of the question in order to answer, but only one correct answer is possible because they all know where George's paper are.

3. Communicative drills: Communicative drills require students to be aware of the relationships among form, meaning, and use. In communicative drills, students test and develop their ability to use language to convey ideas and information.

A teacher needs to decide correctly about the type of activity appropriate for the lesson targets. Similarly, the time allocation should fulfill the requirement of the type of the activity.

Lecture No: 31

TEACHING PARTS OF SPEECH

Topic No 141: Parts of Speech

A traditional term for categories into which words are classified according to their functions in sentences. A category to which a word is assigned in accordance with its syntactic functions.

In English main parts of speech are

- Noun
- Pronoun
- Adjective
- Determiner
- Verb
- Adverb
- Preposition
- Conjunction
- Interjection

People count 'articles' also as parts of speech. This classification has been made according to the functions of words.

Knowing the parts of speech, using them correctly, and understanding how they relate to one another is an important early step in creating strong writing skills.

Topic no 142

Teaching at First stage

Begin with nouns. A noun is a person, place, thing or idea. Get Students to list as many nouns as they can. Put them in categories on an overhead or white board as they say them.

Take the list of nouns students come up with, and start asking for words that describe each one. List those in front of each word. These are adjectives.

An adjective is a word that describes a noun.

Now, ask students to look at each noun adjective pair and give it something to do. Example; little birds fly. Explain that **this action word is verb**.

Students must practice whatever they are learning.



Subject	Object	Adjective	Possessive
I	Me	My	Mine
You	You	Your	Yours

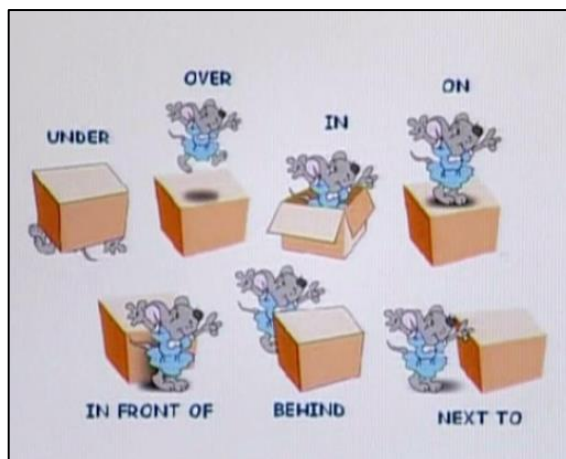
Topic no 143

Teaching at Second Stage

List how the words do things. For example, little birds fly slowly. Tell students that how something the action does is an adverb. An adverb describes a verb, adjective or other adverb.

He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
They	Them	Their	Theirs

Make another sentence to go with your first group. Ex: look at the little birds. They fly slowly. Explain to students that “they” in second sentence refers to “little birds” in the first. “They” takes the place of the noun “birds” and is a pronoun. Here is table of pronouns.



Add these words to second sentence: around the neighborhood. “Around” is a preposition that implies a relationship. Where to they fly? Around the neighborhood.

Preposition tells the relationship of sentence.

Identify or add the two final parts of speech, the conjunction and interjection. “Look at the big and the little birds. Wow! They fly slowly around the neighborhood”.

‘Big and little birds’, the conjunction joins words, phrases and clauses.

Interjections are the words which perhaps may not have proper meaning in dictionary but they convey or express some emotions, you can see the list in the image below.

The interjection displays emotions and is usually followed by an exclamation mark (!). ‘Wow!’ is an interjection.

Topic no 144

Recognizing the parts

How can we recognize category of some word in sentence? We need to look at the function performed by that part in the sentence. See the example of adjective and adverb:

Adjective	Adverb
happy	→ happily
sad	→ sadly
grateful	→ gratefully
quick	→ quickly
curious	→ curiously

What about the following sentences? The train is fast. The train is moving fast. In one sentence, it is an adjective where as it is an adverb in the other. Now see the function of the word ‘fast’.

The train is fast. It is describing train (a noun). So, an adjective here.

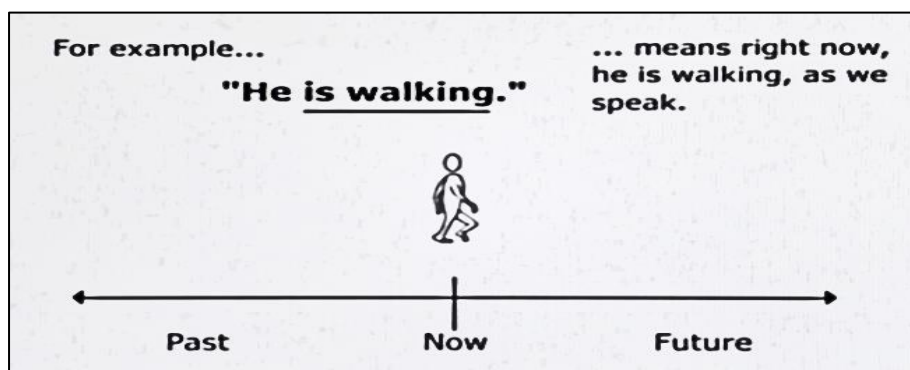
The train is moving fast. It is describing the action, so an adverb.

Lecture No. 32

TEACHING TENSES

Topic no 145: Tenses

Tense is a form of the verb that indicates time. A verb tense not only indicates past, present, and future action, but also indicates whether the action is ongoing or complete.



The tense of verb shows the time when an action or condition occurred. In English the tense also may provide emphasis and may determine whether or not an action or condition was continuous or repetitive.

There are three basic tenses: past, present, and future. Verb tenses are absolutely necessary for fluency in English.

	Simple	Progressive	Perfect	Perfect Progressive
Present	I eat	I am eating	I have eaten	I have been eating
Past	I ate	I was eating	I had eaten	I had been eating
Future	I will eat	I will be eating	I will have eaten	I will have been eating

Topic no 146

Simple or indefinite tense

Verb tenses receive a lot of attention in English instruction. Sometimes these are considered as a area.

Affirmative	Negative	Interrogative
I You We They { go	I You We They { don't go	Do { I you go.....? we they
He She It { goes	He She It { doesn't go	Does { he she go.....? it

difficult

It is about some routine, habits and scientific facts.

Routine: I go to my office at 8:00 am.

Habit: he takes tea in the morning.

Scientific fact: The SUN rises in the East.

2. Simple past

Verb + “ed” or it’s irregular (e.g. eat > ate)

Completely active

	Simple	Progressive	Perfect	Perfect Progressive
Present	I eat	I am eating	I have eaten	I have been eating
Past	I ate	I was eating	I had eaten	I had been eating
Future	I will eat	I will be eating	I will have eaten	I will have been eating

Past Present Future

Affirmative	Negative	Interrogative
- I studied English. - You worked hard. - He/She came late. - It rained heavily yesterday. - We enjoyed the party. - You helped a lot. - They got up early.	- I did not study English. - You did not work hard. - He/She did not come late. - It did not rain heavily yesterday. - We did not enjoy the party. - You did not help a lot. - They did not get up early.	- Did I study English? - Did you work hard? - Did He/ She come late? - Did it rain heavily yesterday? - Did we enjoy the party? - Did you help a lot? - Did they get up early?

3. Simple Future

(“Will”) + (Verb in base form)

Future activity

Past Present Future

- We will go to farm in the morning.
- Will you come with us?
- I will not go the farm with you
- The train will arrive shortly.
- Will the train arrive shortly?
- The train will not arrive shortly.
- You will enjoy the movie.

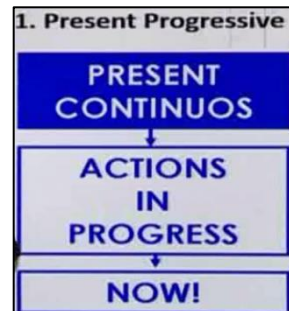
This is how you can teach simple present, past and future tenses.

Affirmative	Negative	Interrogative
• I shall speak. • He (she, it) will speak. • We shall speak. • They will speak.	• Shall I speak? • Will he (she, it) speak? • Shall we speak? • Will you speak? • Will they speak?	• I shall not (shan't) speak. • He (she, it) will not (won't) speak. • We shall not (shan't) speak. • You will not (won't) speak. • They will not (won't) speak.

Topic no 147

Progressive or continuous tense

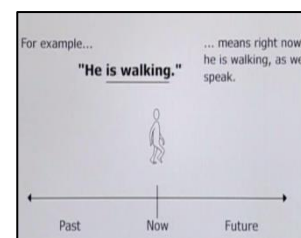
Present		Simple	Progressive	Perfect	Perfect Progressive
	Present	I eat	I am eating	I have eaten	I have been eating
	Past	I ate	I was eating	I had eaten	I had been eating
	Future	I will eat	I will be eating	I will have eaten	I will have been eating



continuous tense: we use present continuous tense to talk about:

Actions and things that are happening now. For example

- He is drinking
- He is reading
- He is smiling
- He is singing



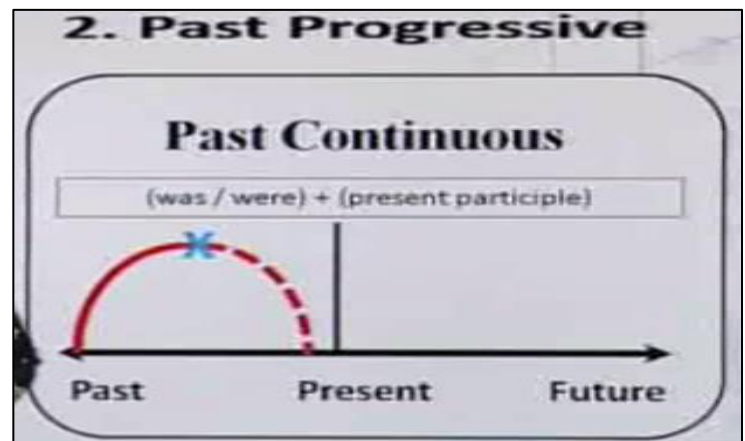
Formula for present progressive\continuous
subject + verb to be
+verb + ing.

Positive	Negative	Question
• I am speaking. • You are speaking. • We are speaking. • They are speaking. • He is speaking. • She is speaking. • It is speaking.	• I am not speaking. • You are not speaking. • We are not speaking. • They are not speaking. • He is not speaking. • She is not speaking. • It is not speaking.	• Am I speaking? • Are you speaking? • Are we speaking? • Are they speaking? • Is he speaking? • Is she speaking? • Is it speaking?

2. past progressive/continuous tense:

Examples:

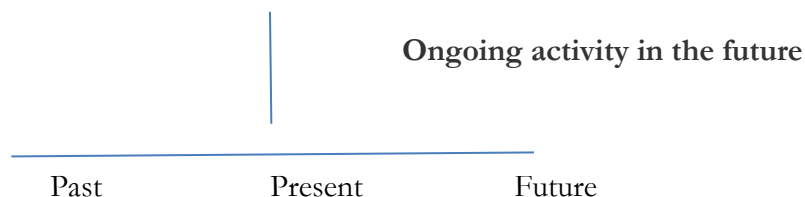
- I was running
- Dog was barking
- Cat was watching



Affirmative	Interrogative	Negative
• I was reading. • He (she, it) was reading. • We were reading. • You were reading. • They were reading.	• Was I reading? • Was he (she, it) reading? • Were we reading? • Were you reading? • Were they reading?	• I was not reading. • He (she, it) was not reading. • We were not reading. • You were not reading. • They were not reading.

2. Future progressive/continuous

("Will be") + (Present participle)



- This tense is used to refer to activities that will be continuously in progress around some future time.
- Example: We will be flying over New York at noon tomorrow.
- Form: will + be + verbing

Positive: The Moscow state circus will be performing for the next three weeks.

You can also have a negative version: The Moscow state circus will not be performing for the next three weeks. The question version: Will the Moscow state circus be performing for the next three weeks?

Lecture No.33

SOME OTHER TENSES

Topic No: 148

	Simple	Progressive	Perfect	Perfect Progressive
Present	I eat	I am eating	I have eaten	I have been eating
Past	I ate	I was eating	I had eaten	I had been eating
Future	I will eat	I will be eating	I will have eaten	I will have been eating

Perfect tense:

Present perfect tense: present perfect tense means that some activity has been started in past and has completed in near present.

Present perfect

("has" or "have") + (Past participle)

Activity started in the past

and continuous to the present

Past Present Future

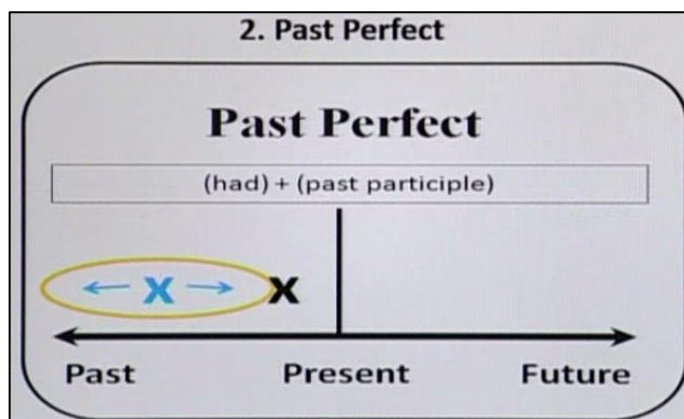
Positive	Negative	Interrogative
- I have played. - You have played. - He has played. - She has played. - It has played. - We have played. - They have played.	- I haven't played. - You haven't played. - He hasn't played. - She hasn't played. - It hasn't played. - We haven't played. - They haven't played.	- Have I played? - Have you played? - Has he played? - Has she played? - Has it played? - Have we played? - Have they played?

2. Past perfect tense:

It means something started in the past and something has completed in the past.

Examples

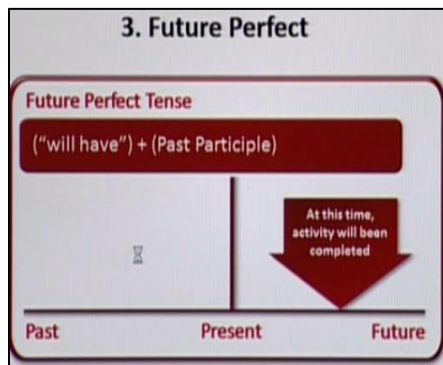
- The fish had died
- She had gone
- She hadn't gone
- Had she gone?



Positive	Negative
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3. Future perfect tense:

Some activity had been started in the past and have completed in the future.



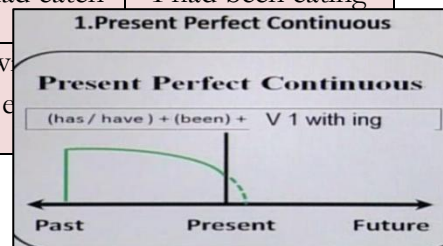
- | | |
|---|---|
| <ul style="list-style-type: none"> • I will have played. • You will have played. • He will have played. • She will have played. • It will have played. • We will have played. • They will have played. | <ul style="list-style-type: none"> • Will I have played? • Will you have played? • Will he have played? • Will she have played? • Will it have played? • Will we have played? • Will they have played? |
|---|---|

We use will have or shall have with the third form of verb.

Topic no 149

Perfect continuous tense

	Simple	Progressive	Perfect	Perfect Progressive
Present	I eat	I am eating	I have eaten	I have been eating
Past	I ate	I was eating	I had eaten	I had been eating
Future	I will eat	I will be eating	I will have eaten	I will have been eating



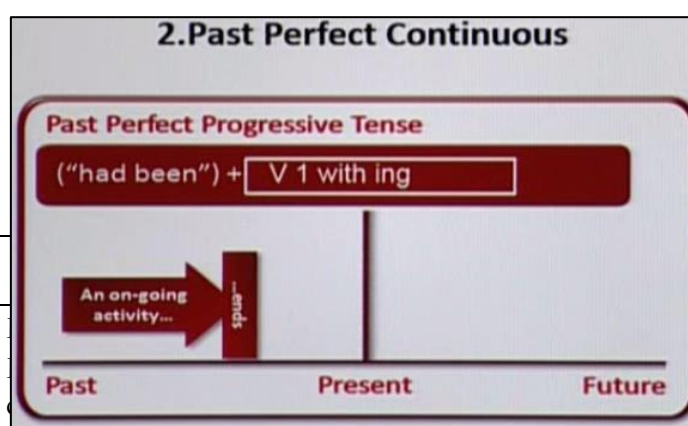
1. Present perfect continuous tense:

It means something has completed and something is still continuous in present.

Positive	Interrogative	Negative
• I have been playing. • You have been playing. • He has been playing. • She has been playing. • It has been playing. • We have been playing.	• Have I been playing? • Have you been playing? • Has he been playing? • Has she been playing? • Has it been playing? • Have we been playing?	• I haven't been playing. • You haven't been playing. • He hasn't been playing. • She hasn't been playing. • It hasn't been playing.

• They have been playing.	• Have they been playing?	• We haven't been playing. • They haven't been playing.
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2. Past perfect continuous tense:



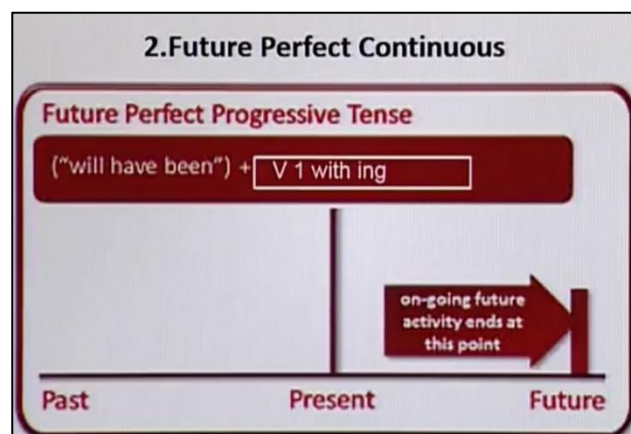
Affirmative		
• I had been doing. • He (she, it) had been doing. • We had been doing. • You had been doing. • They had been doing.	• Had we been doing? • Had you been doing? • Had they been doing?	• We had not been doing. • You had not been doing. • They had not been doing.

3. Future perfect continuous tense:

It is used to express a continued or ongoing action that will start in future and is thought to be continued till sometime in future. (Remember, an ongoing action in future will continued till sometime in future).

Examples:

- I will have been waiting for him for one hour.
- She will have been playing football since 2015.



- I will not have been waiting for him for one hour.
- She will not have been playing football since 2015.
- Will I have been waiting for him for one hour?
- Will she have been playing football since 2015?

Topic no 150

General Tips for Teaching Tenses

1. Put the verb tense in context.
2. Give students more language to use.
3. Introduce students to the system
4. Focus on one-time frame at a time.
5. Focus on only one tense at a time but show it in relation to other tenses in that time frame.
6. Practice.
7. Review.

Lecture No. 34

ABOUT GRAMMAR

Topic no 151: Summing Up Tenses

The 12 Tenses	Simple	Progressive	Perfect	Perfect Progressive
Present	I eat	I am eating	I have eaten	I have been eating
Past	I ate	I was eating	I had eaten	I had been eating
Future	I will eat	I will be eating	I will have eaten	I will have been eating

Helping Verb

By changing helping verbs, we change the tense if we use the same formula.

	Simple	Continuous	Perfect	Perfect Continuous
--	--------	------------	---------	--------------------

Present	V1 with 's' or 'es'	Helping Verb+V1 with ing	Helping Verb+ V3	Helping Verb+V1 with ing
Past	V2 V1+ed	Helping Verb+V1 with ing	Helping Verb+ V3	Helping Verb+V1 with ing
Future	Helping Verb+V1	Helping Verb+V1 with ing	Helping Verb+ V3	Helping Verb+V1 with ing

	Simple	Continuous	Perfect	Perfect Continuous
Present	Do, Does	Am, Is, Are	Has, Have	Has been, Have been
Past	Did	Was, Were	Had	Had been
Future	Will, Shall	Will be, Shall be	Will have, Shall have	Will have been, Shall have been

Topic no 152

Helping Verbs

Helping verbs are **verbs** that, as their name suggests, **help** the main **verb** in a sentence by extending the **meaning** of the **verb**. They add detail to how time is conveyed in a sentence.

Helping verbs are used to create the most complicated **verb** tenses in English: the progressive and the perfect aspects. Helping verbs are known also as *Auxiliary verbs*.

	Simple	Continuous	Perfect	Perfect Continuous
Present	Do, Does	Am, Is, Are	Has, Have	Has been, Have been
Past	Did	Was, Were	Had	Had been
Future	Will, Shall	Will be, Shall be	Will have, Shall have	Will have been, Shall have been

By changing helping verbs, we change one tense to another.

Example:

- I am reading.

- I was reading.
- I have read.
- I had read.

Topic no 153

Regular/Irregular Verbs

A **verb** in which the past tense is formed by adding the usual -ed ending is known as a regular verb.

Examples: Walk, walked and walked

A **verb** in which the past tense is not formed by adding the usual -ed ending. Examples of **irregular verbs** are sing (past tense sang); feel (felt); and go (went).

The difference between regular and irregular verbs must be known by the time you teach tenses.

Regular Verbs

 **Regular verbs** in the simple past end in **-ed**. If the base form ends in **-e**, add only **-d**. If the base form ends in **-y** after a consonant, change the **y** to **i** and add **-ed**.

She **moved** back to Kenya.



She **studied** biology.





She **planted** trees.

Irregular Verbs

- To talk about what happened yesterday, we use the **PAST TENSE**.
- Irregular Verbs **CHANGE** completely example:
Go -> Went **Eat -> Ate** **Do -> Did**



go -> went



eat -> ate



do -> did

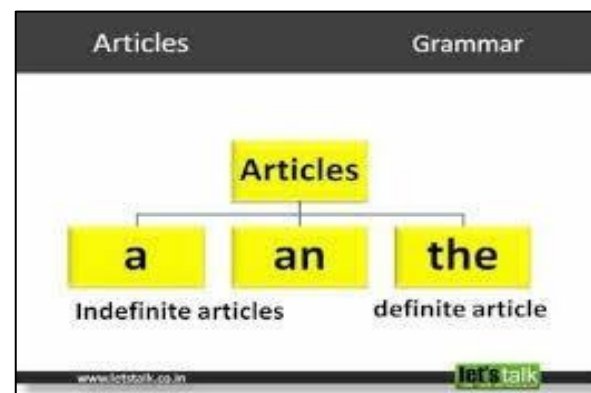
Topic no 154

Articles

An *article* is a word used to modify a noun, which is a person, place, object or idea. Technically, an *article* is an adjective, which is any word that modifies a noun.

Usually adjectives modify nouns through description, but *articles* are used to point out or refer to nouns.

‘a’ or ‘an’ are indefinite articles. ‘an’ is used before vowels sound: he is an MA student.



Topic no 155

Definite Article

Usage of definite Articles

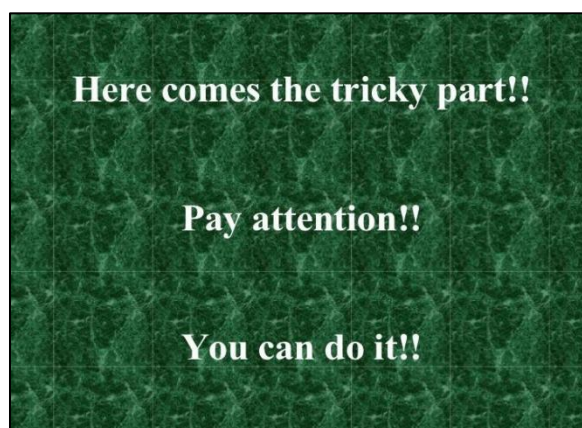
Superlative	Everest is the highest mountain in the world
Inhabitants of a country	The British live in England
Holy books	The Bible, The Bhagawad Gita, The Quran
Nature	The Earth, the sun, the sky, the stars
Rivers	The Ganges, The Krishna, The Thames
Seas and ocean	The Arabian Sea, The Pacific Ocean
Mountain Chains	The Himalayas, The Andes, The Nilgiris
Monuments	The Taj Mahal, The Red Fort, The Eiffel Tower
Important Positions	The President, the Prime Minister
Musical Instrument	The violin, the guitar, the flute
Names of Direction	The east, the north, the south, the west
Countries with Plural Names	The Philippines, The West Indies
Words such as last and Next	The last phase, The next candidate
Ordinal Numbers	The First edition, The second row

The definite article 'the' is the most frequent word in English. We use the definite article before a noun when we believe the hearer/reader knows exactly what we are referring to. • Because there is only one:

The Pope is here.

The President of USA is visiting France.

- We have already mentioned: Anwar has topped. The boy is really intelligent.
- We say something about all the things referred to by a noun:
- The kangaroo is found in Australia.
- We talk about some musical instrument: she plays the piano.
- We talk about system or service: the airline is not doing well or call the police.
- Talking about the whole class: the rich or the doctors
- The name of kingdoms: the USA or the UK.
- Geographical feature: the Himalayas, the Atlantic
- Names of newspapers: The Pakistan Times
- The families: the Jacksons
- Famous buildings: the Badshahi mosque, the Empire State building.
- Organizations: the UNO



Lecture No. 35

MORE ABOUT GRAMMAR

Topic no 156: Clauses & Phrases

A clause is a unit of grammatical organization next below the sentence in rank and in traditional grammar said to consist of a subject and predicate.

The subject is what (or whom) the sentence is about, while the predicate tells something about the subject.



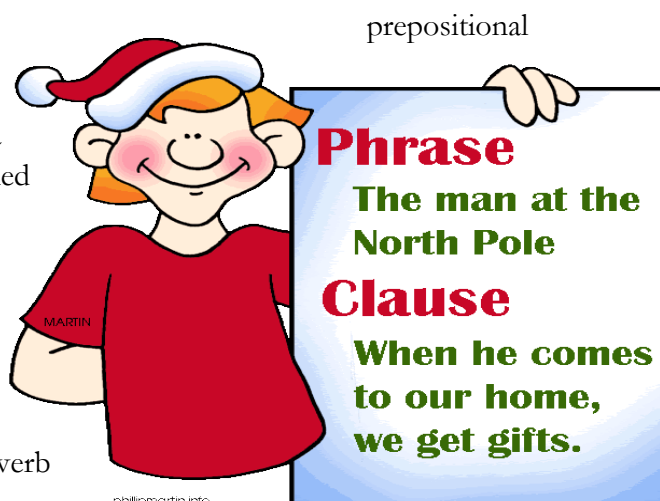
A *phrase* is a sequence of two or more words that make up a grammatical construction, but lacking a complete meaning and hence not a complete clause or sentence:

Shady lane (a noun *phrase*); at the bottom (a *phrase*); very slowly (an adverbial *phrase*).

A sentence must have a subject (expressed or not), a verb, and a complete thought (or "predicate") supplied by a variety of constructions.

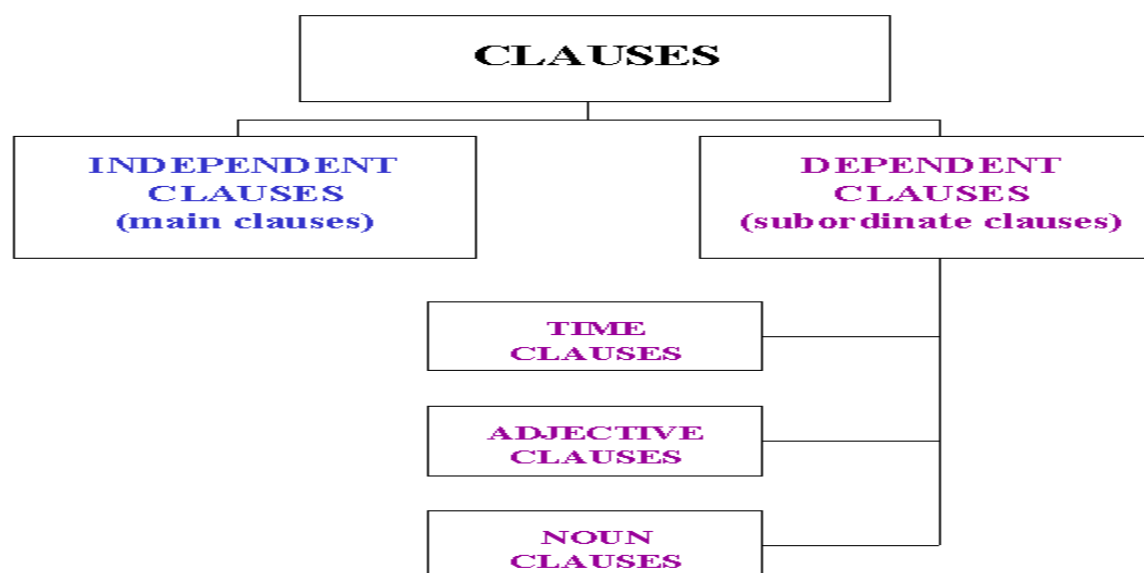
A clause contains a subject and a verb, but can or cannot contain a complete thought.

A phrase is a collection of words without a subject/verb or complete thought.



Topic no 157

Types of Clauses



As is evident from the name, independent clause can work on its own, dependent clause can't give any meaning without the independent clause.

Topic no 158

Independent Clauses

"Main (or independent) clause is a clause that expresses a complete thought and can stand as a sentence.

Examples:

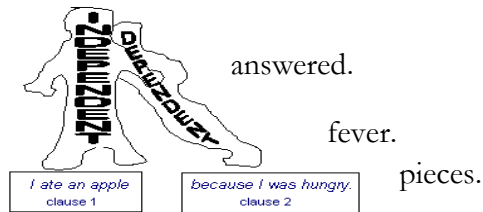
I met the boy who had helped me.

She is wearing a shirt which looks nice.

The teacher asked a question but no one

He takes medicine because he suffers from

He became angry and smashed the vase into



In the above sentences each underlined part shows main clause. It expresses complete thought and can stand as a sentence that is why a main or an independent clause is normally referred as a simple sentence.

Topic no 159

Dependent Clauses

Subordinate or dependent Clause

Subordinate (or independent) clause is a clause which does not express complete thought and depends on another clause (main clause) to express complete thought.

Subordinate clause does not express complete idea and can't stand as a sentence. A sentence having a subordinate clause must have a main clause.

Example:

He likes Chinese rice which tastes good.

The clause "which tastes good" in above sentence is a subordinate clause because it does not express complete thought and can't stand as a sentence.

It depends on main clause (he likes Chinese rice) to express complete thought.

Similarly: I met the boy who had helped me.

Topic no 160

Types of Dependent Clauses

A subordinate (dependent) clause may function as a noun, an adjective or an adverb in sentence. On the basis of their function in a sentence, subordinate clauses can be divided in to following types.

1. Noun Clause
2. Adjective Clause.
3. Adverb Clause

Noun Clause

“A **noun clause** is a subordinate (or dependent) clause used as a noun.”

“A dependent clause that functions as a noun in a sentence is called noun clause.”

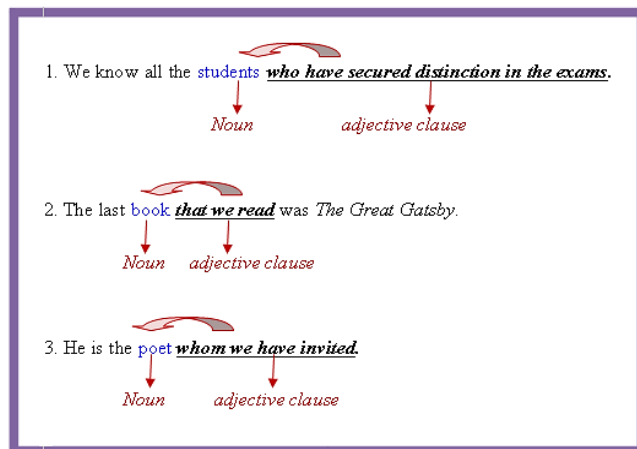
A noun clause performs same function like a noun in a sentence.

Example:

1. **What he did** made a problem for his family.
2. Now I realize **what he would have thought**.

Adjective Clause

“A dependent clause that functions as an adjective in a sentence is called adjective clause.”



Example:

1. He wears a shirt **which looks nice**.
2. The book **which I like** is helpful in preparation for test.

An adjective clause works like adjective in a sentence. The function of an adjective is to modify (describe) a noun or a pronoun. Similarly, a noun clause modifies a noun or a pronoun.

Adverb Clause

“A dependent clause that functions as an adverb in a sentence is called adverb clause”

Examples:

1. Don't go **before he comes**.
2. **Although he tried a lot**, he couldn't climb up the tree.

An adverb clause like an adverb, adjective clause or other adverb clause in a sentence.

Example:

They arrived before the game had ended.

“Before the game had ended” is the adverb clause modifying the verb arrived telling when.

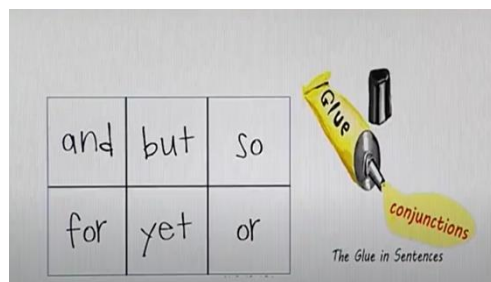
It describes the situation in main clause in terms of “time, frequency (how often), cause and effect, contrast, condition, intensity (to what extent).”

Topic no 161

Some other clauses

Let's get back to conjunction: 'a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. and, but, if)'. Conjunctions join main and dependent clauses.

- If suggests a **condition**
- **When/whenever** indicate **time**
- **While** suggest **time or contrast of surprising facts**
- **Because** points to **reason**
- **Since** suggest **reason or time**
- **As** suggests **reason or time**
- **Although/ though / even though** all indicate a **contrast of surprising facts**.



I will come to the party **if** you invite me.

I could not go to work **because** I was ill.

He visits the library when he goes to his college.

Conjunction join main and dependent clauses.

Lecture No.36

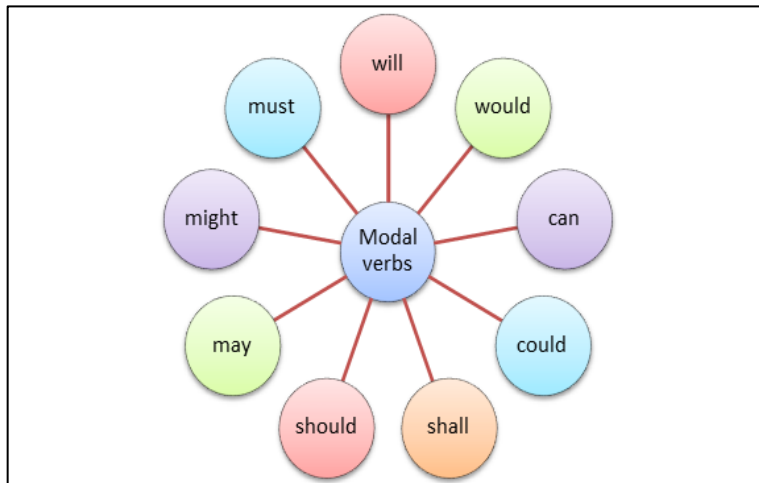
ABOUT GRAMMAR

Topic no 162: Modals

A **modal** (also ‘**modal verb**’, ‘**modal auxiliary verb**’, ‘**modal auxiliary**’) is a type of auxiliary **verb** that is used to indicate modality- that is, likelihood, ability, permission, and obligation.

They are different from normal verbs like "work, play, visit..." They give additional information about the *function* of the main verb that follows it.

Examples include the English verbs can/could, may/might, must, will/would, and shall/should.



Some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are used to indicate modality: they allow speakers to express certainty, possibility, willingness, obligation, necessity, and ability.

- They are NEVER used with other auxiliary verbs such as do, does, did etc. The negative is formed simply by adding "not" after the verb.
- They are NEVER followed by *to*, with the exception of *ought to*.

Topic no 163

Using Modals

Modal verbs are used functions such as:

- Permission
- Ability
- Obligation
- Prohibition
- Lack of necessity
- Advice
- Possibility
- Probability



Advice	Should Ought to Had better
Ability	Can (Present) Could (Past) Be able to (Other tenses)
Permission	Can Be allowed to (Other tenses)
Possibility	Could, may, might (possible) Can't (impossible) Must (sure)
Prohibition	Mustn't
Necessity	Need
Obligation	Have to Must Don't have to (no obligation)

to express

Topic no 164

Related to Grammar

Forming Questions

There are two basic ways to form questions:

1. By using helping verb in the beginning of the sentence.

Example: Do you go to school?

Are you coming here?

	Simple	Continuous	Perfect	Perfect Continuous
Present	Do, Does	Am, Is, Are	Has, Have	Has been, Have been
Past	Did	Was, Were	Had	Had been

Future	Will, Shall	Will be, Shall be	Will have, Shall have	Will have been, Shall have been

2. By using Question Words or sometimes known as 'W' family words in the beginning of the sentence.

(What, where, when, who, whose, why etc.)

We have to keep in mind the principles related to tenses while forming questions using the question words. We can't afford to ignore the grammar rules.



Topic no 165

Types of Sentences

Sentences: A Sentence is a sequence of words which begins with a capital letter and ends with a full stop (or! or?).

It forms a complete thought.

It should make sense.

It contains a verb.

Simple, compound and complex sentences

Simple: It was raining so I took my umbrella.

A simple sentence makes sense on its own and usually gives one piece of information (it doesn't have to be a short sentence).

Compound: It was raining so I took my umbrella.

QUESTION ORDER				
Qw (question word)	A (auxiliary verb)	S (subject)	V== (verb)	Q (other)
Who	is	your boss?		
What	is	your name?		
When	is	the meeting		on Monday?
Where	is	the office?		
Why	am	I		in English class?
How	are	you		today?
How old	is	she?		
What time	is	it?		

==Questions with the the verb "to be"
do not need a main verb if they are not in
a continuous tense

A compound sentence has two clauses (two part of the sentence) joined by a connective (so, and, but, or)

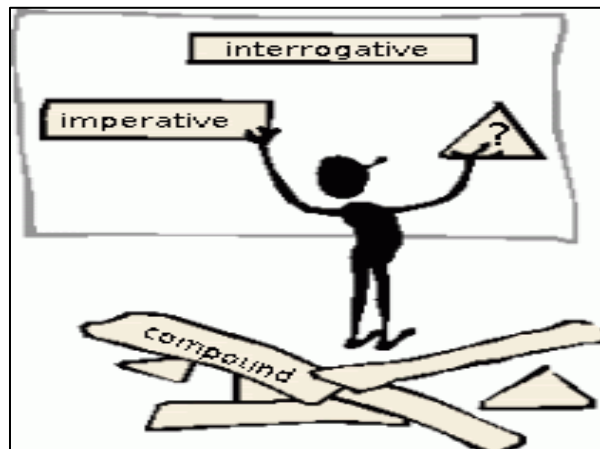
Complex: As it was raining. I took my umbrella.

I took my umbrella as it was raining.

A complex sentence has main clauses (the bit that makes sense on its own) and a subordinate clause that add information (this doesn't make sense on its own).

The four sentence types

1. Statement (Declarative sentence)
2. Question (Interrogative Sentence)
3. Exclamation (Exclamatory Sentence)
4. Command (Imperative Sentence)



By looking at the structure and meaning of the sentence, we can come to know the type it has.

Topic no 166

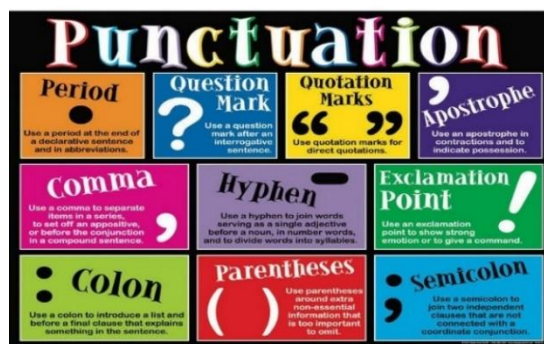
Punctuation

Punctuation means: the marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.



Usage of Comma:

- Comma is used before or after an apposition.
e.g. Master Bharath, is good in nature.
- We use comma to separate things.
e.g. He bought Books, pencil and rubbers.
- We Use comma when separating participate.



e.g. Having finished his lectures, Dr. Mishra asked for a cup of tea.

- We use comma to separate clauses.

e.g. if you want to succeed, work hard.

- It marks short pauses.

He, came, he saw, he concurred

- Commas are also used to separate date and month from year.

e.g I was born in September, 1996



Usage of semicolon (;)

1. Use a semi colon to separate 2 independent clauses in a sentence, closely related, with no coordinating conjunction. Example: The students reviewed for exam; the teacher corrected the papers.

Example: The candidate spoke to the crowds during Election Day; each candidate spoke passionately about the fate of the country.

2. Use a semicolon to separate items in a series where the series themselves contain commas.

Example: we visited our relatives in Albany, NY, Philadelphia, PA and Washington, D.C.

“I have a sister in Columbus, Ohio; another sister in Palm Springs, Florida; and a third sister in Oakland”.

Colons:

A colon may be used to introduce a sentence, a question, or a quotation.

Example

This is why air pollution is bad: We are sacrificing our health and the health of all other life on the planet.

Answer this question for me: Why are not more people concerned about global warming?

While teaching Punctuation, pay attention particularly on the use of comma (,), semi colon (;) and

Lecture No. 37

LISTENING

Topic no 167: What is listening?

To hear something with thoughtful attention. Research shows that 45% of our time is spent on listening. We listen more than speak. **Listening comprehension** is the receptive skill in the oral mode.

If the listening skill is used in a proper way, we can master the tools of communicative skills. Thomlison (1984) defines listening as, “Active listening, which is very important for effective communication”.

Definition of listening:

The process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages; to hear something with thoughtful attention

Important points to keep in mind while listening

- Look at the speaker
- Have a nice quite mouth
- Listen to what he or she is saying
- Repeat it back
- Check to make sure the message is correct

Topic no 168

Types of Listening

There are different types of listening depending upon the situation and the environment, where the listening takes place. Few important types are given here:

- Whole-person listening-understanding the speaker, his words, thought, motive etc



- Appreciative Listening- Listening for appreciation and pleasure.
- Attentive Listening –attentively listening each and every word.

- Casual Listening- Listening not very attentive, listening casually without any interest.



- Evaluative Listening- Listening to evaluate or judge something.
- Evaluative listening is also called “critical listening
- Because we make judgements about what others person is saying....
- Comprehensive Listening- listening to understand the message the speaker is communicating.

Discriminative Listening- the objective is to focus on the sounds. At its most basic level this is to distinguishing the speaker’s gender, or the number of people in a conversation.

Topic no 169

Principles of Listening

- Pay Attention

Focus on the speaker. Look at him or her because facial expressions and body language can communicate as much as language.

For example, there will usually be more engagement with the listener in making eye contact and use of hand gestures.



- **Practice Active Listening**

Ask the speaker to slow down or repeat when you don't understand or just want to be certain about what you heard.

Repeat back what you think you heard him or her say, as there can often be a gap between what we thought we heard and what the speaker intended

- **Pay Attention to Structure**

In a formal lecture or speech, the speaker will usually let you know ahead of time the organization of the discourse: “*Today we will discuss the two types of sentences, Type One and Type Two,*” and then what will follow is a description of Types One and Two. These devices, called “[discourse markers](#),” actually help the listener in organizing and understanding the lecture.



- **Listen for Key Words**

What words does the speaker emphasize? Usually the speaker will let you know by stressing the main point: “*Let’s talk about the TIME we will meet tomorrow...*”

The stressed word “*time*” signals that the time of tomorrow’s appointment is the main point, as does the marker “*Let’s talk about—*”

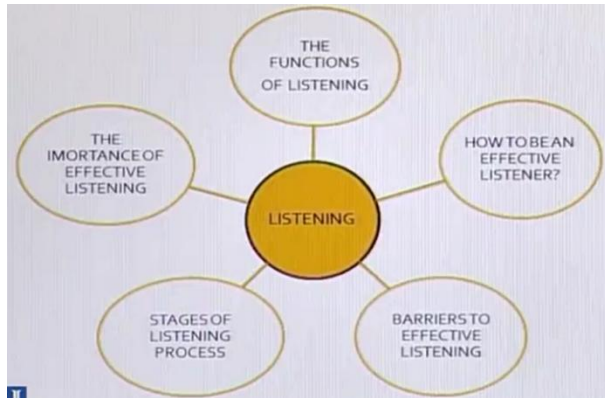
Topic no 170

Teaching Principles of Listening

- **Make Explicit**

How to understand and manage conversations, which may have been something a mystery. In addition, key terms such as “active listening” and “discourse marker” should be introduced and exemplified.





- **Model**

This can be provided by traditional dialogues (friends talk about exams) as well as film clips, and teacher modelling with volunteer students: e.g., the teacher might say,

“Tell me something of importance to you, and I’ll listen actively. The rest of the class, pay attention, and then let’s discuss what goes into active listening.”



- **Practice**

This might be especially important in active listening, which few people, really know how to do, as we are used to either sitting quietly while a speaker finishes his speech or interrupting.

Active listening takes practice, but is worth it in terms of improved listening skills and relationships.



Lecture No.38

MORE ABOUT LISTENING

Topic no 171: Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

What are listening Strategies?

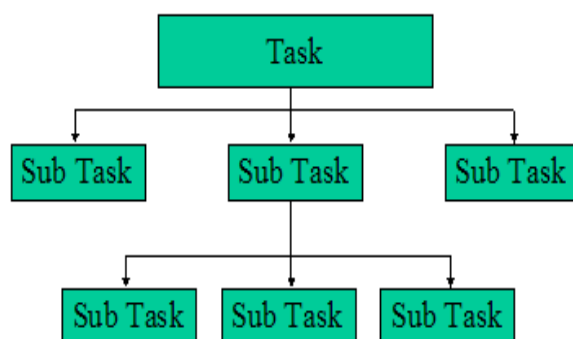
They are techniques or activities that contribute directly to the comprehension and recall of listening input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language.

This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing



Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom up strategies: are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom- up strategies include:

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns

Bottom-up strategies include:

- listening for specific details
- recognizing cognates
- recognizing word-order patterns



Topic no 172

Metacognitive Strategies

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

Metacognitive strategies refer to methods used to help students understand the way they learn; in other words, it **means** processes designed for students to 'think' about their 'thinking'.

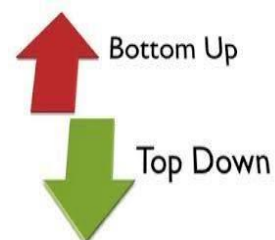
- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.



Topic no 173

Listening for Meaning

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information for short-term memory.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively.
- Students' comprehension and confidence improve when they use top-down and bottom-up to construct meaning.
- Check comprehension while listening and when the listening task is over. Comprehension means 'understanding'.



- Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

Topic no 174

Listening Activities

1. Construct the listening activity around a contextualized task.
2. Define the activity's instructional goal and type of response. It means: main idea, sounds, text type etc
3. Check the level of difficulty of the listening text.
4. Use pre-listening activities to prepare students for what they are going to hear or view.
5. Use pre-listening activities to prepare students for what they are going to hear or view.



Sample pre-listening activities:

- looking at pictures, maps, diagrams, or graphs
- reviewing vocabulary or grammatical structures
- reading something relevant
- constructing semantic webs (a graphic arrangements of concepts or words showing how they are related)
- predicting the content of the listening text
- going over the directions or instructions for the activity

SPEAKING

Topic no 175: What is speaking?

The action of conveying information or expressing one's feelings in speech.

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking

It is often spontaneous, open-ended, and evolving. Often predictable. Language functions (or patterns) can be identified (Burns & Joyce, 1997).



What is speaking?

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

(Chaney, 1998, p. 13)

What is speaking?

- Conveying information verbally
- Expression of thoughts
- Expression of feelings
- Expression of ideas

Topic no 176

Types of Speaking

There are different types of speaking depending upon the situation and the environment, where the speaking takes place. Few important types are given here:

One-on-One: student-teacher or student-student where students are asked to discuss or explain some question or problem.

Small-Group or Team-Based Oral Work: Smaller-scale settings for discussion, deliberation, and problem solving.



Full-Class Discussions (Teacher- or Student-Led): Typically, less, argument-based, and competitive than debate and deliberation but still dialogic in character.

Students will discuss the topic, then the teacher or leader or leader of group ask the questions and discussion are carried out.

In-Class Debates and Deliberations: A structured consideration of some issue from two or more points of view.

Speeches and Presentations: Classically, the stand-up, podium speech delivered by an individual from an outline or script. Also includes group presentations or speaking.



Oral Examinations: Can take place in the instructor's office, in small groups, or before a whole class.

Topic no 177

Principles of Speaking

Purpose:

Audience:

Logistics:

Content:

Organization:

Credibility:

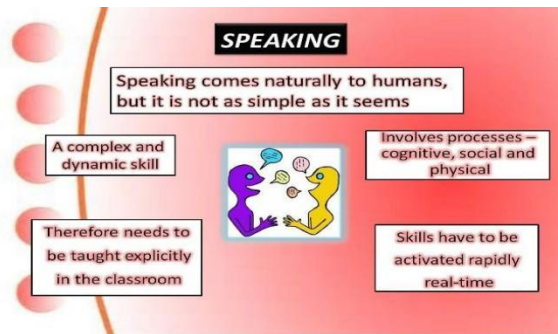
Performance:

A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997).

Topic no 178

Teaching Principles of Speaking





Principles for Teaching Speaking Skills

1. Focus on both fluency and accuracy
2. Provide intrinsically motivating techniques
3. Encourage the use of authentic language.
4. Provide appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency.

Lecture No. 40

MORE ABOUT SPEAKING**Topic no 179: Speaking Strategies**

Speaking strategies can use to help themselves expand their knowledge of the language and their confidence in using it. The instructors help students learn to speak so that the students can use speaking to learn.

How to teach speaking?

These instructors help students learn to speak so that the students can use speaking to learn.

1. Using minimal responses
2. Recognizing scripts
3. Using language to talk about language

Using minimal responses

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

Using Minimal Responses

One way to encourage learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another in speaker is saying.

This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Recognizing Scripts:

Some communication situations are associated with a predictable set of spoken exchanges -- a script.

Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts.

Using language to talk about language:

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker. Instructors can help students overcome their shyness.

By using clarification phrases, they can manage the communication and they can become confident about using the language.

How to develop speaking skills

To develop this skill, the students need intensive practice. Speaking Practice is usually done in pair and groupwork.

Topic no 180

Pronunciation

Pronunciation is a necessary part of speaking (oral communication). It involves making correct sounds of a particular language, as well as how sounds are put together in the flow of speech.

Tips for improving Pronunciation:

- Learn the Rules
- Learn the Meaning *and* Pronunciation
- Listen
- Record Yourself
- Write Things Down
- Consult Technical Sources
- Practice



- Pronunciation of individual sounds
- Word stress
- Sentence stress
- Rhythm
- Intonation

- **Word Stress**

The stress placed on **syllables** within **words** is called **word stress** or lexical **stress**. Some languages have fixed **stress** including English also.

/ˈneɪʃ(ə)n/

/tə'gɛðə/

word	shape	total syllables	stressed syllable
PHO TO GRAPH		3	#1
PHO TO GRAPH ER		4	#2
PHO TO GRAPH IC		4	#3

- **Sentence Stress**

Sentence stress is accent on certain words within a sentence. For example:

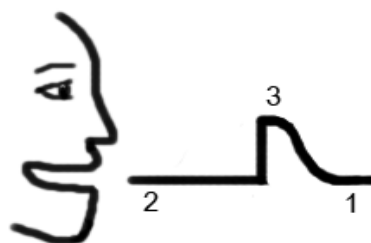
1. **What** did he **say** to you in the **garden**?
2. **How** long are you going for?

Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.

Where's the nearest post-office? (falling)

Are you thirsty? (rising)

fall	fall-rise	rise
		



Topic no 181

Some Tips

Talk to yourself in English

Repeat what you hear

Have something to talk about (keep up to date)

Join conversation clubs (let's talk)

Participate in your English lessons

Make friends with people who don't speak your first language.

Teach someone English

Keep a journal to talk about your daily activities

Retell stories

A few things to keep in mind.....

“The only way to learn to speak is to speak and speak, and speak and speak and speak and speak and speak.”

Elbert Hubbard

Practice is the main key for the success in speaking skill.

Topic no 182

Speaking Activities

Part 1	Part 2	Part 3
• about 12 questions • 3 everyday topics • short answers • about 4 minutes	• Cue card question • 1 minute preparation time • speak for 2 minutes	• Interview style questions • 4/5 questions • same topic as part 2 • about 4 minutes

Part	Time	Category
1	4-5 minutes	Introduction & Interview on Familiar Topics
2	3-4 minutes	Individual Long or Extended Speaking or Monologue
3	4-5 minutes	Two-Way Discussion or Topic Discussion

Speaking strategy

Divide into 3-part structure

QUESTION: Describe something you own which is very important to you.

1. The most important thing that I own is my Ipad because it makes my life more efficient and it's helpful for school.
2. Also, I really value my car as it gets me from place to place and it makes it easier to carry groceries home.
3. Finally, I love my music collection because of the relaxation and enjoyment it provides.



All of these activities can be conducted in classroom for improving speaking skill.

Teaching Speaking Today

Mastery in speaking is the ability to

- Produce English rhythm, stress and intonation
- Produce English vowel, consonant, and cluster sounds as repair strategies
- Complete authentic tasks where information is shared orally.

Lecture No. 41

READING

Topic no 183: What is Reading?

Reading is making meaning from print. It requires that we:

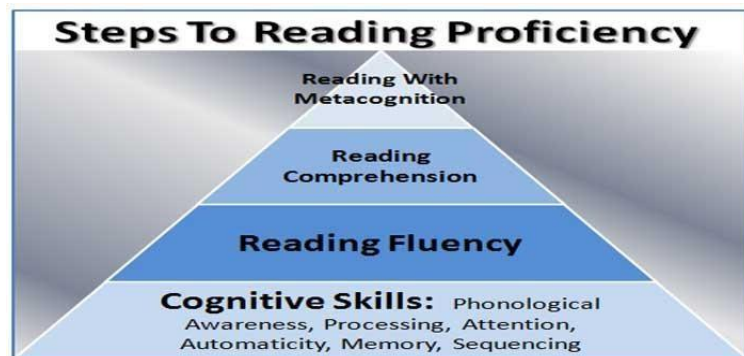
- Identify the words in print – a process called word recognition
- Construct an understanding from them – a process called comprehension
- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency.

Reading in its fullest sense involves weaving together word recognition and comprehension in a fluent manner.

**Topic no 184****Reading Proficiency**

All of these types of reading involve certain steps of reading proficiency: Cognitive Skills, Reading Fluency, Comprehension and Metacognition.

These steps collectively help in proficient reading. It is worth mentioning the higher steps are more complex as compared to the lower ones.

**Topic no 185****Skimming and Scanning**

Skimming and scanning helps you to find information easily and quickly. It is a really useful skill to have and will help you answer comprehension questions.

What is Skimming and Scanning?

Skimming is when you read through a piece of writing quickly to see what it is about.

Scanning is when you scan the page with your eyes to find answers to questions.

Skimming and scanning are two very different strategies for *speed reading*. **Skimming** refers to looking *only* for the general or main ideas. With skimming, your overall understanding is reduced because you don't read everything.

You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas.

Examples of Skimming

The newspaper to quickly get the generally news of the day.

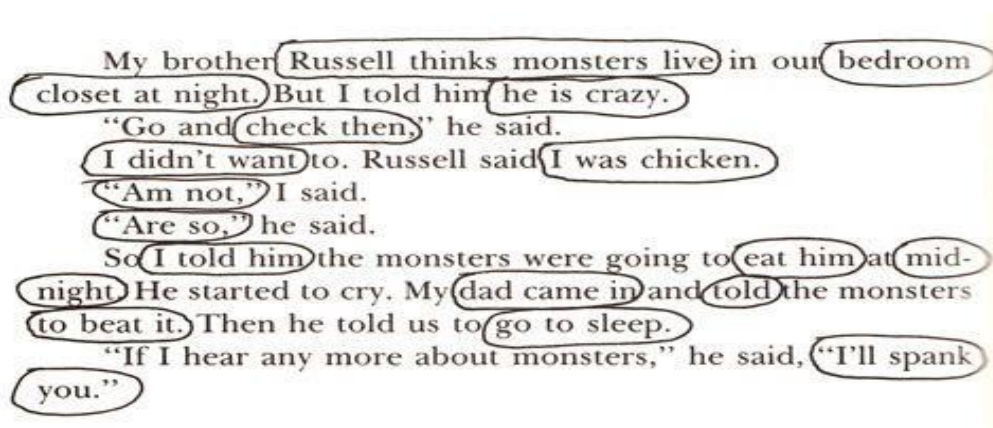
Magazines to quickly discover which article you would like to read in more detail.

Business and travel brochure to quickly get informed

While **scanning**, you look *only* for a specific fact or piece of information without reading everything. You scan when you look for your favorite show listed in the cable Guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. Information you need. Scanning also allows you to find details and other information in a hurry.

Scanning is a selective reading process. When you scan, you will try to locate facts quickly and also find answers to specific questions.

To scan you should know what information you are searching for even before you start to read. To scan quickly you must only look for words or information which you need.



People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time.

Lecture No. 42

MORE ABOUT READING

Topic no 186: Reading Strategies

Instructors can help the students by applying these strategies:

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.

Preview the title

If you are reading a novel look at the title and ask yourself the following questions:

- What does the title mean?
- What reasons could the writer have for choosing the title?
- Based on the title what do I predict will happen in the story?

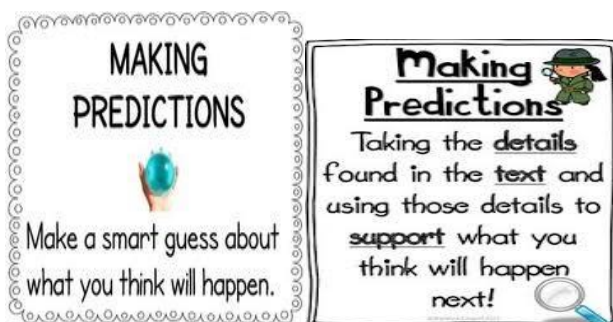
Let's Review

Great readers preview the text
by looking at...

- ✓ Title
- ✓ Author
- ✓ Illustrations
- ✓ Blurb

LEARN ZILLION

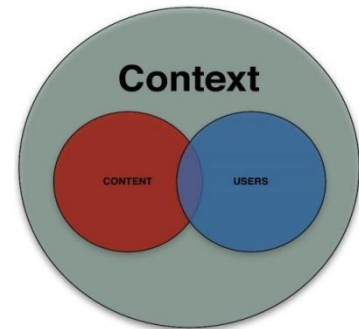
- Predicting: using knowledge of the subject matter to make predictions about content, vocabulary, structure writing style, and context.



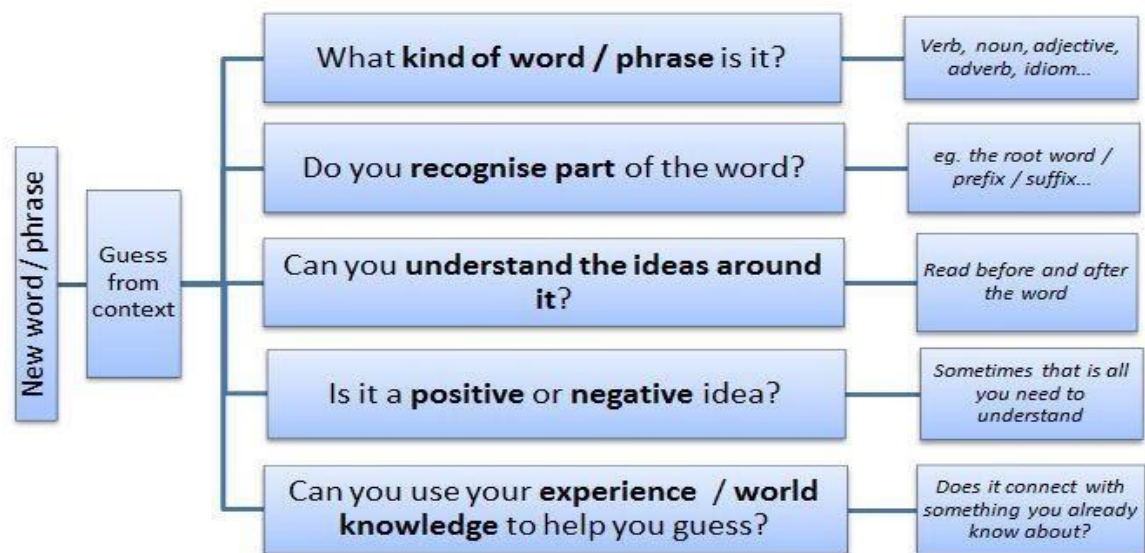
- **Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

- **Skimming and scanning** are two specific speed-reading techniques, which enable you to cover a vast amount of material very rapidly. These techniques are similar in process but different in purpose.

Whereas context means the circumstances in which an event occurs; a setting knowing more about the context of something helps the audience understand how it came about and what it is referring or alluding to.



- **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.



- **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text.

You can employ these techniques/ strategies for the reading activities.



Topic no 187

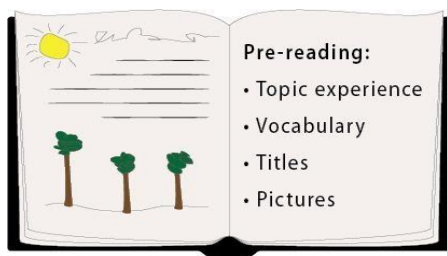
Integrating Strategies

Instruction in reading strategies is an integral part of the use of reading activities in the language classroom.

Teaching Reading Strategies How do I get my students to READ, comprehend, and attend before, during and after instruction?

Before reading: Plan for the reading task:

- Set a purpose or decide in advance what to read for
- Decide if more linguistic or background knowledge is needed
- Determine whether to read text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

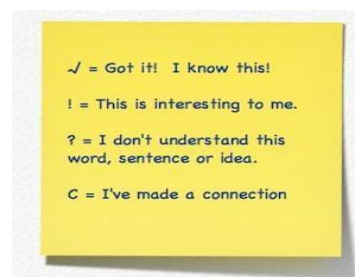


During and after reading:

- Monitor comprehension
- Verify predictions and check for inaccurate guesses
- Reread to check comprehension
- Ask for help

After reading: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in reading and in particular types of reading tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary



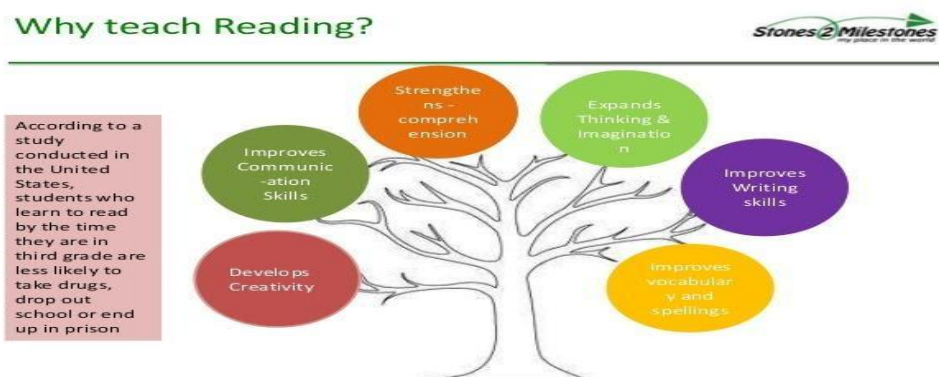
WHIP

- Whip is an activity used after reading the text.
- This is when a teacher goes around the room and asks students questions about the text after reading it.
- The questions are usually given to the students before reading so they know who to specifically look for or listen to while reading.
- This strategy allows students to recall information they have just read.

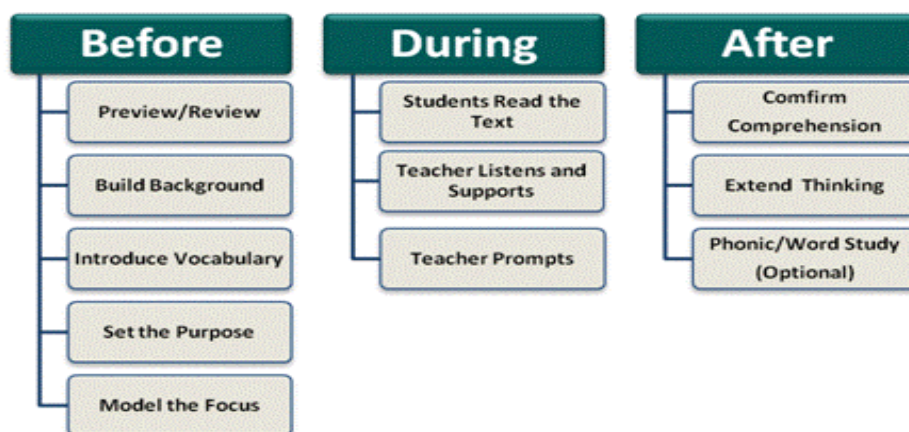
This way, you can use these three phases of techniques/ strategies for the reading activities.

Topic no 188

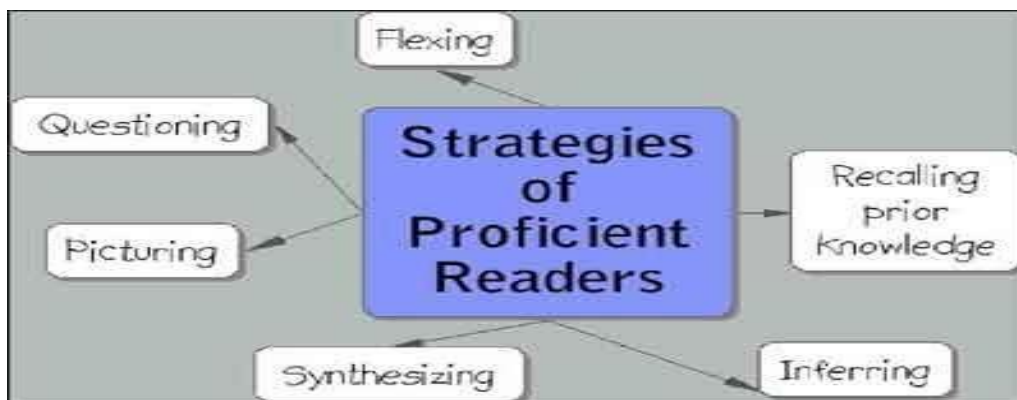
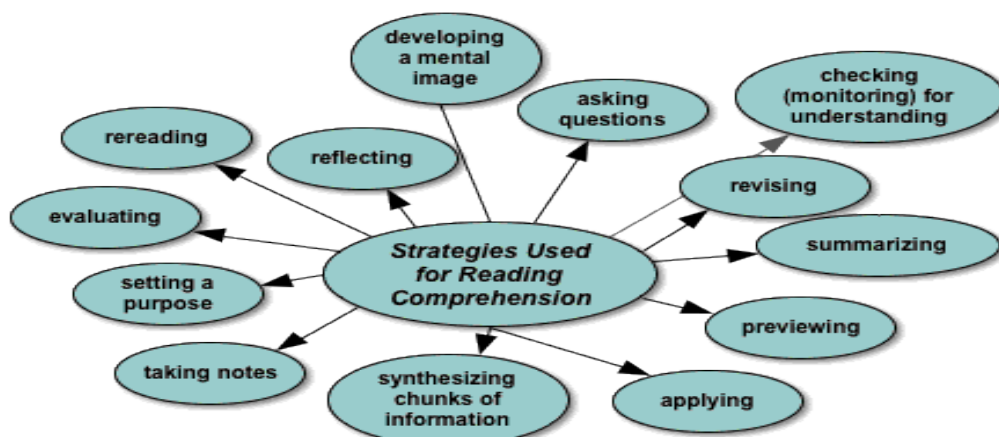
Summing Up Strategies



Integrating strategies



TWA Chart		
Think Before Reading	While Reading	After Reading
Author's purpose	Reading speed	Main idea
Already know	Background knowledge	Summarize
Reading goal	Reread parts	Reflect





All of these or some of these strategies can be used in a classroom to conduct reading activity.

3-2-1- Strategy

- The 3-2-1- strategy is used after reading.
- This strategy is a good end of the period activity to review the day's lesson and promote higher order thinking.
- The 3-2-1- strategy involves steps and writing.

These steps are:

3=three things they discovered.

2=two things they found interesting

1= one question they still have.

This Writing strategy is to help students comprehend what they have read.

Lecture No. 43

WRITING

Topic no 189: What is writing?

The activity or skill of writing. *Writing* is a method of representing language in visual or tactile form. *Writing* systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

Written words are symbols. And just as letters are not the same for all men, (sounds are not the same either)

Although the affections directly expressed by these Indications are the same for everyone, as are the things of which these impressions are images. Aristotle (1938: 115)

What is writing

- Writing can be said to be the act of forming the symbols: making marks on flat surface of some kind.
- Writing is a process where symbols have to be arranged according to a certain convention to form words and words have to be arranged to form sentences.
- Writing involves encoding of a message of some kind that is we translate our thoughts into language. (Byren, 1988).
- The representation of language in a textual medium through the use of a set of signs or symbols. It is distinguished from illustration, such as cave drawing and painting, and non - symbolic preservation of language via non textual media, such as magnetic tape audio.

So writing is related to making/ drawing symbols.

Topic no 190**Types of Writing**

There are different types of writing depending upon the situation and the environment, where the writing takes place.

Few important types are given here:

Normally, there are four main *types of writing*: expository, persuasive, narrative, and descriptive.

Nonfiction Terms

- Biography
- Autobiography
- Memoir
- Essay
- Interview
- Article
- Diary
- Speech
- Letter

Narrative – Writing in which the author tells a story. The story could be fact or fiction.

What is narrative writing?

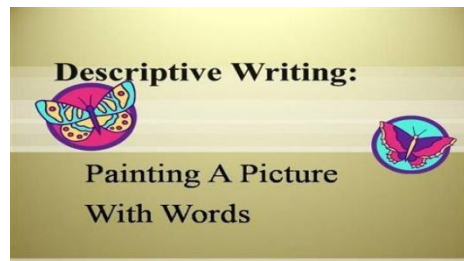
A narrative is a story containing specific elements that work together to create interests for not only the author but also the reader.

This type of writing makes the reader feel as if he or she were the part of the story, as if it was being told directly to him or her.

Persuasive – Writing that states the opinion of the writer and attempts to influence the reader.

Persuasive writing is for arguing a case, or point of view, and is intended for anyone who may be interested in the subject but may hold a different point of view.

Descriptive – A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details.



What your goal in a descriptive piece of writing is to describe something, someone, or someplace in a way that shows the readers, rather than tells.

This is done by using:

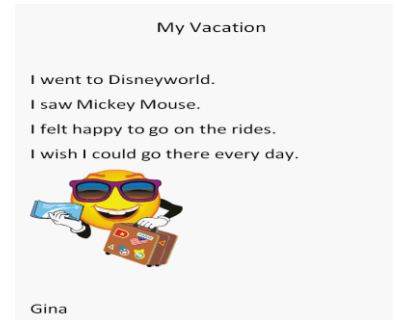
Imagery

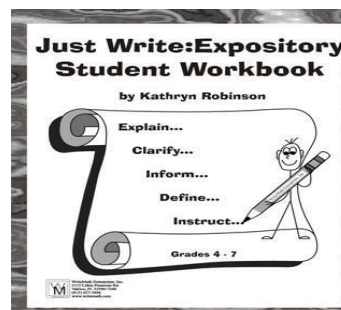
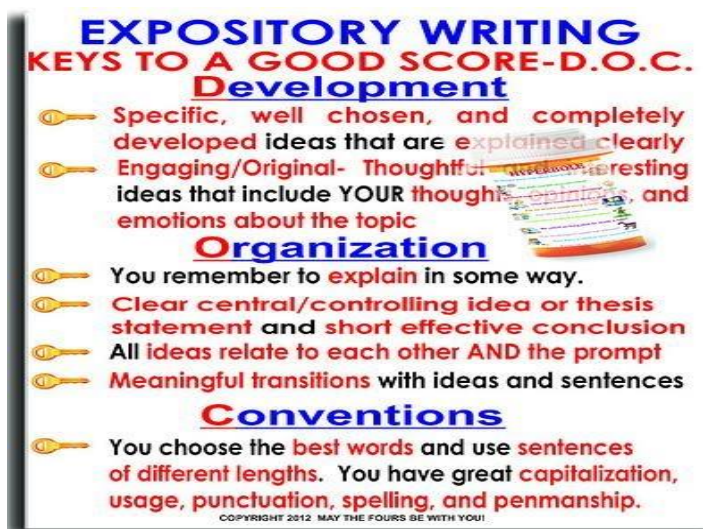
Sensory language

Describing words (adjectives and adverbs)

Descriptive writing can be done in an essay format (5 paragraphs!), or even as a story or a poem.

Expository – Writing in which author's purpose is to inform or explain the subject to the reader.





You must have noticed that the purpose of writing makes it a different type of writing.

Topic no 191

Writing Strategies

Here are some strategies that might help you when you teach writing:

1. Choose writing objective.
2. Find a writing exercise that helps to focus on the specific objective.
3. If possible, tie the subject matter to student needs.
4. Provide feedback through correction activities that call on students to correct their own mistakes.
5. Have students revise work.

Strategies for writing

1. Prepare work area
2. Fight writers block- return to prewriting if necessary
3. Take breaks
4. Get ideas down quickly
 - Begin with body of paper.
 - Introduction and conclusion will be written last

5. T/S the first draft it typing; D/S by hand

6. Write on only one side of the paper

The writing skill of students must be improved with the help from instructor. The students should become good writers. And what do the good writers do?

What good writers do?

- Good writers plan their writing.
- Good writers write complete sentences.
- Good writers make their writing better. Good writers make their writing neat and correct.
- Good writers share their writing.

The writing strategies definitely help them to improve their writing skill.

Topic no 192

Understand your students' reasons for writing. It is important to understand and to convey goals to students in ways that make sense to them.

Provide many opportunities for students to write. Since writing is in part a physical activity, it is like other physical activities—it requires practice.

Make feedback helpful and meaningful.

If you write comments on students' papers, make sure they understand the vocabulary or symbols you use.

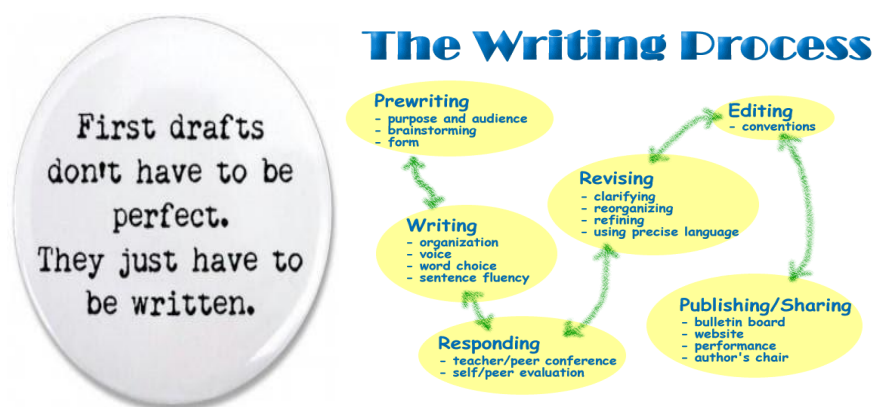
Clarify for yourself, and for your students, how their Writing will be evaluated. Students often feel that the evaluation of their writing is completely subjective.

Lecture No. 44

WRITING PROCESS

Topic no 193: More about writing

There are certain steps related to writing and writing process: starting from finding an idea and finishing at your final draft.

**Plan it****Write it****Check it****Ten Essential Steps**

1. _____ Understand the topic
2. _____ Brainstorm ideas
3. _____ Organize the best ideas into an outline
4. _____ Introduction paragraph - hook, explanation & thesis
5. _____ Body paragraphs - topic sentences
6. _____ Body paragraphs - explanations, examples & transitions
7. _____ Conclusion - restatement of thesis & exiting sentence
8. _____ Check the parts - Are they all there?
9. _____ Check the ideas - Do they stick to the topic?
10. _____ Check the text - Is it accurate? Is it effective?

By following these steps, you can help your students to improve their writing skill.

Topic no 194**Criteria for Writing**

There are four criteria for writing: Task response; cohesion and coherence, lexical resource

Vocabulary and grammar

25% - Task response

how well you answer the question

25% - Coherence and cohesion

organisation of ideas

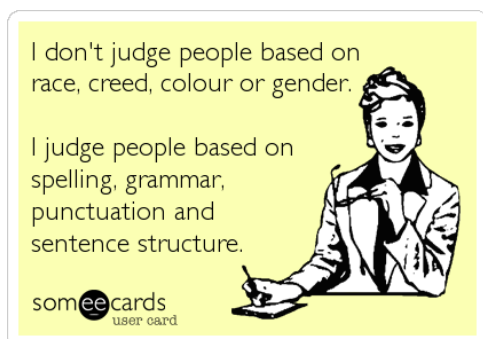
25% - Lexical resource

vocabulary

25% - Grammatical range and accuracy

short and long sentences, avoid mistakes

By focusing on these criteria, you can help your student to improve writing skill.

**Topic no 195****Cohesion and Coherence**

These are two terms particularly related to writing.

Cohesion means the connection of ideas at the sentence level and **Coherence** means the connection of ideas at the idea level.

Cohesion

“a sense of flow”, the way sentence fit together (how one sentence ends and the next begins).

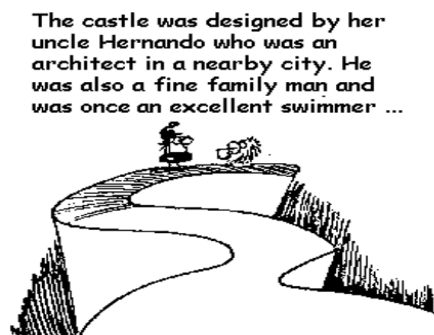
At a sentence level (sentence + sentence)

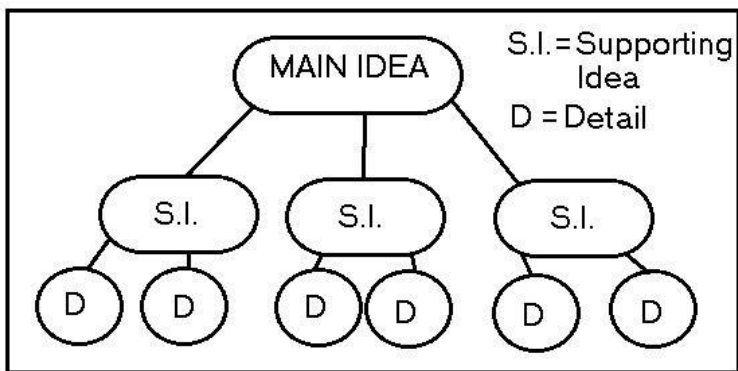
Coherence

“fitting together,” the way a series of sentences or paragraphs work together logically.

At the paragraph, section, chapter, or document level (multiple sentences, multiple paragraphs, etc.)

When our writing is both cohesive and coherent, it flows naturally and makes sense to our readers. These two qualities make your writing worth reading.





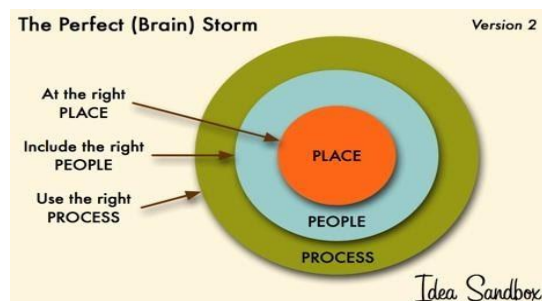
Topic no 196

Writing Activities

Brainstorming about people, places, and feelings:

Write down or tell a partner the names of people you could describe, then quickly and briefly describe each one.

Name several places you have visited and list descriptive words for each place. List and describe some memorable feelings you have had, and explain the situation in which they occurred.



Talking and listening in pairs or groups:

Take turns telling about an interesting person, thing, incident, or object. Encourage the listeners to ask questions and add ideas.

Record possible writing topics or ideas as they arise during the discussion.

Looking at art:

Study paintings, photographs, drawings, or sculpture in magazines or art books. It may even be useful to take a trip to a local museum or art gallery.

Jot down notes and questions about the artwork, then write down.

Role playing:

Pretend to be any character and write about it.

Observing with all senses:

Use all of your senses to observe something and then write about it as you felt.



Remember!

You are training your students to create good writings.

"Good writing is supposed to evoke sensation in the reader - not the fact that it is raining, but the feeling of being rained upon."

--E. L. Doctorow

APPROACHES AND METHODOLOGIES

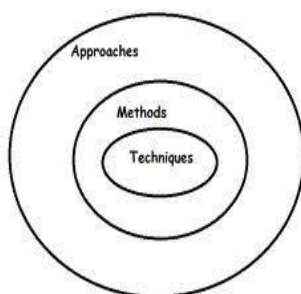
Topic no 197: Basic Terms

What do we mean by approach, method and technique?

An **approach** is an enlightened viewpoint toward teaching. It provides philosophy to the whole process of instruction. You can call it a theory.

A **method**, on the other hand, is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning.

Technique means a strategy a teacher applies through specific steps in the teaching process.



Garcia, 1989

Topic no 198

Grammar Translation Method/GTM

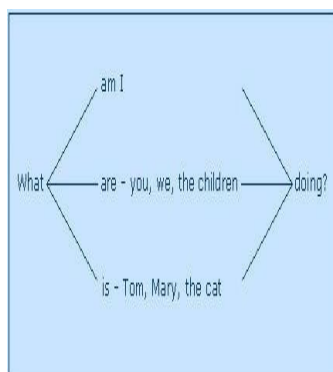
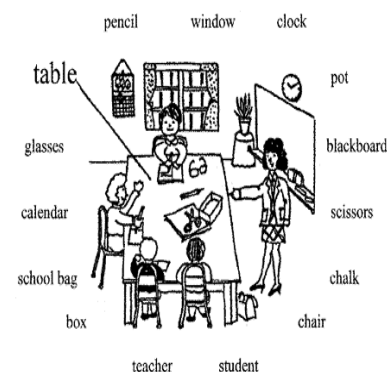
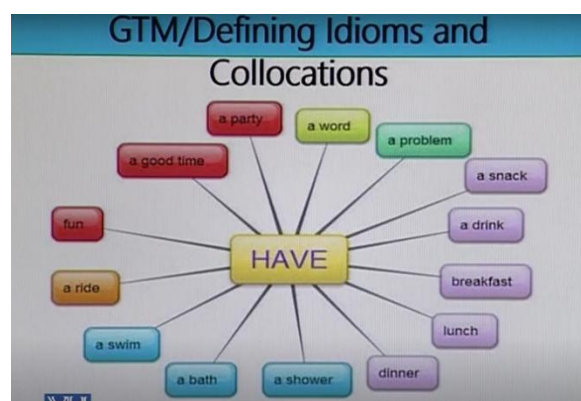
The **grammar translation method** is a **method** of teaching foreign languages derived from the classical (sometimes called traditional) **method** of teaching Greek and Latin.

Grammar Translation Method characteristics

1. Classes taught in L1; little use of L2
2. Vocabulary taught in lists and isolated
3. Grammar explanation, memorization
4. Reading classical text early
5. Grammar analysis of text
6. Translation
7. 0 attention to pronunciation

Table-1: Translated Items for the EPQR-S and the EPQR-A.

English	Urdu Translation
2 Do you take much notice of what people think?	لوگ کیا سوچتے ہیں - اس بات پر کیا آپ بہت دھیان دیتے ہیں؟
14 Do you prefer to go your own way rather than act by the rules?	کیا تو انہیں کی پابندی کرنے کی بجائے آپ اپنی مرضی سے زندگی گزارنے کو ترجیح دیتے ہیں؟
26 Do you enjoy co-operating with others?	کیا آپ دوسروں کے ساتھ تعاون کر کے خوش ہو جاتے ہیں؟
43 Is it better to follow society's rules than go your own way?	کیا سماج کے طور طریقوں کی پابندی کرنے کی بجائے اپنی مرضی سے جینا بہتر ہے؟



You can use GTM for translations, for word lists, grammar etc.

Topic no 199

Audio Lingual Method/ALM

The Audio-Lingual method of teaching a foreign language is also known as the army method. It originated from the behaviourist theory of learning languages and was introduced to teach language to troops during World War 2.

This method relies on repetition drills and as a result it was used to teach large numbers of students at the same time.

Audio Lingual Method

Similar to direct method:

- They both are oral-based approaches- Pronunciation and ability of speaking in the target language is superior to other skills
- Grammar is learnt inductively

Different from the direct method:

- Not only vocabulary but also grammatical sentence patterns
- Stronger theoretical base in linguistics (structural linguistics) and psychology (behavioral psychology)

Consonants			
p	<u>p</u> ip	ʒ	mea <u>s</u> ure
b	<u>b</u> ib	h	<u>h</u> en
t	<u>t</u> en	tʃ	<u>ch</u> urch
d	<u>d</u> en	dʒ	jud <u>g</u> e
k	<u>c</u> at	m	<u>m</u> an
g	<u>g</u> et	n	<u>n</u> ow
f	<u>f</u> ish	ŋ	si <u>ng</u>
θ	<u>th</u> igh	l	<u>l</u> et
ð	<u>th</u> is	r	<u>r</u> ide
s	<u>s</u> et	w	<u>w</u> et
z	<u>z</u> oo	j	<u>y</u> et
ʃ	<u>sh</u> ip		

And above all audio-video aids for sounds and practice for these sounds.

duck	jack	clock	back	hack
black	shack	whack	lick	kick
pick	quick	trick	chick	cluck
shuck	stick	wick	stack	sack
tock	cock	rock	stock	block
deck	speck	check	fleck	snack
track	crack	quack	thick	pack
click	wreck	wrack	lack	tack
neck	peck	nick	flick	lock
flock	frock	luck	pluck	stuck
struck	truck	suck	yuck	

Tips for improving Pronunciation:

- Learn the Rules
- Learn the Meaning *and* Pronunciation
- Listen
- Record Yourself
- Write Things Down

How to teach speaking?

These instructors help students to speak so that the students can use speaking to learn.

- Using minimal responses
 - Recognizing Scripts
 - Using language to talk about language
- Pronunciation of individual sounds
 - Word stress
 - Sentence stress
 - Rhythm
 - Intonation

You can employ teach these skills by using ALM.

Topic no 200

Direct Method

The *direct method* of teaching, which is sometimes called the natural *method*, and is often used in teaching foreign languages, refrains from using the learners' native language and uses only the target language.

Principles of Direct Method

Translation

Students are not allowed to use their mother tongue language

Grammar

Grammar is taught inductively; the learner should figure out the rule through the example by the teacher.

Conversation

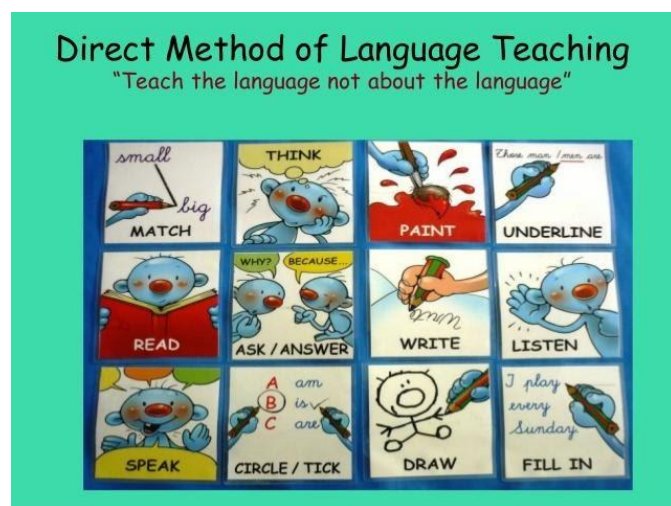
Speaking is thought first before reading and writing. Student should speak at least 80% of the time during the lesson.

Context /Situation

The Teacher is actively involved in using the language in realistic everyday situations. Students are introduced to the ways of life of target language (L2).

Target Language

Students are encouraged to think in the target language



The train is fast. It is describing train (a noun). So, an adjective here.

The train is moving fast. It is describing the action, so an adverb.

Speaking strategies

Asking about language: By using clarification phrases, they can manage the communication and they can become confident about using the language.

- The train is fast.
- It is describing train (a noun). So, an adjective here.
- The train is moving fast.
- It is describing the action, so an adverb.

How to develop speaking skills?

To develop this skill, the students need intensive practice. Speaking practice is usually done in pair and group work.

Asking about language: By using clarification phrases, they can manage the communication and they can become confident about using the language.

All of these skills can be taught by employing Direct Method.

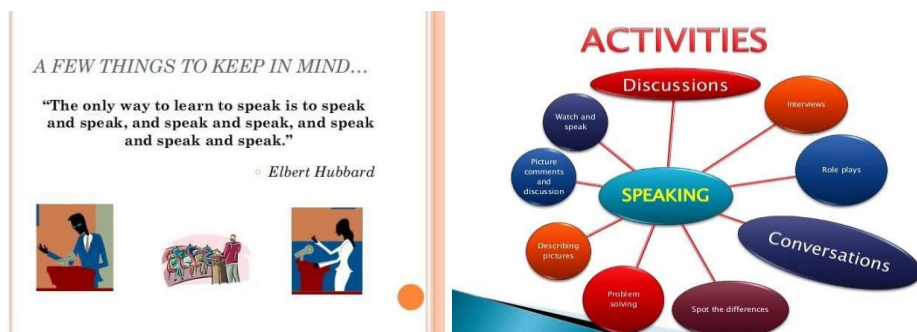
Topic no 201

Communicative Method

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics.

The Communicative approach

- Comprehension precedes production.
- Production emerges in stages.
- Goal is meaningful communication.
- Affective filter is lowered.
- Language is “acquired” through interaction as well as “learned” from the teacher.



Comprehensive Listening- listening to understand the message the speaker is communicating.

Topic no 202

Cooperative Learning

Cooperative Learning is an approach to teaching that makes maximum use of **cooperative** activities involving pairs and small groups of **learners** in the classroom.

Cooperative Language Learning (CLL) is also known as **Collaborative Learning (CL)**.

Small-Group or Team-Based Oral Work: Smaller-scale settings for discussion, deliberation, and problem solving.

Discussion

Student will discuss the topic.

Then the teacher or leader of group ask the questions are carried out.

3-2-1- Strategy

- The 3-2-1- strategy is used after reading.
- This strategy is a good end of the period activity to review the day's lesson and promote higher order thinking.
- The 3-2-1- strategy involves steps and writing.

These steps are:

3=three things they discovered.

2=two things they found interesting

1= one question they still have.

This Writing strategy is to help students comprehend what they have read.

Role playing:

Pretend to be any character and write about it

Talking and listening in pairs or groups:

Take turns telling about an interesting person, thing, incident, or object. Encourage the listeners to ask questions and add ideas. All are the examples of Cooperative Learning which can be employed in your classroom also.