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Senior Teacher

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INDEX

S.No.	Chapters	Pg. No.
Teaching Method		
1.	Basic Principles of Second Language Teaching	1
2.	Developing the four Language Skills- Listening, Speaking, Reading, Writing	12
3.	Teaching of Language Forms- Prose, Poetry, Grammar & Composition	25
4.	Approaches and Methods of English Language Teaching- Grammar Translation Method, Direct Method, Structural Method, Audio Lingual Method, Communication English Language Teaching	39
5.	Evaluation in English Language	50

3

CHAPTER

Teaching Methods

Basic Principles of Second Language Teaching

"Mastering the Art of Teaching English as L2"

Foundations of Language Learning

- **L1 vs. L2:** Mother Tongue vs. Second Language.
- **Acquisition vs. Learning:** The Stephen Krashen Hypothesis.
- **Language as a Skill:** Not a content subject.
- **The Nature of Language:** Arbitrary, Symbolic, Dynamic.

General Principles of Teaching English

- **Principle of Habit Formation:** Palmer's View.
- **Principle of Motivation:** Arousal technique.
- **Principle of Naturalness:** The L-S-R-W Order.
- **Principle of Practice and Drill.**
- **Principle of Oral-Aural Approach.**

Principles of Selection and Gradation (Crucial)

- **Principle of Selection:** Frequency, Range, Coverage, Availability.
- **Principle of Gradation:**
 - ✓ **Grouping:** Phonetic, Lexical, Grammatical, Semantic.
 - ✓ **Sequencing:** Grammatical vs. Semantic Sequence.

Maxims Of Teaching

- Known to the Unknown.
- Simple to Complex.
- Concrete to Abstract.
- Induction to Deduction.
- Whole to Part.

The Four Skills (Lsrw)

- **Receptive Skills:** Listening and Reading (Passive).
- **Productive Skills:** Speaking and Writing (Active).
- **Reinforcement:** The Spiral approach.

Foundations of language learning

"The Science of How We Learn a New Language"

1. L1 VS. L2 (THE FUNDAMENTAL DISTINCTION)

To teach English effectively in India, we must understand the difference between the First Language (L1) and the Second Language (L2).

1.1 First Language (L1)

- **Synonyms:** Mother Tongue (*Matrabhasha*), Native Language.
- **Environment:** Learned at home, naturally, without formal instruction.
- **Motivation:** Survival and basic communication with parents.
- **Time:** Exposure is 24/7.
- **Process:** Instinctive. A child does not know they are learning.

1.2 Second Language (L2)

- **Synonyms:** Target Language (*Lakshya Bhasha*), Foreign Language.
- **Environment:** Usually learned in a formal setting (School/Classroom).
- **Motivation:** Academic success, job prospects, or social status.
- **Time:** Exposure is limited (e.g., 45 minutes per day in class).
- **Process:** Conscious effort.

Key Implication for Teachers:

You cannot teach English (L2) exactly the same way a mother teaches Hindi (L1) because the environment is missing. The teacher must create an artificial environment that mimics the natural one.

2. ACQUISITION VS. LEARNING (STEPHEN KRASHEN'S HYPOTHESIS)

It was proposed by the linguist **Stephen Krashen**.

2.1 Acquisition (*Arjan*)

- **Definition:** A subconscious process similar to how children develop ability in their first language.
- **Focus:** On **Meaning**, not form. The learner cares about *what* is being said, not *how*.
- **Result:** "Fluency" and "Feel" for correctness. (e.g., "I don't know the rule, but this sentence *sounds* right").
- **Role of Grammar:** Zero.

2.2 Learning (*Adhigam*)

- **Definition:** A conscious process that results in "knowing about" the language.
- **Focus:** On **Form** (Grammar rules, spelling, syntax).
- **Result:** "Accuracy" and "Editorial" ability. (e.g., "I know this is wrong because the verb must agree with the subject").
- **Role of Grammar:** Central.

2.3 The Goal of Teaching

The goal of a good language teacher is to convert **Learning** into **Acquisition**.

- *How?* By providing **Comprehensible Input** (i+1). The teacher should speak at a level slightly above the student's current level, focusing on interesting content rather than dry rules.

3. LANGUAGE IS A SKILL, NOT A CONTENT SUBJECT

This is a vital pedagogical concept.

3.1 Content Subjects vs. Skill Subjects

- **Content Subjects:** History, Geography, Science.
 - ✓ *Nature:* Knowledge-based. You learn facts (dates, formulas, names).
 - ✓ *Testing:* Recall and memory.
- **Skill Subjects:** Language, Swimming, Cycling, Painting.
 - ✓ *Nature:* Activity-based. You learn by **Doing**.
 - ✓ *Testing:* Performance and usage.

3.2 The "Cycling" Analogy

You can read 100 books on "Aerodynamics of Cycling," but you won't be able to ride a cycle until you sit on it and pedal.

Similarly, a student can memorize 100 rules of English Grammar (Content), but they won't be able to speak English until they actually speak (Skill).

Conclusion: Language teaching must be Practice-Oriented, not Lecture-Oriented.

4. THE NATURE OF LANGUAGE

What exactly is this thing called "Language"? Linguists define it through specific characteristics.

4.1 Language is Arbitrary (*Yadrichchik*)

- **Meaning:** There is no logical connection between a word and the object it represents.
- *Example:* Why is a "Book" called a "Book"? Why not "Gook" or "Fook"? There is no reason. It is just a random agreement by society.
- *Implication:* Teachers should not try to find logic in vocabulary; students just have to accept the symbols.

4.2 Language is Symbolic (*Prateekatmak*)

- Words are symbols for ideas. The word "Tree" is not a tree; it is a sound/symbol that triggers the image of a tree in your mind.

4.3 Language is Dynamic (*Gatishil*)

- Language is constantly changing. Old words die (e.g., "Thou," "Hath"), and new words are born (e.g., "Selfie," "Google").
- *Implication:* Teachers should teach current, modern English, not archaic Victorian English.

4.4 Language is a System of Systems

- It is not a pile of words. It has layers:
 - ✓ **Phonology:** System of Sounds.
 - ✓ **Morphology:** System of Words.
 - ✓ **Syntax:** System of Sentences.
 - ✓ **Semantics:** System of Meaning.

General principles of teaching english

"The Laws that Govern Language Pedagogy"

1. PRINCIPLE OF HABIT FORMATION (*Aadat Nirman*)

This is the most widely cited principle in traditional and structural approaches.

1.1 Theoretical Basis

- **Proponent:** Harold Palmer and B.F. Skinner (Behaviorism).
- **The Statement:** "Language learning is essentially a habit-forming process."
- **Logic:** When we speak our mother tongue, we don't stop to think about grammar rules ("Should I use 'is' or 'are'?"). It comes automatically as a habit. To learn English (L2), we must reach that same state of automatic reflex.

1.2 Habits to be Formed

A student needs to form specific habits to master English:

- **Habit of Listening:** Training the ear to catch English sounds (Phonemes) distinct from mother tongue sounds.
- **Habit of Spelling:** English spelling is irregular (e.g., 'Put' vs 'Cut'). This requires muscle memory/visual habit.
- **Habit of Correct Pronunciation:** overcoming the "Mother Tongue Influence" (MTI).
- **Habit of Reading Aloud:** To check intonation.

1.3 Classroom Application

- **Drill and Practice:** "Repetition is the mother of skill." Using substitution tables and chorus repetition.
- **Immediate Correction:** If a bad habit (wrong pronunciation) forms, it is very hard to unlearn (Fossilization). Hence, the teacher must correct errors instantly in the early stages.

2. PRINCIPLE OF NATURALNESS (*Swabhavikta*)

2.1 The Biological Sequence (L-S-R-W)

Nature has a specific order for language acquisition.

- **Listening:** An infant listens for 8-10 months before speaking.
- **Speaking:** The child babbles and imitates sounds.
- **Reading:** The child recognizes symbols.
- **Writing:** The child learns to encode thoughts into symbols.

2.2 The Principle in Action

- **Rule:** L2 teaching should follow the L1 path.
- **Mistake:** Traditional classrooms often start with **Writing** (Copying ABC) or **Reading** (Textbook). This violates the principle of naturalness.
- **Correction:** Lessons should begin with **Oral Work** (Storytelling/Conversation) before books are opened.

3. PRINCIPLE OF MOTIVATION (*Prerna*)

Language learning is a long, tiring marathon. Motivation is the fuel.

3.1 B.F. Skinner's Operant Conditioning

- **Theory:** Behavior that is reinforced (rewarded) tends to be repeated.
- **Reinforcement:** Teachers must use positive reinforcement (Praise, Grades, Stars) to keep the "Language Ego" of the student high.

3.2 Types of Motivation Techniques

- **Technique of Arousal:** Using audio-visual aids (Flashcards, Videos) to spike curiosity.
- **Technique of Expectancy:** Clearly stating the goal ("By the end of this class, you will be able to order food in a restaurant").
- **Technique of Incentive:** Linking English to future benefits (Jobs, Travel, Social Status).

4. PRINCIPLE OF ORAL-AURAL APPROACH

- **Etymology:** *Oral* (Mouth) + *Aural* (Ear).
- **Core Concept:** Language is primarily **Speech**. Writing is merely a graphical representation of speech. Human languages existed for thousands of years without writing systems.
- **Implementation:**
 - ✓ **Oral Introduction:** New words should be introduced orally first.
 - ✓ **Listening Comprehension:** Students must hear the correct pronunciation before seeing the spelling, otherwise, they will pronounce it according to their mother tongue rules (e.g., pronouncing "Knife" as "Ka-nife").

5. PRINCIPLE OF SITUATIONAL APPROACH (CONTEXT)

5.1 The Problem with Isolation

Words taught in isolation are meaningless.

- **Example:** If a teacher says "Table," does it mean a furniture item, a math table, or a data chart?

5.2 The Solution: Situational Teaching

- **Concept:** The teacher must create a life-like situation in the classroom to make the meaning clear without translation.
- **How to create a situation?**
 - ✓ **Gestures:** Mime "Drinking" to teach "Thirsty."
 - ✓ **Pictures:** Show a picture of a zoo.
 - ✓ **Blackboard Sketches:** Draw a map.
 - ✓ **Example Sentence:** "I am writing *on* the board." (Demonstrates 'on').
- **Benefit:** This links the English word directly to the **Reality**, bypassing the Mother Tongue.

6. PRINCIPLE OF PROPORTION (*Anupaat*)

6.1 Balance

Teaching must be balanced. A teacher should not spend 90% of the time on Grammar and 10% on Speaking.

- **Rule:** All four skills (L-S-R-W) must get proportionate attention.
- **Correction:** If the exams focus only on writing (as in India), the teacher must consciously add Listening/Speaking activities to maintain proportion.

7. PRINCIPLE OF MULTIPLE LINE OF APPROACH

7.1 Eclecticism

No single method is perfect.

- **Concept:** The teacher should not be a slave to one method (e.g., "I will only use Direct Method").
- **Action:** The teacher should approach the language from multiple angles:
 - ✓ Use **Structural Approach** for grammar.
 - ✓ Use **Communicative Approach** for fluency.
 - ✓ Use **Translation** for difficult abstract concepts.
- This flexibility is called the **Eclectic Approach**.

8. PRINCIPLE OF CORRELATION (*Sah-sambandh*)

English should not be taught in a vacuum. It should be linked to:

- **Real Life:** Current events, news, student's hobbies.
- **Other Subjects:** Teaching "Gravity" in English class links it to Science; teaching "Democracy" links it to Civics. This is known as **LAC (Language Across the Curriculum)**.

Principles of selection and gradation

"The Architecture of the Syllabus"

1. THE PROBLEM OF INFINITY

English has over 1 million words and thousands of grammatical structures. A teacher cannot teach everything.

- **The Constraint:** A school course has limited time (e.g., 1 year).
- **The Solution:** We must **Select** the most useful items and **Grade** (arrange) them in a logical sequence.

2. PRINCIPLE OF SELECTION (*Chayan ka Siddhant*)

According to linguistic experts like **Michael West** and **Harold Palmer**, selection should be based on specific criteria, not random choice.

2.1 Frequency (*Aavritti*)

- **Definition:** How often is a particular word or structure used in normal speech or writing?
- **The Rule:** Words with high frequency should be taught first.
- **Lists:** Lists like "The General Service List" (GSL) by Michael West identify the 2,000 most frequent words in English.
- **Example:** The word "**Time**" is the most frequently used noun in English. Teach it before "**Chronometer**" (which means the same thing but is rarely used).

2.2 Range (*Vistar*)

- **Definition:** In how many *different* contexts or situations does the word appear?
- **Frequency vs. Range:** A word might have high frequency but low range (used often, but only in one topic).
 - ✓ **Example:** "**Atom**" is frequent in a Physics book, but rare in a kitchen. It has *Low Range*.
 - ✓ **Example:** "**Have**" is used in eating, possession, illness, and travel. It has *High Range*.
- **Rule:** Select words with a wider range.

2.3 Coverage (Vyapti)

- **Definition:** The capacity of a word to displace (cover) other words.
- **Rule:** Teach the "Cover Word" first because it allows the student to express many ideas with one word.
- **Example:**
 - ✓ "Seat" covers: Chair, Bench, Stool, Sofa, Pew.
 - ✓ "Building" covers: House, Hut, Palace, Apartment.
 - ✓ It is better to teach "Seat" first, so the student can manage in any sitting situation.

2.4 Availability (Uplabdhta)

- **Definition:** Is the object available in the immediate environment (Classroom) to show to the students?
- **Rule:** Teach concrete words that can be demonstrated first.
- **Example:** Teach "Blackboard," "Chalk," "Desk," "Window" first. Don't teach "Snow" or "Volcano" in Class 1 if the child has never seen them.

2.5 Learnability (Sikhne ki Yogyata)

- **Definition:** How easy is the item to learn?
- **Factors:**
 - ✓ **Spelling:** "Cat" is easier than "Colonel."
 - ✓ **Pronunciation:** "Put" is easier than "Psychology."
 - ✓ **Concept:** Concrete words are easier than abstract words.

3. PRINCIPLE OF GRADATION (*Kramikta ka Siddhant*)

Selection tells us *what* to teach. Gradation tells us *when* to teach it.

Gradation = Grouping + Sequencing

3.1 Grouping (*Samuhikaran*)

To make learning easier, we group similar items together.

- **Phonetic Grouping:** Grouping words by sound to practice pronunciation.
 - ✓ *Example:* Cat, Bat, Rat, Mat, Hat. (The 'at' sound).
 - ✓ *Example:* Sight, Light, Fight, Might.
- **Lexical Grouping:** Grouping words by family or situation.
 - ✓ *Example:* Father, Mother, Brother, Sister. (Family).
 - ✓ *Example:* Market, Shop, Money, Buy, Sell. (Shopping situation).
- **Grammatical Grouping:** Grouping by structure.
 - ✓ *Example:* Teaching "My book," "Your book," "His book" together (Possessive Adjectives).
- **Semantic Grouping:** Grouping by meaning.
 - ✓ *Example:* Synonyms (Big, Huge, Large) or Antonyms (Hot, Cold).

3.2 Sequencing (*Anukram*)

Arranging the groups in a linear order (First -> Next -> Last).

- **Grammatical Sequence:** Moving from simple structures to complex ones.
 - ✓ *Step 1:* Subject + Verb (I go).
 - ✓ *Step 2:* Subject + Verb + Object (I eat an apple).
 - ✓ *Step 3:* Subject + Verb + Adjective (I am happy).
- **Semantic Sequence:** Moving based on meaning.
 - ✓ *Rule:* Content words (Nouns/Verbs) before Structural words (Prepositions/Conjunctions).
 - ✓ *Rule:* Concrete words before Abstract words.

4. TYPES OF GRADATION STRUCTURES

4.1 Linear Gradation

- You teach A, then B, then C. You do not return to A.
- **Drawback:** Students forget A by the time they reach Z.

4.2 Cyclic / Spiral Gradation (The Best Approach)

- You teach Topic A at a basic level.
- Later, you return to Topic A at an intermediate level.
- Later still, you return to Topic A at an advanced level.
- *Example:*
 - ✓ *Class 1:* Noun = Name of person/place.
 - ✓ *Class 3:* Noun = Countable vs. Uncountable.
 - ✓ *Class 5:* Noun = Abstract vs. Concrete.
 - ✓ *Class 8:* Noun = Gerunds acting as nouns.
- **Benefit:** Constant reinforcement prevents forgetting.

5. EXAM SUMMARY (CRUCIAL TERMS)

- **GSL (General Service List):** A list of 2000 most frequent English words compiled by Michael West.
- **Structural Approach:** Heavily relies on selection and gradation of *Structures* (Sentence patterns) rather than just vocabulary.
- **Active Vocabulary:** Words used in Selection for *Productive* skills (Speaking/Writing).
- **Passive Vocabulary:** Words used in Selection for *Receptive* skills (Reading/Listening).

Maxims of teaching

"The Universal Rules of Instruction"

1. WHAT IS A MAXIM OF TEACHING?

- **Definition:** Maxims are universal truths or "rules of thumb" derived from the experience of teaching. They are not hard scientific laws, but reliable guidelines that make teaching effective and learning natural.
- **Hindi Meaning:** *Shikshan Sutra* (शिक्षण सूत्र).
- **Purpose:** They guide the teacher on **how to proceed** from the student's current level to the desired level.

2. FROM KNOWN TO UNKNOWN (*Gyaat se Agyaat*)

This is the most fundamental maxim. The human mind interprets new things by linking them to old memories.

2.1 The Concept

- **Known:** The learner's previous knowledge (Mother tongue, local environment, past lessons).
- **Unknown:** The new English vocabulary or grammar rule.
- **The Bridge:** The teacher must build a bridge between the two.

2.2 Application in English Teaching

- **PKT (Previous Knowledge Testing):** Before starting a lesson on "Adjectives," ask students about "Nouns" (which they already know).
- **Translation Method:** Use the Hindi word (*Known*) to explain the English word (*Unknown*).
- **Context:** If teaching the word "Ocean" (Unknown), refer to a "River" or "Pond" (Known) and expand on it.

3. FROM SIMPLE TO COMPLEX (*Saral se Jatil*)

3.1 The Concept

The syllabus and the lesson plan must move from easy concepts to difficult ones to build confidence.

3.2 Application

- **Vocabulary:** Teach monosyllabic words (Cat, Bat) before polysyllabic words (Communication).
- **Sentences:** Teach Simple sentences ("I go") before Complex sentences ("I will go if you come").
- **Tenses:** Teach Simple Present before Past Perfect Continuous.

4. FROM CONCRETE TO ABSTRACT (*Murth se Amurth*)

4.1 The Concept

- **Concrete:** Things that can be seen, touched, and felt through the 5 senses (Solid objects).
- **Abstract:** Ideas, feelings, and concepts that have no physical form (Imagination).
- **Psychology:** Children live in a concrete world (Piaget). They cannot understand "Beauty" until they see a "Beautiful Flower."

4.2 Application

- **Grammar:** Show a real *Apple* (Concrete) to teach the Abstract Noun *Apple*.
- **Prepositions:** Put a pen *on* the table (Concrete action) to teach the definition of "On" (Abstract concept).
- **Rule:** "Things before Words."

5. FROM INDUCTION TO DEDUCTION (*Aagman se Nigaman*)

This is the modern, scientific approach preferred in the **Direct Method** and **Structural Approach**.

5.1 Induction (The Discovery Method)

- **Process:** Examples → Rule.
- **Action:** The teacher shows many examples: "Books, Cats, Dogs." The students notice the 's' and conclude: "Adding 's' makes it plural."
- **Benefit:** Knowledge is discovered, so it is remembered longer.

5.2 Deduction (The Traditional Method)

- **Process:** Rule → Examples.
- **Action:** The teacher says: "To make a plural, add 's'. Now do these exercises."
- **Drawback:** Encourages rote memorization.

5.3 The Maxim

Always start with **Induction** (Examples) to build the concept, then use **Deduction** (Rules) to fix/verify it.

6. FROM WHOLE TO PART (*Purna se Ansh*)

6.1 Gestalt Psychology

- **Theory:** The human mind perceives things as a whole first, then notices the details.
- **Example:** When you see a fan, you see "A Fan" (Whole), not "Three blades + A motor + A mesh" (Parts).

6.2 Application in English

- **Poetry:** Read the whole poem first to get the mood/rhythm. Then analyze individual stanzas/words.
- **Sentences:** Teach the full sentence ("This is a cow") first. Then break it down into words ("Cow") and letters ("C-o-w").
- **Correction:** Do not teach A, B, C, D in isolation. Teach words first.

7. FROM NEAR TO FAR (*Sameep se Door*)

7.1 The Concept

A student is most familiar with their immediate environment (Home, School, Village). They are less familiar with foreign countries.

7.2 Application

- **Examples:** Use examples from the classroom (Table, Chair, Fan) before using examples from London (Subway, Snow).
- **Context:** When teaching an essay, start with "My Family" (Near) before teaching "Globalization" (Far).

8. FROM PSYCHOLOGICAL TO LOGICAL

8.1 Psychological

- Teaching based on the child's **Interest, Age, and Capacity**.
- *Example:* Teaching a story because children love stories, even if the grammar is complex.

8.2 Logical

- Teaching based on the rigid structure of the subject matter.
- *Example:* Teaching simple alphabets first, then words, regardless of interest.

8.3 The Maxim

During the early stages, follow the **Psychological** order (Interest). In higher stages, follow the **Logical** order (Structure).

9. EXAM SUMMARY: MATCHING COLUMNS

Maxim	Action	Reason
Known to Unknown	Link old to new.	Brain builds on existing schema.
Concrete to Abstract	Show object → Teach word.	Senses are gateways to knowledge.
Induction to Deduction	Example → Rule.	Discovery leads to retention.
Whole to Part	Sentence → Word.	Gestalt Psychology.
Simple to Complex	Easy → Hard.	Builds confidence.

The four skills of language learning

"LSRW: The Pillars of Communication"

Focus: A comprehensive analysis of the four fundamental skills, their classification into Receptive and Productive categories, and the specific sub-skills required for mastery.

1. CLASSIFICATION OF SKILLS

Language is a complex system of communication that relies on four specific skills. They are usually taught in the natural order: **Listening** → **Speaking** → **Reading** → **Writing (LSRW)**.

1.1 The Input-Output Classification

- **Receptive Skills (Passive / Input):**
 - ✓ **Listening & Reading.**
 - ✓ The learner **receives** information. They do not produce language; they decode it.
 - ✓ *Note:* Passive vocabulary is developed here.
- **Productive Skills (Active / Output / Expressive):**
 - ✓ **Speaking & Writing.**
 - ✓ The learner **produces** language to express thoughts.
 - ✓ *Note:* Active vocabulary is used here.

2. LISTENING SKILL (SHRAVAN KAUSHAL)

Listening is the foundation of language learning. "If you cannot hear it, you cannot say it."

2.1 Hearing vs. Listening

- **Hearing:** A physiological process. Your ears detect sound waves. (Passive).
- **Listening:** A psychological process. Your brain decodes the meaning of the sounds. (Active).

2.2 Sub-skills of Listening

To master listening, a student must be able to:

- **Discriminate Sounds:** Distinguish between similar sounds (Phonemes). *Example:* 'Ship' vs. 'Sheep' (\$/I/\$ vs \$/i:/\$).
- **Recognize Stress and Intonation:** Understanding that a rising tone turns a statement into a question.
- **Filter Noise:** Ignoring background noise to focus on the message.

2.3 Types of Listening

- **Casual Listening:** Listening without specific purpose (Radio music).
- **Focused/Intensive Listening:** Listening to find specific answers (Dictation, News).

3. SPEAKING SKILL (MAUKHIK KAUSHAL)

Speaking is the skill of oral production. It is often the hardest to master because it requires real-time processing.

3.1 Components of Speaking

- **Pronunciation:** Articulating sounds correctly.
- **Fluency:** The ability to speak without awkward pauses or hesitation.
- **Accuracy:** Using correct grammar and vocabulary.
- **Vocabulary:** Knowing the right word for the right context.

3.2 Mechanics of Speaking (Prosody)

- **Stress:** Emphasizing the correct syllable. (e.g., PHO-to-graph vs. pho-TOG-ra-pher).
- **Intonation:** The music of the language (Rise and Fall).
- **Juncture:** The pause between words that changes meaning. (e.g., "I scream" vs. "Ice cream").

4. READING SKILL (VACHAN KAUSHAL)

Reading is the process of looking at written symbols and translating them into meaning. This section is the **highest yield** area for exam questions.

4.1 Types of Reading (Based on Method)

- **Loud Reading:**
 - ✓ *For:* Beginners (Primary level).
 - ✓ *Purpose:* To improve **Pronunciation** and confidence.
 - ✓ *Demerit:* It disturbs others and slows down comprehension.
- **Silent Reading:**
 - ✓ *For:* Advanced learners.
 - ✓ *Purpose:* To improve **Comprehension** and **Speed**.
 - ✓ *Fact:* The eye moves faster than the tongue. Silent reading is always faster than loud reading.

4.2 Types of Reading (Based on Purpose)

A. Intensive Reading (*Gahan Adhyayan*)

- **Definition:** Reading a text in detail with specific learning aims and tasks.
- **Material:** The **Textbook**.
- **Goal:** To learn grammar, vocabulary, and structural details. Every word matters.
- **Pace:** Slow.

B. Extensive Reading (*Vistrit Adhyayan*)

- **Definition:** Reading longer texts for pleasure or general understanding.
- **Material:** Novels, Short Stories, Newspapers (Supplementary Reader).
- **Goal:** Enjoyment and general fluency. We ignore unknown words and focus on the story.
- **Pace:** Fast.

C. Skimming

- **Definition:** Reading quickly to get the **Gist** or general idea.
- *Example:* Reading newspaper headlines to know what is happening. Looking at the back of a book to see what it is about.
- *Technique:* You skip details.

D. Scanning

- **Definition:** Reading quickly to locate **Specific Information**.
- *Example:* Looking for a friend's phone number in a directory. Checking a train schedule for your train time.
- *Technique:* You ignore everything *except* the specific target you are looking for.

5. WRITING SKILL (LEKHAN KAUSHAL)

Writing is the most complex skill because it involves both physical mechanics and mental organization.

5.1 The Mechanics of Writing

- **Handwriting:** Legibility.
- **Spelling:** Orthography.
- **Punctuation:** Using commas, full stops, and capitals correctly.

5.2 The Process of Writing (Composition)

- **Brainstorming:** Generating ideas.
- **Drafting:** Writing the first version.
- **Editing:** Checking for grammar/spelling errors.
- **Redrafting:** Writing the final version.

5.3 Types of Composition

1. **Guided Composition:** The teacher provides hints, outlines, or fill-in-the-blanks. The student is controlled. (For beginners).
2. **Free Composition:** The student writes freely on a topic (Essay, Letter) without constraints. (For advanced learners).

6. EXAM SUMMARY: MATCH THE FOLLOWING

Language Skills and Reading Types

Skill	Type	Key Feature/Sub-type
Listening	Receptive	Phonetic discrimination, Bottom-up processing.
Speaking	Productive	Intonation, Stress, Fluency.
Reading	Receptive	Skimming (Gist), Scanning (Specific Info).
Writing	Productive	Mechanics, Drafting, Editing.
Intensive Reading	—	For Information / Grammar (Textbook).
Extensive Reading	—	For Pleasure / Joy (Novel).

Must-Memorize Points:

- **LAD: Language Acquisition Device.** Concept by **Noam Chomsky**. He believed humans are born with a brain structure to learn language.
- **Universal Grammar:** The innate knowledge of grammar rules that all humans possess (Chomsky).
- **Spiral Approach:** Revisiting the same topic at different levels of difficulty as the student grows.
- **Active Vocabulary:** Words we use in speaking/writing.
- **Passive Vocabulary:** Words we understand when reading/listening but don't use ourselves. (Passive vocab is always larger).
- **Situational Approach:** Teaching language by creating a real-life situation in class (e.g., A Market Scene).
- **Eclectic Method:** Choosing the best parts of all methods (GTM, Direct, Bilingual) and mixing them. This is the best method.
- **Inter-language:** The unique language system a learner creates while learning L2 (a mix of L1 rules and L2 rules).
- **Total Physical Response (TPR):** James Asher. Teaching language through physical movement (Teacher says "Stand up," students stand up).

Developing the four Language Skills- Listening, Speaking, Reading, Writing

Developing language skills (Isrw)

"The Four Pillars of Communication: Listening, Speaking, Reading, Writing"

Introduction To Language Skills

- **Concept:** Language as a Skill Subject.
- **Classification:**
 - ✓ Receptive Skills (Passive): Listening & Reading.
 - ✓ Productive Skills (Active): Speaking & Writing.
 - ✓ Oral-Aural Skills vs. Graphic-Motor Skills.
- **The Natural Sequence:** L → S → R → W.
- **Integrated Approach:** Why skills cannot be taught in isolation.

Developing Listening Skill (The Foundation)

- **Nature:** Hearing vs. Listening (Physiological vs. Psychological).
- **Types of Listening:** Casual, Focused, Appreciative, Emphatic, Critical.
- **Processing Strategies:** Bottom-Up vs. Top-Down Processing.
- **Sub-skills:** Discriminating sounds, recognizing stress/intonation.
- **Teaching Strategies:** Three Phases (Pre, While, Post).
- **Barriers to Listening:** Physical, Psychological, Linguistic.

Developing Speaking Skill (The Expression)

- **Nature:** Oral Production.
- **The Mechanics (Prosody):** Stress, Pitch, Intonation, Juncture.
- **Approaches:**
 - ✓ Drill Method (Audio-Lingual).
 - ✓ Communicative Approach (CLT).
- **Activities:** Role-play, Simulation, Extempore, Storytelling.
- **Assessment:** Fluency vs. Accuracy vs. Pronunciation.

Developing Reading Skill (The Decoding)

- **Nature:** Decoding written symbols into meaning.
- **Methods for Beginners:** Alphabetic, Phonic, Look & Say, Sentence Method.
- **Types of Reading (Strategies):**
 - ✓ Loud vs. Silent.
 - ✓ Intensive vs. Extensive.
 - ✓ Skimming (Gist) vs. Scanning (Specifics).
- **Sub-skills:** Predicting, Inferring, Guessing meaning from context.

Developing Writing Skill (The Encoding)

- **Nature:** Graphic representation of speech. The most complex skill.
- **Sub-skills:** Handwriting (Mechanics), Spelling, Punctuation, Indentation.
- **Approaches:**
 - ✓ **Product Approach:** Focus on the final essay.
 - ✓ **Process Approach:** Brainstorming → Drafting → Editing → Publishing.
- **Types of Writing:** Guided Composition vs. Free Composition.
- **Assessment:** Coherence, Cohesion, Grammar.

Study Skills & Reference Skills

- **Note-Taking:** Listening and writing (Lecture).
- **Note-Making:** Reading and writing (Book).
- **Reference Skills:** Dictionary, Thesaurus, Encyclopedia usage.

Introduction to language skills

"The Architecture of Communication"

1. CONCEPT: LANGUAGE AS A SKILL SUBJECT

To teach language effectively, one must understand its nature. It is fundamentally different from other school subjects.

1.1 Content Subject vs. Skill Subject

- **Content Subject (*Vishay-vastu*):** Subjects like History, Geography, Civics, or Biology.
 - ✓ *Focus:* Acquisition of knowledge, facts, dates, and information.
 - ✓ *Method:* Memorization and understanding concepts.
 - ✓ *Test:* "What do you know?"
- **Skill Subject (*Kaushal Vishay*):** Subjects like Language, Painting, Music, Swimming, or Cycling.
 - ✓ *Focus:* Mastery of an activity or behavior.
 - ✓ *Method: Practice, Habit Formation, and Imitation.* You cannot learn to swim just by reading a book on swimming; you must jump into the water. Similarly, you cannot learn a language just by memorizing grammar rules; you must use it.
 - ✓ *Test:* "What can you do?"

1.2 Language as a Behavior

Behaviorist psychologists (like B.F. Skinner) viewed language as a form of **Verbal Behavior**. It is a set of habits acquired through conditioning. Therefore, the teacher's goal is not to "lecture" about the language but to "train" the students in using it.

2. CLASSIFICATION OF LANGUAGE SKILLS

Linguists classify the four skills (Listening, Speaking, Reading, Writing) using various parameters. These pairs are frequently asked in objective exams.

2.1 Based on Direction (Input vs. Output)

- **Receptive Skills (*Grahanatmak Kaushal*):**
 - ✓ **Skills: Listening and Reading.**
 - ✓ *Function:* The learner is **passive** (physically) but active (mentally). They receive information and decode it.
 - ✓ *Vocabulary:* Developing these skills builds **Passive Vocabulary** (words we understand but don't use).
 - ✓ *Synonyms:* Passive Skills, Input Skills.
- **Productive Skills (*Abhivyaktatmak Kaushal*):**
 - ✓ **Skills: Speaking and Writing.**
 - ✓ *Function:* The learner is **active**. They generate ideas and encode them into language.
 - ✓ *Vocabulary:* Developing these skills builds **Active Vocabulary** (words we actually use).
 - ✓ *Synonyms:* Active Skills, Output Skills, Expressive Skills.

2.2 Based on Medium (Sound vs. Script)

- **Aural-Oral Skills (Audio Medium):**
 - ✓ **Skills: Listening** (Aural - Ear) and **Speaking** (Oral - Mouth).
 - ✓ *Nature:* These are the **Primary Skills**. Every human language has a spoken form; many do not have a written form. Children acquire these naturally.

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- **Graphic-Motor Skills (Visual Medium):**
 - ✓ **Skills: Reading** (Visual decoding) and **Writing** (Motor encoding).
 - ✓ *Nature:* These are **Secondary Skills**. They are artificial inventions of humanity and must be taught formally in school.

2.3 Based on Order of Acquisition

- **Primary Skills:** Listening and Speaking. (Essential for survival).
- **Secondary Skills:** Reading and Writing. (Essential for literacy and academic growth).

3. THE NATURAL SEQUENCE (L-S-R-W)

For a **First Language (L1)**, the acquisition order is biologically determined and rigid:

Listening → **Speaking** → **Reading** → **Writing**

3.1 The Logic of the Sequence

- **Listening:** An infant listens to sounds for 8-10 months (Silent Period) before uttering a word. They absorb the phonology (sound system).
- **Speaking:** The child begins to imitate sounds (Babbling) and eventually speaks words.
- **Reading:** When the child goes to school (age 3-5), they learn to associate sounds with visual symbols (Letters).
- **Writing:** Finally, they learn the complex motor skill of drawing those symbols.

3.2 Implications for L2 Teaching (English)

- **The Conflict:** Traditional classrooms often violate this order by starting with **Writing** (copying the alphabet) or **Reading** (textbooks).
- **The Pedagogical Rule:** To teach English effectively, teachers should try to mimic the natural order.
 - ✓ *Start with:* Oral work, rhymes, and storytelling (L & S).
 - ✓ *Then move to:* Recognizing letters and words (R).
 - ✓ *End with:* Writing sentences (W).

4. THE INTEGRATED APPROACH

While we study skills separately for exams, in real life, they are **Integrated**.

4.1 Why Integration is Necessary?

- **Real-world usage:** When you are in a conversation, you are not just "Listening" or "Speaking"; you are doing both simultaneously (Listening to reply, Speaking to get a response).
- **Reinforcement:** One skill reinforces another.
 - ✓ *Reading* improves *Writing* (by providing models of sentence structure).
 - ✓ *Listening* improves *Speaking* (by providing models of pronunciation).

4.2 Segregated vs. Integrated Approach

- **Segregated Approach:** Teaching "Spoken English" in one class and "Writing" in another. This is artificial and less effective.
- **Integrated Approach:** Designing activities that use multiple skills.
 - ✓ *Example:* The teacher tells a story (**Listening**). Students discuss the moral (**Speaking**). They read the story in the book (**Reading**). They write the summary (**Writing**).
 - ✓ *Result:* This leads to holistic language development.

5. MICRO-SKILLS VS. MACRO-SKILLS

5.1 Macro-Skills

The four main categories: Listening, Speaking, Reading, Writing.

5.2 Micro-Skills

The specific sub-capabilities required to perform the macro-skill.

- **Micro-skills of Listening:** Distinguishing distinctive sounds, recognizing stress patterns, identifying the speaker's mood.

- **Micro-skills of Speaking:** Producing phonemes correctly, using appropriate intonation, using correct word order.
- **Micro-skills of Reading:** Recognizing graphemes (letters), scanning for specific details, inferring meaning from context.
- **Micro-skills of Writing:** Forming letters (handwriting), spelling correctly, using punctuation, organizing paragraphs.

6. EXAMINATION SUMMARY

Classification	Skills Included	Key characteristic
Receptive	Listening, Reading	Passive, Input, Decoding.
Productive	Speaking, Writing	Active, Output, Encoding.
Audio-Lingual	Listening, Speaking	Sound-based, Primary.
Graphic-Motor	Reading, Writing	Sight/Hand-based, Secondary.

Developing listening skill

"The Cinderella Skill: The Foundation of Acquisition"

1. NATURE OF LISTENING

1.1 Hearing vs. Listening (*Sunna vs. Shravan*)

This distinction is ...

- **Hearing (*Sunna*):**
 - ✓ **Definition:** A physiological process where sound waves hit the eardrum and are transmitted to the brain.
 - ✓ **Nature: Passive and Involuntary.** You hear the fan noise even if you don't want to. Even a sleeping person hears.
 - ✓ **Requirement:** Only ears.
- **Listening (*Shravan*):**
 - ✓ **Definition:** A psychological process where the brain attends to the sound, assigns meaning to it, and interprets it.
 - ✓ **Nature: Active and Voluntary.** It requires conscious effort.
 - ✓ **Requirement:** Ears + Brain + Attention.

1.2 Listening as a Receptive Skill

Although classified as "Receptive" (Input), listening is not a passive act. The listener is actively:

- Predicting what will come next.
- Filtering out noise.
- Interpreting intonation and stress.

2. TYPES OF LISTENING

Teachers must know which type of listening they are targeting in a lesson.

2.1 Casual / Marginal Listening

- **Definition:** Listening without specific purpose or full attention.
- **Example:** Listening to music while cooking; hearing a conversation at a bus stop.
- **Retention:** Very low.

2.2 Focused / Intensive Listening (*Gahan Shravan*)

- **Definition:** Listening with high concentration to extract specific information.
- **Example:** Listening to a railway announcement for your train number; taking dictation in class.
- **Goal:** Accuracy and detail.

2.3 Extensive Listening (*Vistrit Shravan*)

- **Definition:** Listening for general understanding and pleasure over a long period.
- **Example:** Watching an English movie without subtitles; listening to a podcast story.
- **Goal:** Fluency and comfort with the language flow.

2.4 Appreciative Listening

- **Definition:** Listening for aesthetic enjoyment.
- *Example:* Listening to a poem, a song, or a play.
- *Focus:* Rhythm, rhyme, and mood.

2.5 Empathic / Therapeutic Listening

- **Definition:** Listening to understand the speaker's feelings and emotions, not just facts.
- *Example:* A teacher listening to a student's problem; a counselor listening to a patient.
- *Focus:* Emotional support.

2.6 Critical / Evaluative Listening

- **Definition:** Listening to judge the accuracy, bias, or logic of the message.
- *Example:* Listening to a politician's speech or a sales pitch.
- *Focus:* Logic and argument.

3. PROCESSING STRATEGIES (CRUCIAL FOR NET/CTET)

How does the brain decode sound? There are two opposing ways.

3.1 Bottom-Up Processing (*Data-Driven*)

- **Direction:** Small units → Big picture.
- **Process:** The listener relies on the incoming sound signal. They decode **Sounds (Phonemes)** → **Words** → **Phrases** → **Sentences**.
- **When used:** When the language is difficult, or the listener is a beginner relying on grammar and vocabulary.
- *Example:* A student carefully translating every word of a French recording to understand the meaning.

3.2 Top-Down Processing (*Concept-Driven*)

- **Direction:** Big picture → Small units.
- **Process:** The listener relies on **Background Knowledge (Schema)**. They use the context, the situation, and their logic to *predict* what is being said.
- **When used:** When the listener is fluent or the topic is familiar.
- *Example:* If you hear "The doctor...", your brain immediately predicts words like "patient," "medicine," or "hospital" without needing to hear them clearly.

4. SUB-SKILLS OF LISTENING

To master listening, a student must master these micro-skills:

- **Discriminating Sounds:** Distinguishing between similar sounds (Minimal Pairs).
 - ✓ *Example:* 'Ship' (\$/I/\$) vs. 'Sheep' (\$/i:/\$); 'Bat' vs. 'Bet'.
- **Recognizing Stress:** Understanding that emphasis changes meaning.
 - ✓ *Example:* "I didn't say he stole it" (Someone else said it) vs. "I didn't say he **stole** it" (He maybe borrowed it).
- **Recognizing Intonation:** Hearing the "music" of the sentence.
 - ✓ *Rising Tone:* Question ("You are happy?")
 - ✓ *Falling Tone:* Statement ("You are happy.")
- **Filtering:** Ignoring fillers ("Umm," "Ahh," "Like") and background noise.

5. PHASES OF A LISTENING LESSON

A good listening lesson is structured in three stages.

Phase 1: Pre-Listening (The Warm-up)

- **Goal:** To activate the student's **Schema** (Background knowledge) and generate interest.
- **Activities:**
 - ✓ Looking at pictures related to the topic.
 - ✓ Discussing the title.
 - ✓ Predicting what the audio might be about.
 - ✓ Pre-teaching difficult vocabulary.

Phase 2: While-Listening (The Task)

- **Goal:** To keep the students focused active listeners. They should not just "sit and listen."
- **Activities:**
 - ✓ Tick the words you hear.
 - ✓ True/False questions.
 - ✓ Fill in the blanks.
 - ✓ Arranging pictures in the order of events described.
- **Note:** The audio should usually be played **twice** (once for gist, once for detail).

Phase 3: Post-Listening (The Extension)

- **Goal:** To integrate listening with other skills (Speaking/Writing).
- **Activities:**
 - ✓ Discussing the moral of the story.
 - ✓ Writing a summary.
 - ✓ Role-playing a similar dialogue.

6. BARRIERS TO LISTENING

Why do students fail to listen?

- **Physical Barriers:** Noise outside, poor acoustics (echo), hearing defects.
- **Psychological Barriers:** Anxiety ("English is too hard"), boredom, lack of interest.
- **Linguistic Barriers:** Unknown vocabulary, fast speed of speech, unfamiliar accent (e.g., American vs. British).

7. EXAM SUMMARY

Term	Definition
Hearing	Physiological/Passive.
Listening	Psychological/Active.
Bottom-Up	Sound → Meaning (Details first).
Top-Down	Meaning → Sound (Context first).
Schema	Background knowledge stored in the brain.
Minimal Pairs	Words differing by only one sound (Pin/Bin).
Intensive Listening	For specific details/accuracy.
Extensive Listening	For general idea/pleasure.

Developing speaking skill

"The Art of Oral Production: From Sounds to Fluency"

1. NATURE OF SPEAKING SKILL (*Maukhhik Kaushal*)

Speaking is the second fundamental skill (after Listening) and the first **Productive Skill**.

1.1 Definition

Speaking is not merely "pronouncing words." It is an interactive process of constructing meaning that involves producing, receiving, and processing information.

- **Nature:** Active / Expressive.
- **Goal:** To communicate thoughts, feelings, and needs.

1.2 The "Accuracy vs. Fluency" Debate (Crucial for Exams)

Teachers often struggle with what to prioritize.

- **Accuracy (*Shuddhata*):** The ability to produce grammatically correct sentences with perfect pronunciation.
 - ✓ *Focus:* Form.
 - ✓ *Method:* Drills, Correction.

-
- **Fluency (*Dhara-pravah*):** The ability to speak naturally without hesitation, even if there are minor grammatical errors.
 - ✓ *Focus:* Meaning.
 - ✓ *Method:* Discussions, Role-plays.
 - **Pedagogical Rule:** In the early stages (beginners), encourage **Fluency** (don't interrupt to correct errors). In later stages, refine **Accuracy**.

2. THE MECHANICS OF SPEAKING (PROSODY)

To teach speaking, a teacher must understand the "Music" of English. These are called **Suprasegmental Features**.

2.1 Phonemes (Sounds)

- English is not phonetic (Spelling \neq Sound).
- There are **44 Phonemes** (Sounds) in English:
 - ✓ **20 Vowels** (12 Monophthongs + 8 Diphthongs).
 - ✓ **24 Consonants**.
- *Teaching Tip:* Use Minimal Pairs (e.g., Pin/Bin, Fan/Van) to teach sound distinction.

2.2 Stress (*Bal*)

English is a stress-timed language (unlike Hindi, which is syllable-timed). Putting stress on the wrong syllable changes the meaning.

- **Word Stress:**
 - ✓ *Con-TENT* (Noun = Substance).
 - ✓ *Con-TENT* (Adjective = Happy).
- **Sentence Stress:** Emphasizing the most important word in a sentence.
 - ✓ "*I didn't steal it*" (Someone else did).
 - ✓ "*I didn't steal it*" (I borrowed it).

2.3 Intonation (*Swar-Ghat*)

The rise and fall of the voice pitch.

- **Rising Tone:** Used for Yes/No Questions. ("Are you coming? \nearrow ")
- **Falling Tone:** Used for Statements and WH-Questions. ("What is your name? \searrow ")

2.4 Juncture (*Viram*)

The tiny pause between words that differentiates meaning.

- *Example:* "Ice cream" vs. "I scream."
- *Example:* "That stuff" vs. "That's tough."

3. APPROACHES TO TEACHING SPEAKING

3.1 The Audio-Lingual Method (The Drill Method)

- **Philosophy:** Behaviorism (Habit Formation).
- **Technique:**
 - ✓ **Repetition Drill:** Teacher says, Class repeats.
 - ✓ **Substitution Drill:**
 - Teacher: "I like *apples*."
 - Student: "I like *mangoes*."
 - ✓ **Chain Drill:** Student A asks Student B, B asks C, etc.
- **Pros:** Good for accuracy and pronunciation.
- **Cons:** Boring; students parrot without understanding.