

Teaching of Speaking

The chief aim of learning a language is to make use of it as a habit — in writing, reading, speaking and so on. Thus, language learning is a habit forming process during which we acquire desired habits by means of drills, exercises and repetition. Employing these means we learn how to speak, read or write a language. As a matter of fact, language comes to its full bloom only in the spoken form, though other aspects are equally important, but language can survive without them. Speech is basic to language, written word came into existence as a graphic manipulation representing the spoken word. It is for this reason that even when we write or read, we continue to speak the written word in our mind. **Dr. B. Ballard** states, "We are ever liable to forget that language is first and foremost a spoken thing, not a written thing. Its appeal is to the ear, not to the eye." He has further stated that "the bulk of mankind are as illiterate as our multitudinous ancestors and the literate themselves speak far more abundantly than they write." This statement in no way divests the written word of its significance. Due to this, **Dr. Ballard**, in his book *Teaching and Testing English*, recommends, "Speech training should have precedence over learning to read, in point of time as well as in point of importance." **F.G. French** too is of the same opinion when he writes, "Speech is the groundwork; all the rest are built up from it. Through speech, the pupil learns to make the direct connection between the English word or phrase and the object, action or idea it bears. He learns the habit of using words in the correct sentence-patterns and phrase-patterns and he can learn this in no other way."

The above discussion clearly illustrates that speech enables the pupil to make all the links and associations in his mind required to fix new words. **A.W. Frisby** writes, "A good speech is just as much

normal behaviour as being polite; slovenly, unintelligible speech from a person who should know better, is impolite." Because of it, we have fixed our linguistic aims by giving priority to spoken English. The cultural aim of teaching English also is in practice, as **Menon and Patel** have described it, "Good pronunciation is a hallmark of culture." We learn our mother tongue starting from speech, as we have to do more with the spoken form in our day-to-day life. **A.W. Frisby** writes, "Communication by spoken language is a social activity, it is a type of social behaviour just like eating, earning one's living or knocking on the Principal's door before going in."

We have also discussed in the preceding chapters that many of our speakers of English language use it much the same way as they use their mother tongue or regional language. A person living in West Bengal can be known of his origin the way he speaks English. So is the case with other people living in other parts of India. In fact, we have allowed our regional identity to prevail on English speech. In the words of **V.K. Gokak**, "Our pupils and indeed many of their teachers, speak English as if it were Hindi, Bengali, Marathi or Tamil. Our regional speech habits have absorbed spoken English and regionalised it."

We can see abundant examples of retardation of English speech all around us. We can pronounce *school* as *sakul*, *iskul*, *askul*, and so on depending on the region we live. There can hardly be made any distinction between *fool* and *phone*. We are prone to speaking *flame* as *phalaem*.

A.W. Frisby writes, "Correct speech, therefore, is the essence of refinement." By correct speech is meant to speak the language as it should be spoken, and not in the way a person may desire to under various regional and ethnic angularities and influences. There is no doubt that the mother tongue serves as a deterrent or obstacle in learning English, however, it should be overcome if linguistic and cultural aims of learning English are to be realised and achieved. We have to achieve linguistic refinement despite our shortcomings and drawbacks of not being face-to-face with real English situations, which can be said to be the ideal objective of learning English.

Regional Standard of Speech in English

We are aware that there are available several varieties of English, the prominent among them being British English, American English,

African English, and now South Asian English (Indian English). Since the speech habits of our native languages make us distinct from the European speakers with different stress and intonation habits, our English can never sound like that of a British. And if we try to emulate them, we are liable to be termed as 'feigning'. It is for this reason that voices have been raised to accord a regional standard to the variety of English as prevalent in South Asia in general and India in particular. **Gatenby** too has recognised "Indian brand of English" and he says that it is the ripe time we should recognise it as a regional standard. The desired standard is the English speech of the educated Indians in general, much similar to the RP (received pronunciation) being the speech of the educated British people in South England.

Prof. V.K. Gokak too has treaded the similar lines when he says that there exists an Indian pronunciation of English as spoken by educated Indians. He further recommends that this standard of English should be determined in each state according to the local standard of the native tongue. However, in this form, it would become too generalised. Hence, the standard of English should be taken as centrally belonging to the whole of India. Moreover, the so-called Indian standard of English is a vague idea, but it is being identified increasingly as a kind of English, and its evidence can be found in several Indian words being included in Oxford and Webster's dictionaries. Just consider a few words : *hartal*, *bandh*, *dhoti*, *papa*, *goonda*, *chapati*, and so on.

There is no doubt that patience and work is required to be done in this field before we can come to a conclusion to know the standard of English as it exists in India. A research would have to be conducted of the way people in various professions speak it. After an exhaustive study, standard Indian pronunciation of English words can be found out. The aim of this whole exercise would be to teach our pupils the standard 'Indian English pronunciation' as made out with the help of several graphic signs for wide distribution in the public. **Jespersen** says that 'the science of phonetics' can be of positive help in learning something. The statement of **Thompson** and **Wyatt** is relevant, "We should aim at teaching an intelligible rather than a correct pronunciation ... as other items of work of greater relative importance claim our attention."

Retardation of Speech

The above discussion entails that forming of good speaking habits

is necessary for our pupils. Indian pronunciation is being accepted as a standard. Even the professors, businessmen, industrialists and other professionals who have to go abroad in the land where English is a native language, they tend to adopt the Indian standard variety of English after they come back home, only to make themselves more intelligible, and for the fear of being termed as aliens. So, our aim of learning English has to be 'educated Indian standard' or 'near pronunciation' as it is said. Though our speech may seem to be a retardation to the native speakers of English, yet we should not be bogged down by it so far we are able to use correct word in their proper grammar and syntax. **Jespersion** also advocates teaching of an intelligible rather than correct pronunciation. He has advised as such because 'English pronunciation contains a large number of vowels, diphthongs and consonants than the average Indian pronunciation of English; that it has a stress system and a system of intonation; and that it is completely intelligible to speakers of other educated dialects of English in India'.

Despite the 'near pronunciation', which can be seen as a concession from exact English RP, there can be seen general retardation in spoken English in India. It is because of the fact that spoken aspect does not receive proper attention it should be given, and that it suffers from neglect and incompetence of the teachers. More emphasis is laid on the written work and oral work is given a second—nay—third or perhaps the last and least significance. The teachers with this bent of mind simply forget that let a student master a sentence-pattern in speech, and he would find it easier to master it in writing as well, rather than the other way round.

Causes of Retardation of Speech

We can summarise the causes of retardation of speech under the following points :

1. The foremost cause of inadequacy of spoken English in India is the inadequacy of the teacher himself. In many cases, the teachers themselves commit blunders with pronunciation, which the students pick up as 'model' pronunciation, thus the whole exercise ending in futility. This problem gets further complicated when the teacher does not make any endeavour to overcome this flaw in himself and he continues to impart this flaw to students, year after year. The inadequacy of teachers should be corrected

- not only of those of English language, but also of other subjects, so that a holistic approach can be adopted.
2. The teacher in general is not able to create a conducive atmosphere in the class with proper teaching of syntax and morphology, and their application in practical arena, thus affecting the whole process of learning English — speaking, writing, reading and listening.
 3. Most of the teachers adopt 'grammar-translation' method in which there is hardly any scope for spoken English. This method is a teacher-centred one which does not have much scope for teacher-student interaction in speech form. When excessive emphasis is on the use of mother tongue even in the teaching of English, there cannot arise any question of improving English.
 4. A teacher can be able to create a semblance of atmosphere in the class with the help of teaching aids, which are pathetically short in our schools. There are few (not a few) institutions where language is taught, which are equipped with language laboratories. Even the cheaper teaching aids, such as VCR and Tape Recorder are not available, leave alone film projectors, screening halls and visiting teachers. And wherever these teaching aids are available, the teachers are always complaining of them as being not suitable. Rather they should have made endeavour to make them teacher-friendly.
 5. The poor standard of teaching English in the lower classes, especially in the primary and junior classes contributes to poor speech habits. A student with poor foundation can hardly cope up with sophisticated means of teaching, if he ever comes across of them.
 6. Most of our examinations are based on the written word, with hardly any scope for orals. It is seen that in some schools, where orals form a part of the examination, it is also restricted to reading, and hardly any question is asked of the students in which they can express themselves.
 7. One of the chief causes of poor English is that apart from the poor standard of English in our classrooms, it is hardly made use of outside the classroom. There are few homes, including the educated ones, in which English is the means of communication. At the most, interaction in English is restricted to utterance of a few common sentences, or mingling of a few words in the mother

Teaching of Speaking

tongue. Making the students use the English language all the time, or during their stay at school, can be a good method of teaching spoken English. But the teachers would have to become proficient in its use.

8. We have already discussed the irregular nature of English spelling and pronunciation which further hinders the progress in this direction.

Remedies

Every problem has a solution, so is the case with the retardation in speech. We can recommend the following remedies for improving speech in English :

1. More emphasis should be laid on speaking the language. For it, provision should be made for oral examinations. Today, technology has provided us many more means of learning speech, especially the numerous television channels. The teacher should present himself as a role model as far as speech is concerned. He can refine his pronunciation with the help of television channels, books and pronunciation guides. He should also pay attention to find nuances of language and should guide himself in stress, intonation, accent and so on. The students should also be trained in the proper breathing and control exercises which facilitate speech. A tense person can hardly become confident to use the language as it should be. The users should be taught how to use the language as naturally as they use their own mother tongue.
2. Production of speech sounds in English requires exercising of some muscles, sounds being based on physiological activities. Phonetic conscience, as termed by **Professor Wyld**, should form part of the teaching-learning programme in which the function of speech organs, position of the mouth, lips, tongue, etc. should be analysed and training should be provided. Awareness of the speech sounds makes learning easy, especially when they are compared with the sounds in the native language.
3. The pupils can be taught how to use the speech organs with the help of phonetic charts, model of mouth showing various organs of speech with their functions, and in addition, tape recorder and gramophone, etc. can be used. This can help the pupils in picking up the sounds quickly and effectively.
4. In his book *An Outline of English Phonetics*, **Daniel Jones** has

described five types of difficulties which he terms as 'mechanism of speech'. According to him, these five types of difficulties are :

- (a) Recognition of various speech sounds occurring in the language;
- (b) Making of these sounds by the pupils;
- (c) Using those sounds in their proper places in connected speech;
- (d) Learning these sounds in the usages of 'sound-attribute' or 'prosodies' (especially length, stress and voice pitch); and
- (e) Learning to join each sound of a sequence on to the next and to pronounce the complete sequence rapidly and without stumbling.

The ultimate objective of language learning is to enable the pupil to pronounce sounds spontaneously without having to pay much attention to them, that is, it should come naturally to him.

It requires that the pupil is able to do the following for efficient speech learning process :

- (a) Cultivation of the auditory memory, in it he must be able to have sufficient 'ear training' so that he can listen properly. It comes with practice.
- (b) Distinction of speech sounds and making them out.
- (c) Ability to sift known sounds from the unknown ones while recognising the speech pattern and their acoustic qualities.

Ability to listen properly depends, to a large extent, on systematic practice in listening sounds. For it, a pupil must have practice in dictation, both of isolated sounds and meaningless words, as well as in combination of other sounds. Thus, the objectives of speech training are :

- (a) To develop ability of audible and intelligible speech.
- (b) To develop good speech manners, including postures and gestures, with which to produce sounds for their optimum effect.

Consonants, Vowels, Diphthongs and Sounds

Consonants

We are aware that in the English alphabet, there are 26 letters of which — *a, e, i, o, u* are vowels and rest of the 21 letters are consonants. Here we are more concerned with their sounds. Categorisation of consonants is done on the basis of the following criteria :

- (a) Whether the sound is voiced or not;

Teaching of Speaking

- (b) The point of articulation; and
- (c) The manner of articulation.

The manner of articulation can be one of the following :

(i) **Bilabial** : This sound is produced by stopping or constricting the air stream with the lips, as the *p* and *b*.

(ii) **Labiodental** : This sound is produced with the lower lip against the upper teeth, as the sounds of *f* and *v*.

(iii) **Dental** : It is formed by placing the tip of the tongue against or near the upper front teeth, as *th* and *th*.

(iv) **Alveolar** : It is formed by touching or approaching the alveolar ridge with the tip of the tongue, as *t*, *d* and *s*.

(v) **Alveopalatal** : It is formed by bringing together the front of the tongue against the far front of palate, as *sh*, *z*, etc.

(vi) **Velar** : It is pronounced with the back of the tongue touching or near the soft palate, as the sound of *k* or *g* followed by a back vowel like oo

(vii) **Glottal** : It is produced at the glottis or the two vocal cords, as *ng*, etc.

Phonetic Symbols	Representative Words
b	bed, fable, dub, boy, box, bark, rub
d	dip, beadle, had, dog, day, food, do
f	fall, after, off, life, feel, laugh, cough
g	get, haggle, dog, fog, go, bag
h	he, ahead, hotel, hen, ohm, honest
j	joy, agile, badge, journey, jingling
k	kill, tackle, bake, kite, back, dock
l	let, yellow, ball, leg, stool, lie
m	met, meet, camel, trim, man, dome, some
n	not, flannel, ton, don, sun, seen
p	put, apple, tap, pen, cap, pet
r	red, port, dear, deer, friend, roar
s	sell, castle, pass, sit, stand, school, place
t	top, cattle, hat, ten, two, not, teen
v	vat, hovel, have, live, save, village

w	will, always, swear, where, sweet
z	zebra, dazzle, haze, his, zoo
ch	chin, catcher, hatch, arch, chair
sh	she, sheer, cushion, dash, ship, rush
th	thin, nothing, truth, thief, breath, through
th	then, there, father, lathe, this, that, there
zh	azure, leisure, usual, treasure, pleasure
ng	ring, sing, anger, drink, sink, rung

Vowels

Vowels are defined with the following criteria in mind :

- How high is the tongue raised? The tongue can be high, mid, low, close, half-open or open.
- Which part of the tongue is raised or lowered? It can be the front, middle or the back part.
- How are the lips rounded? The lips can become rounded or unrounded.

Vowels can be categorised into 'pure' and 'mixed' vowels. The pure vowels consist of a single vowel sound in a syllable, and there is hardly any obstruction in the mouth when they are produced. The pure vowels can be described as under which are twelve in number :

Phonetic Symbols	Representative Words
i:	feet, meet, sea, see, he, machine, seize
i	city, sit, rich, hit, minute, catches
e	ken, den, men, ten, say, friend, any
ae	man, hand, dash, can, that
a:	arm, car, calm, calf, laugh, heart, sergeant
o	on, hot, hop, frog, gone
o:	door, four, more, broad, sought, bought
u	book, shook, took, push, could, put, full
u:	goose, whose, fool, fruit, spoon
v	done, much, son, brother, fun, touch
e:	bird, err, search, heard, turn

Diphthongs

The mixed vowels are called diphthongs. A vowel sound which

changes its quality continually in a syllable is called a diphthong. Remember, the change in sound should occur within a syllable, and not the entire word. The word — *seeing* is made up of two syllables *see* and *ing*. So, the sounds in these syllables separately is pure. On the other hand, the diphthongs change its quality within a syllable; for example, pronounce the words — *boy*, *loy*, *by*, *die*, and so on. Thus, a diphthong is a mixture or blending of two or more pure sounds, and it is produced by the vibration of the vocal cords and the air passing freely through the mouth. A few of the examples of diphthongs are given in the following table :

Phonetic Symbols	Representative Words
ei	rail, neigh, fail, eight, ail, tale, late
ou	so, roe, toe, boat, thought, go, oak, blow
ai	by, dye, child, mild, either, live, fire
au	raw, noise, bough, house, drought, how
oi	toy, point, royal, boy, coin
ie	fear, deer, hear, pierce, weird, sheer
ae	chair, pair, fare, bear, rear, dear, bare
oe	four, door, your, boar, roar
ue	sure, cure, your, lure, endure, fewer

EXERCISE

I. Answer the following questions in detail :

1. What are the regional peculiarities of speech in English in India?
2. What are the causes of retardation of speech in India?
3. What do you think can be the remedies to retardation of speech?
4. What do you understand by consonants? How can they be classified according to speech factor? Illustrate your answer.
5. What are the criteria on which vowels are defined? Give phonetic symbols and their representative words.
6. How is a diphthong different from a vowel? Illustrate your answer.

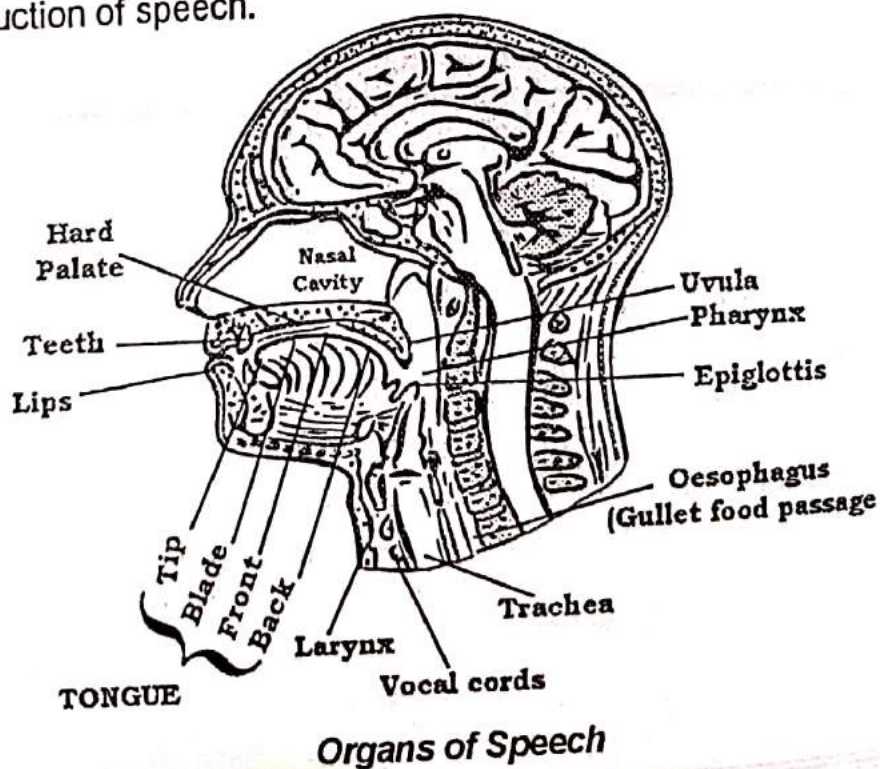
II. Answer the following questions in brief :

1. Why should speech training have precedence over other aspects of learning a language?

Phonetic Structure of English

Phonetics can be defined as the branch of language study dealing with the phonemic systems of languages. It can be said to be the description and classification of the phonemes of a language. Thus, we can call it a scientific study of production, transmission and reception of speech sounds as used in the spoken language. It studies speech process, and includes in its embrace anatomy, neurology and pathology of speech besides articulation, description, classification, production and perception of speech sounds.

Phonetics study the speech organs, the waves of sounds as they are transmitted through the air, and the perception of sounds by the medium of the ear. In short, it studies how various organs of speech — the lungs, larynx, soft palate, tongue and lips — function in the production of speech.



Phonemes

Phoneme is a set of similar sounds in a language that are heard as the same sound and represented in phonemic transcription by the same symbol, as the sounds of *p* in *pin*, *spin*, *rip*, etc. According to Bloomfield, it is minimal unit of distinctive sound-feature. It is considered the smallest unit of speech distinguishing one unit from another; in all its variations it displays in the speech of one person or in the dialect as a result of modifying influences, as the neighbouring sounds or stress. Thus, it is the minimal bundle of relevant sound features. It is not a sound, rather it is a class of sounds. It is an ideal which the speakers want to achieve. It functions within certain limits and does not transcend its limits.

Organs of Speech

The lungs are the most important speech organ, because we are able to make sounds with the air from the lungs. The air released by the lungs interferes with its passage in various ways and places making sound.

The larynx is the first point where the air stream can get interfered or modified. The larynx is composed of vocal cords. The vocal cords are two small bonds of elastic tissue, and the gap between them is called the glottis. The inner edges of the vocal cords can move toward each other. A voiceless sound is produced when the air passes from the open glottis, and voiced sound is produced when the vocal cords are brought together.

The palate is the roof of the mouth. It has three parts : (a) Alveolar ridge, (b) hard palate, and (c) soft palate. The soft palate can be moved and raised, enabling it to make a firm contact with the pharynx. It hinders the breath or air from going into the nose. The whole palate is used by the tongue to interfere with the air stream.

The teeth also play a role in making sound. The two upper teeth are used in making sound. The lower front teeth are not very important except that their absence can make it difficult to make /s/ and /z/ sounds.

The tongue is the chief articulating and important speech organ. It is differently shaped in making different sounds; it is raised and lowered at different points, so that we can modify the air passage and produce different sounds. The tongue is divided into four parts :

tip, blade, front and back.

The lips are two : upper and lower. They can take up various different positions. They can be spread, rounded in open position or rounded in close position.

Sound System of the English language

The letters are the graphic noting down of sounds. The letters are written while sounds are spoken. Letters remind us of corresponding sounds, they cannot make us pronounce sounds which we do not know. There are 26 letters in English alphabet, but it has 45 sounds. As a result, the spelling of words does not necessarily guide pronunciation; for example, the words — *city, busy, women,* etc. have the similar sound of *i* though represented by different vowels, *i, u* and *o*. Besides, there are some silent letters in English, such as *t* in *listen, k* in *knife, l* in *calf*, etc. Thus, there was an apparent need of having symbols representing all 45 sounds of 26 letters. These symbols are called 'phonetic symbols'. These symbols endeavour to represent the exact sound for pronunciation purposes. These symbols were given out by the International Phonetic Association (IPA).

We can broadly divide the sounds into :

- (a) Vowel sounds, and
- (b) Consonant sounds.

A vowel sound is made when there is no closure of the air stream by various speech organs, partial or complete. In the words of P. Christopherson, "Vowels, then, may be defined as voiced sounds in the production of which there is no obstruction, partial or complete, of the air passage."

In the English alphabet, there are only five vowels — *a, e, i, o, u*. But there are 21 vowel sounds. They are divided into pure vowel sounds or vocoids, and diphthongs or contoids.

Pure Vowel Sounds : A vowel sound consisting of a uniform or single vowel sound is called the pure vowel sound. They are 12 in number, and can be represented as follows :

Position of Speech Organs in Giving Pure Vowel Sounds

Look at the next page for details.

S. No.	Symbol	Words Example	Phonetic Transcription	Part of the tongue	Height to which the tongue is raised	Position of Lips	Opening between the Jaws
1.	i:	see	s i:	Front	Nearly close	Spread	Slight
2.	i	sit, it, bit	sit, it, bit	Front	Slightly higher than half close	Spread	Slight
3.	e	get, let, met	get, let, met	Front	Between half close and half open	Spread	Medium
4.	æ	man, rat, can	mæn, ræt, cæn	Front	Between half open and open	Spread	Medium to wide
5.	a:	ask, blame, farm	ɑ:sk, bə:m, fɑ:m	Nearly back	Open	Neutral	Fairly wide
6.	ɒ	not, hot	nɒt, hɒt	Back	Open	Slightly rounded	Medium to wide
7.	ɔ:	hall, all	hɔ:l, ɔ:l	Back	Between half open and open	Between open and close rounded	Medium to wide
8.	u	put, good	put, gud	Back	Above half close	Close rounded	Medium
9.	ʊ	food, boot	fʊ:d, bu:t	Back	Nearly close	Close rounded	Narrow
10.	ʌ	but, cup	bʌt, cʌp	Nearly central	Below half open	Close rounded	Wide
11.	ə	work, bird	wɜ:k, bɜ:b	Central	A little below half close	Neutral	Narrow
12.	ə		ə'bʌV, ə'gou	Central	Between half close and half open	Neutral	Medium

Diphthongs : By the word *diphthong* is meant double sound. It is a combination of two vowel sounds pronounced as a single syllable. Each sound starts with one vowel sound and glides onto the other toward the end. They are also called impure vowel sounds because they do not have the purity of one sound only. A diphthong can be closing diphthong when the movement of the tongue is toward the closer position of the tongue, as of *ei* in *day*, *ray*, etc. A centering diphthong is when the movement of the tongue is toward the centre of the tongue; for example, *ie* in *dear*, *rear*, etc. The diphthongs are nine in number and can be illustrated as follows :

S. No.	Phonetic Symbol	Word Example	Phonetic Transcription
1.	ai	high, my	hai, mai
2.	uə	moor, tour	muə, tuə
3.	ɔə	four, door	foe, dɔə
4.	au	now, cow	nau, kau
5.	ɔi	boy, toy	bɔi, toi
6.	ei	day, cake	dei, keik
7.	ou	hold, go	hould, gou
8.	ie	dear, ear	diə, iə
9.	ɔe	mare, air	mɛə, ɛe

Consonant Sounds

The consonant sounds are 24 in number and can be illustrated as follows :

S. No.	Phonetic Symbol	Word Example	Phonetic Transcription
1.	p	put, pay	put, pei
2.	b	but, boy	bʌt, bɔi
3.	t	tea	ti:
4.	d	day	dei
5.	k	call, came	kɔ:l, kʌm
6.	g	go	gou
7.	f	fate, foot	feit, fut
8.	v	voice	vois
9.	θ	thin	θin

10.	ð	then	ən
11.	s	sit, sun	sɪt, sʌn
12.	z	zeal	zi:l
13.	ʃ	show, ship	ʃou, ʃɪp
14.	ʒ	measure	me ə
15.	tʃ	chalk, choose	tʃ o:k, tʃ u : z
16.	dʒ	jug, gem	dʒ ʌ g, dʒ em
17.	m	makes, men	meɪks, men
18.	n	no	nou
19.	ŋ	song, sing	soŋ , sɪŋ
20.	l	lake	leɪk
21.	r	read, rate	red, reɪt
22.	h	hen, hate	hen, heɪt
23.	w	water, wine	wɔ : tə , weɪn
24.	j	yes	jes

Classification of Consonants

The consonants can be classified as per the following classifications :

1. As per Place of Modification/Obstruction of Air Passage

(a) **Bilabial** : A bilabial sound is made by stopping or constricting the air stream with the lips, as the stops *p* and *b*.

(b) **Labio-dental** : A labio-dental sound is made with the lower lip against the upper teeth, as the sounds of *f* and *v*.

(c) **Dental** : A dental sound is formed by placing the tip of the tongue against the upper teeth, as the sounds of *th*.

(d) **Alveolar** : An alveolar sound is formed by touching or approaching the alveolar ridge with the tip of the tongue, as the sounds of *t*, *d*, *s*.

(e) **Palato-alveolar** : A palato-alveolar sound is made by the blade of the tongue and the back of the alveolar, as the sounds of *ch*, *sh*.

(f) **Palatal** : A palatal sound is made by the front of the tongue raised against or near the hard palate, as the sounds of *y* in *yes*.

(g) **Velar** : A velar sound is made by the back of the tongue

touching or near the soft palate, as the sounds of *k* followed by a vowel like *o*.

(h) Glottal : A glottal sound is formed or made at the glottis, as the sound of *h*.

2. As per the Nature of Obstruction of Air Stream

(a) Plosives : A plosive sound is made by the stoppage and sudden release of the breath, as the sounds of *k*, *p* and *t* when used initially.

(b) Nasals : A nasal sound is made when the mouth is closed but the nasal passage is open, as in the sounds of *m* and *ng*.

(c) Fricatives : A fricative sound is formed by forcing the breath through a narrow slit formed at some point in the mouth, as the sounds of *f*, *v*, *z*.

(d) Affricates : An affricate sound is formed by closing the air passage completely and releasing the air slowly, as the sounds of *sh*.

(e) Laterals : A lateral sound is formed when the air passage is partially obstructed by the tongue at the centre of the mouth and the air is free to pass round one or both sides, as the sound of *l*.

(f) Semi-vowels : A semi-vowel sound is produced when the passage in the mouth is partially closed to let the air pass through it with very little audible friction, as the sounds of *w*, *y*.

3. As per the Position of Vocal Cords : The sounds can also be classified according to the position of the vocal cords, which make voiced and voiceless sounds. The sounds — *b*, *p*, *d*, *m*, *n*, etc. are voiced, while the sounds — *p*, *t*, *k*, *sh*, etc. are voiceless sounds. The voiced sounds are made by the vibration of the vocal cords while vibration is absent in the voiceless sounds.

Consonant Clusters

When two or more consonants form together to make a single sound, it is called the consonant cluster. In English, there are 38 consonant clusters as illustrated in the following table :

S. No.	Cluster-sound	Example
1.	pr	press, prose tray, try fry, free
2.	tr	
3.	fr	

4.	gr	ground, grew
5.	dr	draw, dry
6.	kr	crow, cry
7.	thr	through, throw
8.	br	bread, brain
9.	sr	shrink, shriek
10.	st	still, stone
11.	sp	spoil, spin
12.	sm	small, smoke
13.	sk	skin, sky
14.	sn	snail, snow
15.	sl	slow, sleep
16.	pl	plea, play
17.	kl	close, clown
18.	bl	black, blue
19.	fl	fly, flow
20.	gl	glass, glow
21.	dw	dwell, dwarf
22.	kw	quick, quack
23.	tw	twin, twelve
24.	sw	swin, swan
25.	wh	what, where
26.	thw	thwarts
27.	fy	few
28.	ky	cude, cue
29.	my	mute
30.	by	bureau
31.	py	pure
32.	vy	view
33.	hy	human
34.	str	stray
35.	skr	script
36.	spr	spray
37.	spl	split
38.	skw	squint

Stream of Speech

Words alone do not suffice in speech. To make our speech intelligible, we have to utter a number of them in sequence so as to give a specific meaning. Our speech is facilitated by stress, rhythm, intonation, fluency and pause. We shall discuss them in some detail.

Stress

The word — stress implies emphasis. When a sound is emphasised, it is made with force. There can be several degrees of stresses. Stress plays an important role in pronunciation, especially in the English language, in which the stress pattern is varied due to its large borrowings from German, French, Latin languages.

We can classify stress into three kinds :

1. Syllable stress
2. Word stress
3. Sentence stress

1. Syllable Stress : Modern tendency is to move the stress closer to the front of a word. Some words in which the stress was toward the end, are being now stressed on the initial syllables, such as *bureau*, *coupon*, *camouflage*, etc. The chief patterns of stress on syllables are as follows :

(a) Words with two syllables :

- (i) Stress on the first syllable, as in *doctor*, *sister*, *father*, *finish*, etc.
- (ii) Stress on the second syllable, as in *again*, *mistake*, etc.
- (iii) Stress on both syllables, as in *amen*, *unknown*, etc.
- (iv) Many two-syllable words are subject to a different historical tendency: if the word has both a noun-sense and a verb-sense, there is a tradition of differentiating them — the noun being stressed on the first syllable, and the verb on the second, as in *accent*, *compress*, *conflict*, *contest*, *convert*, *convict*, *discount*, *escort*, *suspect*, *record*, *increase*, etc.

(b) Words with three or more syllables :

- (i) Stress on the first syllable, as in *discipline*, *library*, *photograph*, *telephone*, *personal*, etc.
- (ii) Stress on the second or third syllable, as in *librarian*, *photography*, *photographic*, *telephonist*, *personality*, etc.

- (iii) With stress on alternate syllables, as in necessarily, disciplinary, etc.

2. Word Stress : Under this heading, we can classify the words according to the following kinds :

- (a) The words belonging to the chief parts of speech, such as noun, adjective, verb, adverb, etc. are stressed; while the words pertaining to auxiliary verb, preposition and conjunctions are pronounced unstressed.
- (b) Under another classification, the content words are stressed, while the structural words are not.

3. Sentence Stress : Stress in a sentence can depend on the kind of a word. An assertive sentence may be pronounced unstressed in the normal course of speech, while the points, which need emphasis, are stressed. Similarly, the interrogative sentences are stressed where the question words exist or are implied. It is due to the stress that an affirmative sentence can be made to look like a question. An optative sentence is also stressed differently.

Rhythm

Some words in connected speech are stressed and others not. It produces a characteristic rhythm in speech of the English language. Care is taken to see that the unstressed vowels and sounds are generally grouped between two stressed sounds. This characteristic rhythm is feared to be lost if this stress pattern is not observed. The Indian speakers often commit the mistake of stressing every word, as they often do in their mother tongue, hence they find it difficult to come to terms with English speech, and their speech looks quite like un-English. The rhythm of the language should be learnt with practice. The use of radio, taperecorder, television can be of great help in this regard.

Intonation

It is natural for human beings to speak with the rise and fall in voice. This variation is called intonation. It is a significant variation in pitch as one passes from one utterance to another. Intonation does not make any change in the meaning of the utterance as such, but it certainly conveys to the listener about the emotional attitude of the speaker. A child learns different patterns of intonation during his childhood. It is done by slacking or tightening the vocal cords and

sound. In the words of A.W. Frisby, "Much of the meaning of the spoken language is conveyed by the tone in which it is said."

The variation in pitch can be static (constant or level) or kinetic (rising or falling).

1. **Static Tone** : A static tone maintains the pitch of the speech constant or at a certain level which can be high or low.

2. **Kinetic Tone** : A kinetic tone can be rising or falling. It can start from a high pitch which can fall toward the end of the sentence. It can also start at a low pitch and can rise toward the end of the sentence. In some sentences, the pitch can rise as well as fall during the course of the same utterance or sentence. Thus, we have three kinds of tones :

(a) **Falling Tone** : It is used in the following cases :

(i) In assertive or ordinary statements where emotional implications are not involved :

This / is a \table.

Aeroplanes / fly in the \air.

(ii) In commands and orders where emphasis is given :

Get \out.

Fall / in the field.

(iii) In interrogative sentences beginning with wh-question words :

What / is your purpose of \arrival?

Where / do you \live?

(iv) In exclamatory sentences showing surprise :

What / a beautiful \scenery!

Bravo! / What a \six.

(v) In question tags, especially when the listener is expected to be in agreement with the speaker :

This / is a nice telephone, \isn't it?

You have / gone to school today, \haven't you?

(b) **Rising Tone** : In this kind of sentences, the pitch rises toward the end, as follows :

(i) In Yes/No questions :

Did he go to school / today?

Were you crying / so bitterly?

- (ii) In question tags where the speaker intends to have some information from the listener :

This is a nice telephone, / isn't it?

You have gone to school today, / haven't you?

- (iii) In requests :

Can I have your / pen, please.

Let us go for a / walk.

- (iv) The pitch can rise in sentences expressing doubt, protest or surprise :

The boys have / gone. (Showing doubt whether the boys have gone.)

I never meant / it. (Showing protest)

The train has gone / before time. (Showing surprise)

(c) Rising and Falling Tone : Sometimes the speakers need to express such implications which they would otherwise avoid verbally. This kind of implications are expressed by rising and falling, or falling and rising tone. These implications can be hidden insult, doubt, unpleasant news, etc. on the part of the speaker; for example :

The / shopkeeper is \ honest. (The speaker does not consider him to be so.)

This / shirt is \ good. (Perhaps it is not stitched properly or it may be costly.)

Fluency

Fluency implies delivering the words one after the another in proper flow, so that they appear to be a single unit. However, fluency does not imply pushing over the words on one another, or the words being rushed through like an express train through a blind tunnel.

Pause

A pause in speech means to stop in between a sentence or between two sentences. It is equivalent to a mark of punctuation like comma, semicolon or full stop in the written form. As a mark of punctuation can make or mar the sense of a sentence, so can the pause do to the spoken sentence. Here is a famous example :

King Frederick says Voltaire is an ass.

King Frederick, says Voltaire, is an ass.

Read another interesting example about the effect of pauses as written by a famous grammarian, **Harrison Platt, Jr** :

The aims of writers and publishers of all sorts are clarity and suitability to the general style. If these two aims are achieved, consistently, the punctuation is good.

In effect, the second sentence in the above example employs two pauses with good effect. Without them the sentence would have looked very ordinary. With the two pauses, the effect of the sentence is :

...If these two aims are achieved, and achieved consistently, the punctuation is good.

Significance of Dictionary for Correct Pronunciation

Different dictionaries follow different phonetic transcription. Generally, the American dictionaries follow the pronunciation as spoken in parts of America, so do the dictionaries published in Britain. For a common man, it becomes difficult to ascertain which dictionary gives the correct form of pronunciation. In this case, the author would advise that the students and teachers should follow any one dictionary consistently, but it should have been published by an established publisher. Getting 80 per cent of the words pronounced according to the dictionary would amount to your speaking the language correctly to a great extent, or perhaps fully.

Lexical Meanings

Lexis comprises of all word forms which exist in a language. In the sentence — *Father went to see off the son*, the words *see off* are two words or lexis units, but they are one grammatical unit signifying a meaning which is possible with the combination of the two words. Lexis is an open system based on collocation. There can be sentences which may be grammatical correct but they do not give proper meaning; for example : *India is the capital of New Delhi*. As is obvious, the sentence is perfectly grammatical in nature, but fails to pass as a sentence because its sense is all wrong. This problem pertains to the realm of lexis. We should not confuse words for lexical items. A lexical item is one which enters into a certain kind of choice that is different from a grammatical choice. It operates in an open set, and not in a closed system. In the words of Halladay, "Lexical sets are not bounded in the way that grammatical systems

Thus, we can see that co-occurrence or collocation is the basic formal pattern into which the lexical items can be set. A lexical set is a group of items with similar range of collocation. For example, the word *book* perfectly collocates with *manuscript*, *epic*, *writing*, and so on. It can also have synchronisation with *reading*, *writing*, *entertainment*, *knowledge*, etc. A set of lexical items is open in nature, in which any number of items can be included while collocating. The word *book* can further embrace such words as *poetry*, *play*, *story*, and so on. These lexical items can be included or excluded without effecting a general change in the meaning of the lexical set.

The study of lexis helps us in finding a right word at the right time at the right place. It is different from grammar. Lexis is concerned with the words of the language classified according to their membership of the distributional classes referred to in the grammatical rules; while grammar concerns itself with the analysis of grammatical sentences.

EXERCISE

I. Answer the following questions in detail :

1. Explain phonetics. What is the role of organs of speech in phonetics?
2. Elaborate the sound system in the English language.
3. Distinguish pure vowel sounds from diphthongs.
4. Illustrate the consonant sounds.
5. What are the classifications of consonants? Explain with example.
6. What do you understand by consonant clusters? Exemplify.
7. What is stream of speech? How do stress, intonation, rhythm and pause play a role in effective speech?

I. Answer the following questions in brief :

1. Explain phoneme.
2. What is larynx?
3. What do you mean by pure vowel sound?
4. Classify stress. Elaborate its role.

Teaching of Writing

The chief purpose of teaching a language, be it the mother tongue or a foreign language, is to develop the four basic skills —listening, reading, writing, speaking. Of these, writing is of special importance because — "Reading maketh a full man, conference a ready man and writing an exact man." (Francis Bacon) In the words of S.S.M. Gaudar in his *The Teacher Speaks, Vol. II*, "Writing has an instrumental value in school...it is a means of preserving the knowledge which the pupil has gained or the judgements he has formed. It serves as a check on his forgetting useful items of knowledge and ideas. The habit of making notes of what is read and of summarising helps the recollection of what has been studied." Bell has also expressed his views in this regard, "Writing is a tool used to enable us to express what is in our mind and for some people is almost as important as speech." The language is considered a vehicle of communication or verbal interaction among the members of the society. Writing helps organisation of thought by enabling a person to have before him at the same time the different points which he is trying to present. Without the help of writing, it is very difficult to keep in the mind the various aspects of a subject. In other words, writing is a useful means of organising thought and giving it precision.

We can see that to teach how to write is an important aspect of teaching a language. The two important aspects of writing are the control of the words being used so that they express the meaning intended and to write in legible and fair way with correct spellings. Writing skill reinforces oral and reading work. Writing helps firmly fix in the mind the matter or text learnt. It is also a tool of exhorting the students to do their homework.

Emphasising the role of handwriting, **Mahatma Gandhi** has said,

"Fair and legible handwriting makes a man perfect in all walks of life." Similarly, **S.S.M. Gaudar** has said, "In spite of increased availability, popularity and use of mechanical means of communication, both in school and outside, there is little reason to believe that handwriting will be displaced as the major means of written communication. It is universally acknowledged that English handwriting has a vital role to play in the composite school curriculum. Beautiful handwriting not only attracts the reader but the writer also experiences pleasure in the process of writing."

The role of correct posture of sitting and hand are very important. In the words of **Bell**, "Writing is a difficult art; it requires complete control of the muscles of the hand and wrist and this control a small child does not naturally possess." However, in the modern world of science and technology, when newer inventions are pervading the environment, a discussion would be necessary in the near future what posture a students should take while writing on a computer; this thought comes to mind with the increased use of it in our everyday life, and the schools are not too aloof from it; rather they are coming nearer with every passing day.

Keeping in view the importance of writing, it should be learnt in a proper way. It involves the three following aspects :

1. To teach to control the muscles of hand and wrist, and the right posture while writing.
2. To teach how to coordinate hand and eye movement.
3. To initiate the students to do various exercises in the written form.

The beginning of teaching writing sets off with the right posture and good handwriting. When a student ascends classes, he needs to take notes and write of his own. It is the time when he is quite conversant with various aspects of writing and he has to adopt it into practice, in which he may have to write letters or daily accounts at home or help his father in writing details of a business transaction. This skill is very helpful in practical life after school as well.

Features of Good Handwriting

The features of good handwriting can be discussed under the following headings :

1. **Legibility** : The very purpose of writing is to convey a thought or need to another person, which is the case in most cases. A person can certainly jot down his notes in ciphered form, but people with

bad handwriting have been seen struggling with their own handwriting. The words of Bell are pertinent, "Illegible handwriting in a young man or woman is a sign of untidy and careless mind." A person with bad handwriting often finds his own life in disorder. It is for this reason that students are exhorted to improve their handwriting. Illegible handwriting of the doctors is famous, only God knows whether it is due to disorderliness in their lives or they do not want everybody else to understand it.

2. Attractiveness : Handwriting should be attractive enough to draw the attention of the reader. If the reader finds it difficult to read a handwritten text, his attention is diverted to deciphering the letters and he is likely to overlook the soul of it. There is every likelihood that the reader will just discard the text into a dustbin. And in the case of an examiner, he will simply deduct marks. Handwriting can be made attractive by writing in a simple and round style. Adornments can be used in a limited way as in a heading.

3. Uniformity : Handwriting should be uniform throughout the whole text. It should not appear that different people have written it.

4. Distinctiveness : Each letter of alphabet should have its own distinctiveness which makes it distinct from others of its own flock, as care should be taken to distinguish *q* from *p*, *s* from *r*, and so on.

5. Speed : Generally the students are hard-pressed for time, especially during an examination. Handwriting should be such which can be written speedily without compromising on other features.

6. Spacing : The words and letters should find their place at regular spaces from one another. Haphazard spacing makes writing bad and unattractive.

7. Correlation between Hand and Mind : One of the most important features of writing is the correlation between hand and mind. The speed of the hand should be such that it should be able to follow the mind in its speed. There is every danger of a thought being lost because the person is not able to note it down fast enough. The students who write slower should better make notes whenever a thought occurs to their mind.

Preparation for Training of Writing

c, because on it depends the success of the child in numerous fields of life. It has three aspects :

1. Free Hand Drawing : The initiation of a tiny tot into writing begins with the assumption as if he is having a practice of art. He begins with drawing of lines, straight and slanting, here and there in disorderly manner, on notebooks and more properly on brown sheets of large paper with some pictures on it, or the books meant for this purpose, or in the alternative on the chalkboards, etc. As the purpose of the exercise is to allow the child to have function, the teacher should not at this stage interfere with it until he feels that the child has become quite used to drawing lines and shapes and has begun to take interest in it.

2. Controlled Drawing : The second stage begins with the control of the hand of the child. Now he is motivated to draw on the given lines and dots. He is also motivated to copy a figure from top to bottom in the blank space.

3. Acquaintance with the Letters : When the child is conversant with controlled drawing, he is initiated into writing letters of alphabet. It should begin in a well-planned manner. The letters of alphabet can be grouped according to their shapes, such as with straight lines such as *I, F, E*, etc., then those with round shapes such as *G, O, Q*, etc., and then those with a combination of styles, such as *P, R*, etc. Some teachers have preferred to teach letters of alphabet in their sequential form, as *A* precedes *B*, and *B* precedes *C*. The students who have learnt with the first method have tended to become good at handwriting.

Forms of the English Language Script

The script of the English language is Roman script. It has three forms :

1. Printed form.
2. Cursive form.
3. Rounded cursive form.

It goes without saying that there are also capital letters and small letters, in all three forms.

1. Print Script : You have seen the print script in books that you have grown with. The matter you are presently reading is the print script. Each letter in it can be seen separately, one is not joined with another, only spacing is increased or reduced to make a group of letters a word, or to distinguish a letter from another group. It is a moot point whether the students should be initiated into writing with

the print script.

The benefits of teaching the students print script are :

- (a) The letters of alphabet have not to be joined to one another, thus the students write the words as a group of independent letters.
- (b) The beginners find it to be an easy method.
- (c) This style is found in the textbooks around them, so they find it easy to copy and adopt. The words of **A.W. Frisby** are pertinent, "Children read their Reader. These Readers are printed. Reading and writing go together. Hence, writing in a manner in which their Readers are written (printed) will be more convenient for them to learn."
- (d) The letters are simple in nature.
- (e) The students need less labour to learn writing, it being in resemblance to the printed form.

The method of writing in print script also has some disadvantages, some of which are :

- (a) There is semblance in some letters, such as *a* resembles *g*. Children also confuse between *p* and *b*, *T* and *I*, and so on.
- (b) One of the essential features of handwriting is to make it speedy, which is not possible writing with the print script.
- (c) As each letter has to be written separately, it needs picking up the pen and placing it down at short intervals, thus needing more time and energy.
- (d) Once the children have been habituated, it becomes all the more difficult to train them in the cursive script which is the proper form of writing English; and this fact is proven by experience.

2. Cursive Script : This kind of writing is peculiar to writing and not print. In it the letters in a word are joined together with the help of loops and strokes, and a word appears to be in a compact form of a single unit. This method can be used to write speedily and it is widely used. Experience shows that the students habituated in writing in the print script find it difficult to switch to cursive writing. This style is of course difficult to learn at the pre-primary and primary levels.

The scholars and educationists recommend that the children should begin writing with the print script and switch over to the cursive writing, but the time lag should not be large. Rather the students should be started with the cursive writing soon after the children have become able to recognise the words and write them in the print form.

Teaching of Writing

However, the ultimate aim is to teach the students write in cursive script so that they can write fluently.

3. Rounded Cursive Script : Known as Marion Richardson's script, in it some letters are joined while others occur independently, thus combining the characteristics of both print and cursive scripts in a compact form. Due to the characteristics of both scripts, it also has advantages and disadvantages of both of them.

We can conclude with the words appearing in a pamphlet on the subject of the **British Board of Education** which says, "The end is to equip the individual with a final cursive handwriting, which is facile and legible." The recommendation of the **Handbook of Suggestions for Teachers** is worth considering, "In the beginning, the symbols used should resemble those they [pupils] have been accustomed to see in print."

Suggestions for Teaching Handwriting

The following suggestions should be kept in view while teaching writing to the beginners :

1. Script : It is the teacher who should decide which script — print or cursive — he should choose which can be dependent on the school policy. We have already discussed the merits and demerits of various scripts in the preceding paragraphs.

2. Style : Style is always individual and differs from person to person. But it is the duty of the teacher to introduce the children with different styles, which are : vertical (|), forward slanting (/) and backward slanting (\). The vertical style is the best of all; and forward slanting style is better than backward slanting style because of speed and flow.

3. Writing Material : The age when the tiny tots begin to write, they can be moulded into any form easily, so it is required that they are taught with the right kind of writing material so that they develop proper style. The writing material should be carefully chosen so that the children pick up correct slanting, rounded characters and fluent style, and hand-eye coordination.

4. Posture : The children should be taught to sit in the right posture which enables them to write properly. The notebook for writing on should also be placed properly in line with the wrist and finger movement. They should be taught how to sit comfortably which does

not interfere with their writing. The posture of abdomen and legs is also important in adapting a proper style. The head should be so placed as to be away from the paper by about 12 inches and the elbows should rest on the desk lightly.

Methods of Teaching Writing (Penmanship)

There are generally four methods of teaching writing in vogue :

1. Kindergarten method (AICR / VER / AICR / VER)
2. Tracing method (अभिज्ञान / यिद्विज्ञान कविता से नाना उदाहरण)
3. Free imitation method, and (अभिज्ञान अभिज्ञान)
4. F.G. French's method

Now we shall discuss these methods.

1. Kindergarten Method : This method employs a playway method and is in consonance with the principles of kindergarten method of education. In it, a kindergarten box is used containing some pieces of plastic or wood of different shapes, which can be formed or joined to make new letters, both capital and small. This method has several advantages. Being based on playway method, it is full of pleasure and the principle of 'learn while you play' finds manifestation. It is easy and suits the nature of tiny tots who learn the activity based learning quickly.

However, this method may not be suitable for those children who start their education of English at a later stage than primary, because they have already learnt the alphabets of the mother tongue, perhaps using the same technique and may not evince interest in it. Secondly, such children are already past this stage when they may not be interested in this method.

2. Tracing Method : Tracing means to move a writing object over a dotted or given line or formation. In this method, the students are taught to trace the dotted or other frames with the letters of alphabet. It could be as thus :



For giving practice in this method, the teacher can either make use of the printed textbooks available in the market, or in the alternative, can make dotted or lined letters in the notebook which

the students trace.

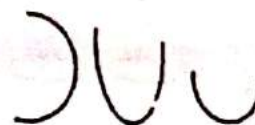
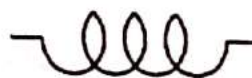
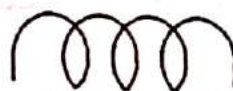
This method has several advantages. This method is based on the principle of 'learning by imitation'. The students learn correctly and form good writing habits.

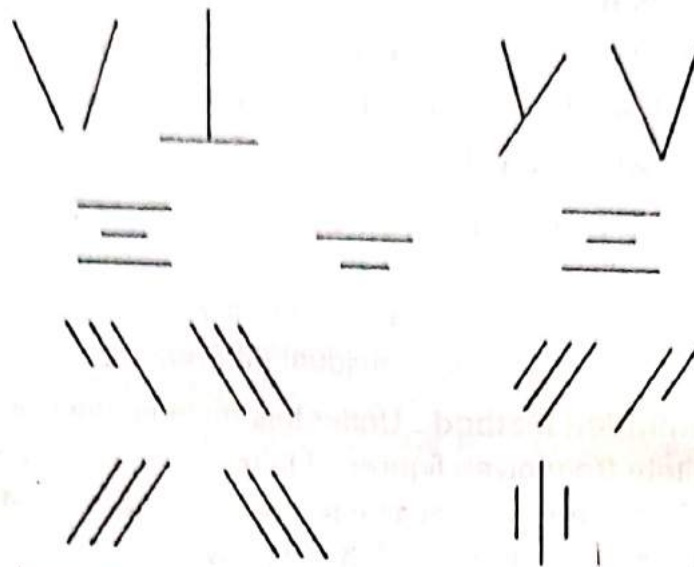
This method is subject to some demerits as well. This method may hinder the development of the child in learning because he always seeks imitation. He always looks to walk on the dotted line. It is also not according to the individual differences.

3. Free Imitation Method : Under this method, the children learn to copy or imitate from given figures of letters from the blackboard or flash cards. There are now available books in the market in which the letters are written at the top of the page with space to write below it. This is a useful method and has some advantages. The children learn to write with their imagination utilising their power of retention to the most. They can demonstrate their ability and skill and it helps them in becoming self-dependent. The teacher has to play an active role and can suitably guide the students in a particular direction.

There are a few demerits of the free imitation method. The children can develop a tendency to imitate in all their acts. Moreover, they can commit mistakes which require intensive attention of the teacher which may not be feasible in all conditions especially where the size of the class is large, which is generally the case in India. There is also a danger in case of some mistake of the student being overlooked by the teacher would make the child follow the same style, and it would be difficult to correct it later.

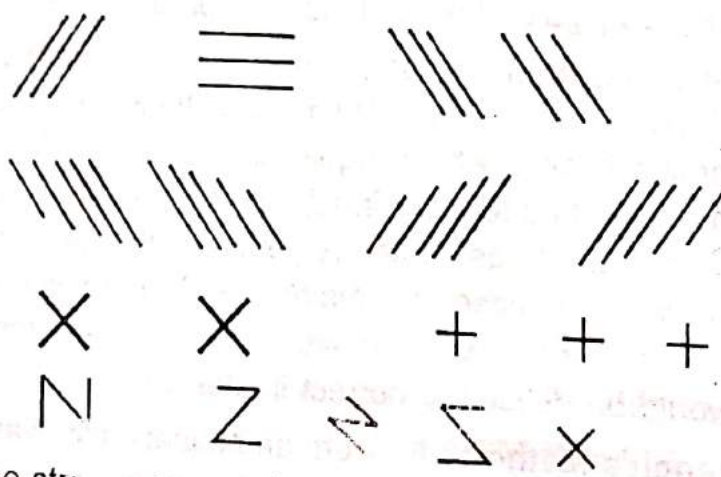
4. F.G. French's Method : French, an educationist, was of the view that the beginners should not be taught to write the letters of alphabet from the very word — go. Rather they should be introduced to some strokes which enable movement of his hand as a preparatory to coming down to writing letters finally. The different strokes can resemble the following :





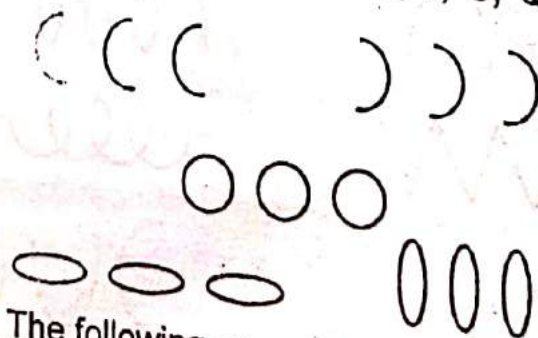
Having been acquainted with various kinds of hand movement, the children should now be introduced with strokes, circles and curves, and they should then learn to mix them in one form.

(a) **Strokes** : The following are the recommended strokes :

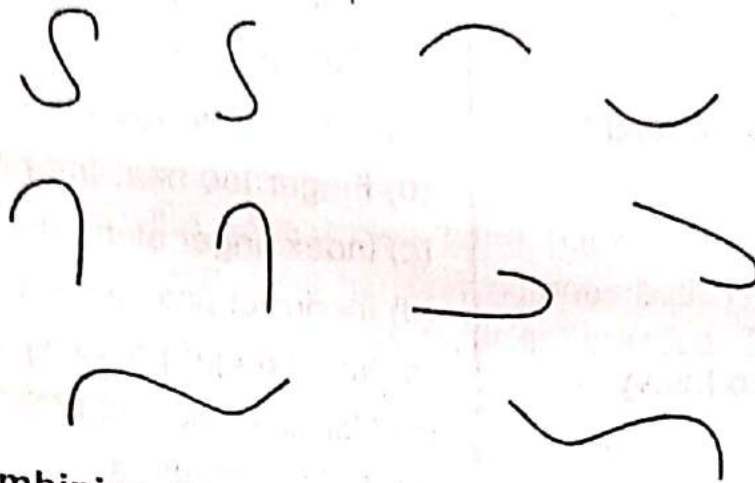


These strokes are useful in forming letters : A, E, F, H, I, K, L, M, N, T, V, W, X, Y, Z. These can also be used to write *i* and *l* in print script.

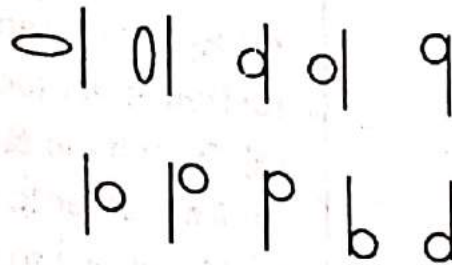
(b) **Circles** : The pupils can be trained to write circles of various shapes and their parts in order to learn e, c, O, Q, G, C, etc.



(c) **Curves** : The following curves help the students in learning to



(d) Combining Strokes and Circles : Some shapes can be combined in teaching to write b, d, p, q, D, B, R, etc.



French has recommended that the small letters should be taught first and should not be taught as they appear in the alphabet of English, such as A, B, C, and so on. Rather they should be grouped according to their shapes. **French** has grouped them as follows :

- o, a, c, e, d, q, g, p
- m, n, h, r, f, j, l, t, y, z
- w, v, x, z, k
- s

This method is akin to the free imitation method and has all the merits and demerits of it.

✓ Defects of Handwriting and its Causes

S.S.M. Gaudar has conducted research about handwriting and has come to the following conclusions as far as handwriting is concerned :

Defects	Causes
1. Too much slant	(a) Writing too near the body. (b) Thumb not mobile enough.

	(c) Point of nib too far from fingers. (d) Paper in the wrong position. (e) Stroke in the wrong direction.
2. Writing too straight	(a) Arm too far from the body. (b) Finger too near the nib.
3. Writing too heavy.	(c) Index finger along guiding pen. (d) Incorrect position of paper.
4. Writing too light.	(a) Index finger pressing too heavy. (b) Using the wrong pen.
5. Writing too angular.	(c) Penholder too small in diameter. (a) Pen held too obliquely or too straight.
6. Writing too irregular.	(b) Eyelet of pen turned sideways. (c) Penholder too large in diameter.
7. Spacing too wide.	(a) Thumb too stiff. (b) Penholder too lightly held.
	(c) Movement too slow. (a) Lack of freedom of movement.
	(b) Movement of hand too slow. (c) Pen gripping.
	(d) Incorrect or uncomfortable position. (a) Pen progresses too fast to write.
	(b) Too much lateral movement.

Suggestions for Improvement of Writing

- The following suggestions can be given for improvement of writing :
1. In the words of **Shiv Khera** in his book *You Can Win*, "It is easy to form bad habits but difficult to live with. It is difficult to form good habits but easy to live with." Bad handwriting is the result of habit that is formed in the formative years of early school life. Once bad handwriting is in place, it is difficult to eradicate this habit. So the first and foremost remedy of bad handwriting is to inculcate the habit of good handwriting from the very beginning.

2. The students should learn to write English in the four-line notebooks, with proper attention paid to the spacing, size of letters and their slants. Besides, proper handwriting material should be made use of so that good handwriting habits are formed.
3. 'Practice makes a man perfect.' This is equally true of good handwriting as well. It has been seen that the students, when asked to write little, write in clear hand, but when they are asked to write larger texts, their handwriting goes bad. This tendency would not develop if they have sufficient practice. This practice can be given by transcription, dictation, comprehension and composition.
4. Psychology of the students should be developed adequately so that they never accept the assignment of writing, both for school-work as well as homework, as a burden. Rather they should look at it as if an interesting manifestation of study which is going to affect their life.
5. The teacher should present himself, both in character, conduct which includes handwriting, as a model. In the words of S.S.M. Gaudar, "The inculcation of correct writing habit is a duty which the teacher dare not shirk. It is a part of the general training of character. Hence, it is highly desirable that children should be carefully taught the art of handwriting."
6. Organisation of competition in various fields of writing, including quality of handwriting, should be held from time to time so as to encourage the students to pay attention toward it.

EXERCISE

I. Answer the following questions in detail :

1. "Fair and legible handwriting makes a man perfect in all walks of life." (Mahatma Gandhi). Discuss and elaborate.
2. What are the features of good handwriting? Discuss preparation for training of teaching handwriting.
3. What are the forms of English language script? Discuss them in detail. Which form of script should the students learn finally?
4. What are the methods of teaching writing? Elaborate the FG French's method.
5. According to S.S.M. Gaudar, what are the defects of bad handwriting and its causes?

6. What suggestions can you put forward for improving handwriting?

II. Answer the following questions in brief :

1. Is the statement of Shiv Khera relevant as far as handwriting is concerned : "It is easy to form bad habits but difficult to live with. It is difficult to form good habits but easy to live with."
2. What are the features that make handwriting good?
3. What is print script? Is it suitable for handwriting?
4. Give suggestion how handwriting should be taught to the beginners.
5. Delineate the tracing method.
6. Do you agree that F.G. French's method is not suitable for India? Why?
7. Tell any two kinds of defects in handwriting with reasons.

III. Answer in one sentence or phrase :

1. What is the role of writing in our life?
2. Why is correct posture important for good handwriting?
3. Why should handwriting be legible?
4. What is the benefit of rounded cursive script?
5. Which style will you prefer to teach to your students?
6. What is a free imitation method?
7. What are the causes of writing too heavily?

IV. Say True or False :

1. The beginning of teaching writing sets off with the right posture and good handwriting.
2. Handwriting should be such which can be written speedily without compromising on other features.
3. The second stage of teaching handwriting begins with the control of the hand of the child.
4. Once the children have been habituated in print script, it becomes all the more difficult to train them in the cursive script.
5. Kindergarten method can be applied only in kindergarten classes.
6. F.G. French's method is adequate for teaching drawing, and not handwriting.
7. The teacher should present himself, both in character, conduct which includes handwriting, as a model.

Guide : 1. True, 2. True, 3. True, 4. True, 5. False, 6. False, 7. True.

V. Fill in the blanks :

1. Writing is a tool used to enable us to ourselves.
2. Writing skill reinforces and reading work.
3. The speed of the hand should be such that it should be able to follow the in its speed.
4. Teaching how to write is a serious matter and needs careful
5. Experience shows that the students habituated in writing in the script find it difficult to switch to cursive writing.
6. means to move a writing object over a dotted or given line or formation.
7. Once handwriting is in place, it is difficult to eradicate this habit.

Guide : 1. express, 2. oral, 3. mind, 4. preparation, 5. print, 6. tracing, 7. bad.

VI. Tick the right alternative :

1. Whose statement is this : "Reading maketh a full man, conference a ready man and writing an exact man."?
 (a) Bell (b) Smith
 (c) Francis Bacon (d) S.S.M. Gaudar
2. Which is the feature of good handwriting?
 (a) Legibility (b) Speed
 (c) Distinctiveness (d) All of these.
3. Forms of the English language script are :
 (a) print script (b) cursive script
 (c) rounded cursive script (d) All of these.
4. Methods of teaching writing are :
 (a) kindergarten method (b) tracing method
 (c) F.G. French's method (d) All of these.
5. The causes of writing too light are :
 (a) pen held too obliquely or too straight.
 (b) eyelet of pen turned sideways.
 (c) penholder too large in diameter.
 (d) All of the above.

Guide : 1. (c), 2. (d), 3. (d), 4. (d), 5. (d).

Teaching of Pronunciation

Speech is one of the most important manifestations of language. There are many languages and dialects which exist only in speech and not in written form. As a result, the spoken word has precedence over the written word because of its practical utility. In this connection **Bloomfield** says, "We write the spoken word. The written or the printed word is but a symbol of the spoken word." The words of **F.C. French** are worth considering, "Speech is the ground work, and all the rest are built upon it. Through speech, the pupils learn to make the direct connections between the English word or phrase and the subject, action and idea it bears. He learns the habit of using words in the correct sentence patterns and phrase patterns and he can learn this in no other ways."

It is because of this reason that **Ballard** recommends, "Speech training should have precedence over learning to read, in point of time as well as in point of importance."

It follows from the above discussion that pronunciation is an important aspect of language, and good speech habit should be developed to acquire it properly so as to be intelligible to others during the course of communication. Under the circumstances, it becomes incumbent upon the teacher to stress the need of teaching pronunciation to the students, and this can be best done when the students are acquainted with the fundamentals of English pronunciation.

(Also refer to the **Indian English** in the chapter *History of the English Language* in this book.)

Pronunciation is more or less a regional phenomenon which is dependent upon several factors including socio-economic, literary

standard and the place of living. A literate person's pronunciation is bound to be different from the illiterate one. Similarly, the pronunciation of a person living in the urban areas is perceptibly different from the one residing in rural area. Though English is spoken throughout India, the pronunciation of a resident of West Bengal is poles apart from the ones spoken in Kashmir or Kerala, though the same language enables them to communicate effectively. Pronunciation also differs every few miles, as is popularly said. We have already pointed out that the variety of English spoken all over the world varies more or less in degree.

Standard pronunciation of English is considered to be the 'educated southern British English' in England which is also known as 'Received Pronunciation'. Our peculiar pronunciation at times make our kind of English unintelligible to the native speakers, so a great deal of care should be taken, and the best way of it is to make a habit of it and it can be done by proper training.

Pronunciation is a matter of coordination of vocal organs to produce certain sounds with a certain intonation. Incorrect pronunciation results in misunderstanding the meaning. It can cause havoc.

Champion is right when he says, "The first duty of the teacher is to teach the pupil how to speak English. In other words, in the oral teaching of English it is the duty of the teacher to see that the pupil pronounces English words correctly."

Objectives of Teaching English Pronunciation

The chief objectives of teaching English can be enumerated under the following points :

1. A foreign language is spoken in consonance with the speech patterns of the native language. The most important objective of teaching English pronunciation to the students is to enable them to free themselves from the prejudices of the native language toward speaking of English.
2. Teaching of pronunciation aims to cultivate audible and intelligible pronunciation in the students. The words of **Thompson** and **Wyatt** are worth considering, "To acquire a correct pronunciation, prolonged practice in listening to speech sounds is needed. Only too often there is not the time for ear training and drill exercises, and other items of work of great relative importance (e.g., idioms claim our attention). The wiser course, is therefore, to aim at

teaching an intelligible rather than a correct pronunciation."

3. The teacher should aim to teach the students proper sounds with stress, intonation, rhythm, fluency and pause. These are important factors of pronunciation and cannot be overlooked. **Champion** in this regard says, "The first duty of the teacher is to teach the pupil to speak English and the aim in this respect is to teach him to speak approximately as a native Englishman. In other words, in the oral teaching of English it is the duty of the teacher to see that the pupil pronounces English words correctly. Now each successive day of study implants more deeply habits of pronunciation — good or bad as the case may be. It must, therefore, be the aim of the teacher from the very first day to get the pupil's pronunciation of English absolutely correct."
4. The teacher should provide the students with due practice so that they are able to utter long words and long sentences, and also to speak and reproduce long texts comprising a number of sentences.
5. Gestures and speaking manners are very important as they form an inseparable part of the mannerisms with which a language is spoken. Speech and pronunciation are as important as the body language is, and it should also be taught along.
6. The students should be acquainted with the elements of phonetics of the English language. The teacher can make use of audio-visual aids for this purpose. The objective is to teach the students exact nature of English speech sounds.

However, one may try to become an Englishman in his mannerisms and style, because of the physical and geographical limitations, our speech would continue to differ from the native speakers of English. Therefore, we can make a solemn endeavour to bring our pronunciation nearer to theirs without having to act Englishman. The idea of language is to communicate, and our pronunciation should meet this objective.

Causes of Peculiar Indian Pronunciation or its Defects

We have noted that Indian pronunciation is peculiar in nature which is, to a great degree, governed by the nature of the native language where words are pronounced more in accordance with the written word than its sound. However, the English language is different

in speech and writing. A single alphabet can sound differently in different words : compare the sounds of *s* in *snake*, *sing*, *sure* and *wise*; or *ch* in *cheroot*, *school* and *chemical*. In Indian context, the causes of defects in the pronunciation of the English language can be the following :

1. A defect in pronunciation can be due to physical disability of the child, especially in the vocal chords and other speech organs.
2. Some children do not pay proper attention to the syllables, and they slur over the sounds; for example, they can pronounce *where* as *were/ware* or *military* as *miltry*.
3. Some children are prone to clip sounds. It occurs when they try to hurry through a sentence or passage because they have not filled their lungs with proper amount of air, nor do they want to breathe in between for the fear of interruption. We can find this kind of examples fluently when children practise speaking long sentences, or when a singer tries but fails to control his breath during the course of singing.
4. The most glaring defect in the use of English pronunciation is when a child tries to substitute the pronunciation from the native language. A word—*school* can be pronounced in very many variations — *isku:l*; *saku:l*, *sku:l* and even more differently depending on the region they live and the variations present in their region, culture and mother tongue. This variation is primarily due to the characteristics of the mother tongue.
5. Intonation is very important as far speaking of English is concerned. Unlike Indian languages, in which each syllable and word is emphasised, intonation plays a great role in pronunciation of English. The rising and falling tone are the important characteristics of English. There are a number of alphabets which are not pronounced or tripped over. Indian speech of English become unintelligible to the native speakers of the language because of different intonation.
6. One of the chief causes of learning wrong pronunciation is because of the faulty or defective speech of our teachers and others who the children see in their everyday interactions. For example, the newsreaders are supposed to speak English correctly, but a reference to such accomplished speakers can bring out a great degree of variation if one's speech is compared with another. There are perceptible difference between the pronunciation of one and

that of another. It is difficult for a child to know, in such a scenario, the correct form of pronunciation.

7. Indian students do not get many opportunities to speak and use English in their everyday usage. It results in retardation of their speech habits, and it is more so when there is none to guide them correctly.
8. Our teachers in schools emphasise on correct written form and spelling, reducing the role of speech to secondary, nay the lowest category. It impairs the speech faculty of the children from the very start.
9. There are hardly available any books supported with audio-visual guides which can be resorted to for teaching English pronunciation. Moreover, the teachers are hardly prepared to undertake this hardship, as most of them find themselves incompetent to perform it.
10. In the modern world, some students try to learn pronunciation from unauthorised sources, such as speaking schools which have mushroomed all over the towns. These coaching centres lack in proper facilities and the teachers in them are not properly trained, as such they also contribute in the defect of the youngsters to a great deal. Some students tune into English language channels for learning the language. Their endeavour should be admired, but they should take care to see that they distinguish between the proper language, British English in this case, and improper English which can vary from American to Scottish or other varieties. The students find it difficult to differentiate and consequently further deteriorate their pronunciation.

Methods of Teaching English Pronunciation

There are three methods in vogue for teaching pronunciation of English language :

1. Imitation method
2. Phonetic method
3. Subsidiary method.

Let us discuss them in some detail.

1. Imitation Method

Imitation is to listen someone speak the language and then follow him. Under this method, the teacher writes the word on the blackboard

or shows the written word in the book and gives a model pronunciation. The students listen or perceive him how he speaks, and imitate his speech. The teacher checks the accuracy of pronunciation and gives necessary feedback. At last, the teacher gives drill to the students which can be individual and group activity.

Thus there are four steps in the teaching of pronunciation by imitation method : perception, imitation, feedback and drill. Champion has commented about the first two steps in these words, "The pupil can do much to secure good pronunciation by careful attention to the two processes involved : listening and imitation. But the teacher's pronunciation must be good and must be followed by repeated imitation by the pupil." The teacher should be very careful as regards rhythm, stress, intonation, fluency and pause aspects of the spoken language. He can take the help of audio-visual aids, especially the linguaphone. He can also inspire the students to do recording at home and point out the defects in their speech.

Advantages of Imitation Method : This method has the following merits :

1. An infant starts learning the language by this method, so this is a natural method which he finds convincing and easy.
2. A student has the advantage to reproduce the sounds then and there, and the teacher too can see the result of his teaching immediately. It is, thus, a time saving device.
3. Imitation method is learning by doing.
4. All children can benefit from this method, be they normal or handicapped.

Disadvantages : The disadvantages of the method can be described as follows :

1. A teacher himself may be suffering from the inadequacy of defective or faulty pronunciation, which the students learn in turn, thus further aggravating the problem.
2. It is difficult to point the individual mistakes in group.
3. A holistic approach cannot be taken using this method, nor can the pronunciation of all words be taught using this method.

Suggestions : A few suggestions can be given for improving this method :

1. The teachers should be subjected to proper training in speech so that they can become competent to teach pronunciation of

- the English language.
2. The number of students in the class should be limited.
3. The students should be encouraged to refer to the pronunciation dictionary whenever in doubt.
4. Drill is the only effective method to teach pronunciation, so more and more drills should be prescribed.
5. The use of audio-video aids has proved beneficial, and they should be resorted to.

2. Phonetic Method

Only imitation for learning pronunciation is not sufficient. It cannot succeed beyond a certain limit without formal knowledge of phonetics. The knowledge of phonetics is required in order to understand the intricate nature of English language and also to perceive the differing sounds which are not found in our mother tongue. Phonetics is the study of speech sounds as far as its production, transmission and reception is concerned. Phonetics is composed of three aspects, as we shall later study during the course of this book : it studies the speech organs which help produce sounds; it studies the physical form in which the sounds are transmitted through the air in the form of waves; and it also relates to the study of reception of sound through the medium of ear.

Thus we can see that phonetics deals with the entire mechanism in which sound is produced, transmitted and received. Its knowledge in the Indian context becomes all the more important because of the fact that our native languages are semantically different from the European languages, of which English is one, in many respects including the pronunciation part. So, the students must possess knowledge as to the usage of the organs of speech which are used in production of sound. In this regard **Champion** has said, "The phonetics of English are of importance to the teacher of English. Whether the pupil acquires his pronunciation by merely imitating the teacher's pronunciation, or whether he is taught how the speech sounds are produced, the teacher's pronunciation of English must not only be correct; it must be based on something more than the imitation of English sounds. In a word, the teacher must know how to produce correctly the sounds of English; he must have a knowledge of phonetics." The importance of phonetics cannot be overstated.

The sound of each word is broken into syllables; for example :

the word *bonafide* has four syllables *bo-na-fi-de*. These syllables represent a peculiar sound as a single unit. There are several sounds which are not available in the Indian languages, so the teacher introduces the 45 sounds which are essential part of the English language. He also tells the students how different organs of speech are taken help of in speaking these syllables. Thus there are five steps in teaching of phonetics, according to **Daniel Jones** :

1. Recognising various speech sounds;
2. Reproduction of these sounds by the students;
3. Enabling the use of these sounds in proper places in the connected speech;
4. Learning these sounds according to the rules of length, stress and pitch.
5. Learning to connect one sound with the following while maintaining clarity of speech, rapidly and without stumbling.

Practice is essential to the teaching of phonetic method. Only practice can make a student know of the exact nature of sounds made. Practice of sounds of consonants, vowels, syllables, diphthongs, etc. is very important. This practice can be carried out with the help of educational aids such as charts of speech sounds, pictures of speech organs, audio-visual aids such as linguaphone, clips from television and radio, tape recorder, etc.

Advantages : Being based on the scientific principles, the phonetics method is an important way to teach the students exact sounds as made in the RP and the acceptable sounds in a region. It helps the learner to correct himself as he can take the help of tape recorder and other modern devices to his own advantage and the teacher can help him realise his goal. Increasing proficiency in the speech aspect makes a student confident for its practical usage.

Disadvantages : Among demerits of this method are included the following :

1. It expects perfection in speech from the teachers which is not possible given the standard of teachers available in the country and their proficiency in speech aspect. Proficiency in speech is required not only from the teachers of English but also other teachers.
2. It is a time consuming method.
3. The speech sounds are subject to guessing sounds as they vary

from region to region depending on socio-economic and other factors.

4. This method cannot be successful with the smaller children. Only children with some experience of studying English can be taught using this method.
5. It has been seen that the Indian students want to learn how to speak English, but they do not like to put in labour to learn the correct pronunciation which is possible by the proper knowledge of phonetics.
6. Most schools cannot afford the expensive audio-visual methods and experimental devices thus rendering this method impracticable.
7. Sound system and phonetic transcription is a task which demands expertise, also it falls in a different category than being adopted to teach other subjects in the school curriculum. For this reason, phonetic system sounds more foreign to the students than English itself is.

Suggestions : Utility of this method cannot be denied and it can be made more interesting and useful using the following suggestions :

1. The students should be trained in discriminating and classifying sounds from the very initial stage of schooling and attempt should be made to cultivate auditory memory in them.
2. The students should be subjected to regular dictation of independent words and passages.
3. Comparison of sounds in the mother tongue and English can deduce interesting conclusions for the students.
4. Interesting dialogues from plays, stories and films can be taken to make the students take interest in pronunciation, so can the use of tongue-twisters.

(3) Subsidiary Method

In addition to the above mentioned imitation and phonetic method, the subsidiary method is considered useful. In fact, the subsidiary method is not a separate method. It consists of any of the following methods which can be used depending on the circumstances and proclivity of the teacher. He can decide which of the following methods can be used for teaching pronunciation :

Loud reading

Singing songs and recitation of rhymes and poems

Dialogues

Dramatisation

Language games and other activities

Inductive and deductive approaches

Analysis of sounds, words and patterns

The significance of the above methods is self-explanatory and going into details would only consume labour and paper. We can see from the foregoing discussion that imitation method and some of the methods included in the subsidiary method are effective in the initial or primary and pre-primary classes, whereas the phonetics method is more suitable for use in the higher classes. The students at the junior classes should be introduced to loud reading and sound analysis to a limited degree.

EXERCISE

I. Answer the following questions in detail :

1. Discuss pronunciation. What are the objectives of teaching English pronunciation?
2. Elaborate the causes of defective pronunciation in India.
3. Which are the methods of teaching pronunciation of English? Discuss the imitation method in detail.
4. Discuss the phonetic method of teaching English pronunciation. Why is it suitable for only higher classes?
5. What are the advantages and disadvantages of the phonetic method? What measures do you suggest for bringing it into practice?
6. What do you understand by the subsidiary method?
7. Which method of teaching English pronunciation do you think is appropriate in the Indian conditions? Why?

II. Answer the following questions in brief :

1. Discuss pronunciation as one of the most important manifestation of a language.
2. What should be the precise aim of the teacher while teaching English pronunciation?
3. Point out a few defects in the Indian speech and its causes.

Teaching of Grammar

Language is a means by which we communicate our thoughts, needs, feelings and a myriad of other requirements; and language is guided by grammar about its usage so that required meaning can be given to the words and sentences used. In the words of I.A. Gordon, "Language is the vehicle of our thoughts and feelings and ... grammar is the machine by which that vehicle is set in motion..."

Definition of Grammar

"Grammar is the practical analysis of a language — its anatomy."

—Dr. Sweet

"Grammar presents the facts of language, arranged under certain categories and deals only with what can be brought under general laws and stated in the form of general rules."

—Thompson and Wyatt

"Grammar is not a code of rules; it is like etiquette and table manners, a statement of convention; it summarises what is done by cultured people; and like etiquette, it is in a state of constant change."

—Dr. West

"Grammar has three different meanings. The first meaning of 'grammar' — call it grammar 1 — is the set of formal patterns in which the words of language are arranged in order to convey larger meanings. The second meaning of 'grammar' — call it grammar 2 — is the branch of linguistic science which is concerned with the description, analysis and formalisation of formal language patterns. The third meaning of 'grammar' — call it grammar 3 — is linguistic etiquette."

—Prof. W.N. Francis

"Grammar is a study of language by specialists, made in order

Teaching of Grammar

to establish the rules and principles which are followed more or less unconsciously or instinctively by the native speakers." —Chapman

Grammar deals with merely syntactic type of differences in the grouping of words in a sentence. It is a description of structure and nothing more. Thus, we can see that grammar is a preventive and corrective medicine, safeguarding and rectifying points of word-use which are liable to error. However, we can see that the present times are more in favour of functional grammar than the formal variety.

Functional Grammar and Traditional Grammar

Before going into the kinds of grammar, I would take this opportunity to explain the difference between formal or traditional grammar and functional grammar.

1. Traditional grammar stresses the need of rote memorisation of grammatical rules, whereas functional grammar stresses the need for learning the correct pattern of sentences without learning the rules by heart.
2. The former is taught using the deductive approach, while the latter is taught using inductive approach.
3. In traditional grammar, grammar is an independent subject taught with the help of a separate grammar book; while in the case of functional grammar, it is taught using a graded structure of course and grammar is not taught as a separate subject.
4. Traditional grammar teaching is also called the formal method because grammar is taught formally in detail; while in functional grammar, grammar is taught using only sentence parts, so practical part is emphasised.

Kinds of Grammar

1. Perspective grammar
2. Descriptive grammar
3. Scholarly grammar
4. Structural grammar
5. Transformational generative grammar

Let us discuss these kinds in some detail :

1. **Perspective Grammar** : It is the traditional or formal grammar which ties the language with rules and let it not flourish on its own with the change which is the nature of a language. It is also called theoretical grammar.

2. **Descriptive Grammar** : This kind tries to overcome the shortcomings of the perspective grammar. It lays emphasis on the functional side of language and describes the behaviour of language. It is taught with the help of examples and sentence patterns, and gives space for change in the language.

3. **Scholarly Grammar** : The university scholars developed it using bibliographic references, critical evolution of the work of great predecessors and through documentation of citations from English literature. This kind of grammar is marred by its diversity.

4. **Structural Grammar** : This kind of grammar, founded by an American linguist, C.C. Fries, lays stress on structures of sentences. It influences descriptive linguistics but it cannot be called a complete system.

5. **Transformational Generative Grammar** : In this kind of grammar, sentences are divided into two types : (a) basic sentences and (b) transformed sentences. Basic sentences are the base or true form of sentences which cannot be derived from anywhere, whereas the transformed sentences can be transformed from basic sentences; for example : *The girl is dancing.* can be called a basic sentence; however, its negative form *The girl is not dancing.* or the interrogative form *Is the girl dancing?* are derived from the basic sentence, hence they are called the transformed sentences. This kind of grammar is under development at the present, and is likely to play a revolutionary role in the future.

Characteristics of Grammar

We can enumerate the features or characteristics of grammar in the following points :

1. Grammar is the theory of a language and is its major factor establishing relationship of one word with another and a group of them.
2. Grammar is a set of rules arranged in certain kinds so as to facilitate study.
3. Grammar delineates the characteristics of language which the users of language have been doing over a long period of time and follows the rules and principles thus established.
4. Grammar teaches the arrangement of words as per certain rules to give a certain meaning to them.

5. Grammar is a linguistic science and analytical aspect of a language. It teaches linguistic etiquette or norms of using speech and writing in a specific manner.

Aims of Grammar

The chief aims of grammar can be described in the following points :

1. Grammar is used to develop the understanding the rules of usage of words, sentences and phrases so as to give certain meanings in certain context.
2. It should cultivate a scientific attitude towards language.
3. It should develop insight into the language and its structures.
4. It should enable the learners to develop mental abilities of reasoning and observation.
5. It should enable the learners to absorb correct sentence patterns without having to resort to rote memorisation.

Advantages of Grammar

The merits of grammar are :

1. Grammar is essential for correct and adequate expression of language.
2. Grammar helps us to follow the maxims of learning a language psychologically, from simple to difficult and from concrete to abstract.
3. Grammar gives an insight into the structure of a language, and also helps draw out the meaning of a sentence or pattern.
4. Grammar is a complex system and decoding it needs a logic, which grammar provides.
5. Knowledge of language is systematised in the set of rules of grammar.
6. Grammar provides a criterion by which to judge a language.
7. Grammar helps develop mental faculties as it provides a useful vehicle for expression of thought of all kinds.
8. Grammar is equally important in enabling us to write correctly and to convey a specific meaning of the words used therein.

Disadvantages of Grammar

The disadvantages of grammar are said to be the following :

1. Grammar does not deal with the language in its entirety, it limits

- its utility to one part of language which may comprise of parts of speech, idioms, phrases, proverbs, fluency, articulation, vocabulary and colloquial expressions.
2. Language is a total sum of ideas and notions, and grammar does not provide them. A language without concept is lifeless, and worthless too.
 3. Grammar does not provide for practical aspects such as style and rhythm of expression in both speech and writing. It limits itself to parrot-like repetition of rules which at times hinder the use of language.
 4. Grammar is a hindrance to learning of a foreign language. In the words of **Palmer**, "It actually hinders the spontaneous learning of a foreign language."
 5. It has been seen that the knowledge of grammar does not help write correctly. It has been often seen that a student writes a rule correctly, but when it comes to its application in his composition part, he commits a mistake as to its practical use.

Due to the above reasons, grammar is losing its importance in the present context, and scholars have mouthed its criticism in bitter words. In the words of **Jespersion**, "Grammar is not a set of stiff dogmatic percepts, according to which some things are correct and others absolutely wrong." We can also see that most of the above criticism is due to the teaching methods of English and its grammar; the grammar as such has not such shortcomings as it is made out to be. In the words of **Halliday**, "Much of English grammar taught within the old method was pedantic, or archaic, even erroneous." The need of the hour is to mould the personality of grammar in such a way as to make it useful for the students. Its merits should be recognised and the students should benefit by them. In the words of **P. Gurrey**, "In secondary schools, the use of parsing and full analysis is a waste of time compared to the effectiveness of many other exercises."

Methods of Teaching Grammar

The following are the chief methods of teaching grammar :

1. Traditional method
2. Informal method
3. Incidental or Correlational method
4. Inductive-Deductive method

Teaching of Grammar

We shall discuss them in a little detail.

1. Traditional Method : It is a formal method of teaching grammar in which grammar is taken as an independent subject and taught with the help of a grammar textbook. In it, the teacher starts from the definition or a rule, gives example and then asks the students to do exercise. For example; the teacher tells the definition of noun, "A noun is the name of a person, place, animal or thing." Then he presents examples of each category — person, place, animal, thing — and asks the students to memorise the definition and point out nouns from a given set of exercises. According to the level of the students, he can go on to tell them kinds, rules of changing masculine into feminine, singular into plural, and so on until he has finished with the syllabus meant for the class. Thus, the method operates from rule to example and suffers from the following demerits :

- (a) It violates the psychological principle of simple to difficult and from concrete to abstract. Rather, it starts from the unknown (definition) and goes toward the known (example) but by this time the minds of the students have been so confused that they never find their rhythm.
- (b) The students find it difficult and uninteresting, as something is being narrated to them which they have never faced before.
- (c) As a result of disinterest, the students commit to rote learning which does no good to them, except score some marks in the examination.

This method enjoyed a high place in teaching of a foreign language, especially English, but is considered to be obsolete. However, we can find its application in the government and native language basic schools where the teachers find it more convenient as they have not to work much with it.

2. Informal Method : The emphasis of teaching grammar under this method starts from usages, and not rules. The usage of words, phrases and sentence patterns can be learnt by continuous practice in listening, reading, writing and speaking. This method is especially useful at the lower stages when the students are being taught their first interaction with the language. In the words of **Suri and Bhardwaj**, "The informal method connotes teaching of no grammatical rules, but explaining correct usage informally during correction work. The method is a necessity in the early stages when the pupils have not mastered enough of vocabulary and reading yet baffling with speech."

Despite its usefulness, this method is not devoid of some shortcomings. It cannot be used for teaching all the rules of grammar, as there are many constructions which are necessary from learning point of view but they are not usually made use of in everyday speech or usage. Secondly, this method consumes much time and the delicate minds of the students are at difficulty in deducing the patterns from the given set of sentences, and they may not succeed a number of times. This method does not supply the rules in a systematised manner, as well.

3. Incidental or Correlational Method : This method makes use of grammar incidentally, or in reference to the rules of grammar taught elsewhere, so it is also called the reference method. Under this method, the rules of grammar are taught in a separate class and during the teaching of textbook, composition or translation, complex structures of the language are explained with the help of the examples appearing in the text. Thus, grammatical implications are taught in a text when the purpose of teaching is text. Reference to the concerned rules of grammar is very useful as it provides a platform to the students for practical use of the rules of grammar; however, there is always the fear that the teaching of text may divert from the original aim. It can at times turn out to be an exercise in futility.

In order to overcome the shortcomings of this method, it can be used as a corollary to other methods.

4. Inductive-Deductive Method : This method has been drawn from the realm of science, because grammar is the science of language, nonetheless. It is based on psychological principles of education. Scholars have often expressed that both inductive and deductive methods are difficult methods, but can there be found an easier method which can make understand the delicacies of a complex system, as a language is. Let us know what is meant by inductive and deductive processes.

(a) Inductive Process : By the inductive process is meant to infer a general statement or rule from a set of given facts or statements or examples. Under it, the teacher presents the students with examples or illustrations in a systematic order and asks them to observe the patterns in them so that they can generalise, ultimately leading to a rule. He analyses the general rules perceptible in them and infers the general rule. It is at this stage that the inductive process has finished. Now he begins with the deductive process.

(b) Deductive Process : The deductive process can be seen in most grammar books including those written by **P.C. Wren** and **Nesfield**. It begins from telling a rule and then to proceed to tell the example and verify the rule. Traditional grammar is deductive in nature. The discussion given in the case of traditional method above is also applicable in its case, so are its advantages and disadvantages.

Scholars have differing views on the use of method. The advice of teaching grammar informally at the initial level; inductively, deductively and incidentally at the middle stages, and using the traditional method at the higher stages.

Suggestions to Teaching English Grammar

The following suggestions can prove useful in teaching-learning English grammar :

1. The method of teaching grammar should be carefully chosen keeping in view the level and age of students and the number of years they have been learning English.
2. Much help of written texts, spoken texts, material aids (pictures, flash cards, substitution tables, illustrations, objects, etc.) should be sought.
3. The students should be given sufficient practice.
4. Errors, both in speech and writing, should be pointed out and analysed.
5. Objective type tests are preferable, though essay or long answer type questions cannot be ruled out completely.

An Evaluation of Grammar

From the foregoing conclusion, we can draw our conclusions which can range from being in its favour to being against it. We can quote a scholar without naming him, "The study of grammar brings into relief and fixes in the pupil's mind a standard of accurate usage, fortifies him against the influence of bad examples by making clear the wrong forms and faulty constructions and thus renders his limitation of what is correct, more certain, rapid and intelligent." This view has been opposed by the critics who state, "Away with lists and rules; practise what is right again and again."

Some scholars have gone on record saying that some successful writers never had studied grammar yet they wrote in the language so

beautifully that even the native users were stunned. However, we can see that the above conflicting views are the two extremes and should be discarded. We should keep in mind that grammar is a tool to understand and learn a language. It should neither cloud it nor be clouded by it. Grammar is a means, a medium; and its knowledge is certainly required, the moot point is whether it should be inductively or deductively, unconsciously or consciously, knowingly or unknowingly. Apply the method according to the level and understanding of the students and success would certainly kiss the feet of the users.

LESSON PLAN**Subject : English Grammar****Topic : Active and Passive Voice****Class : VIIC****Time : 30 min.****Date :****General Objectives**

1. To develop students' insight into the structures of the English language.
2. To develop a scientific attitude about the language.
3. To enable the students to express their ideas logically and correctly in speech and writing.
4. To teach grammar as a rule-governed behaviour and not as mere rote learning.
5. To enable the students to develop their understanding about the rules of English grammar through use and practice of its structures.
6. To develop their mental abilities of reasoning and correct observation.
7. To enable the students to assimilate the correct patterns of the language without rote memorisation.

Specific Objectives

1. To acquaint the students with the active and passive voice.
2. To provide the meaning of active and passive voice to the students.
3. To identify the sentences in active and passive voice.
4. To acquaint the students with the rules of changing active into passive voice and vice versa.
5. To make use the active and passive voice in writing and speech.

Previous Knowledge

The students are aware of some grammatical structures.

Teaching Point	Aim and Specification	Teacher's Activity	Students' Activity	Techniques and Aids	Evaluation
Active and Passive Voice	To motivate the students. To make the students recall knowledge.	<p>The teacher will write the following sentences on the blackboard :</p> <p>He sings a song. A song is sung by him.</p> <p>The teacher will ask the following questions :</p> <p>Q1 : What is the subject in the first sentence? Q2 : What is the object in the first sentence? Q3 : What is the tense in the first sentence? Q4 : Which form of the verb has been used in the first sentence? Q5 : What is the subject of the second sentence? Q6 : What is the object in the second sentence?</p>	<p>The students read and listen to the teacher attentively.</p> <p>Ans : He.</p> <p>Ans : A song.</p> <p>Ans : Present Indefinite.</p> <p>Ans : I form.</p> <p>Ans : A song.</p> <p>Ans : Him.</p>	Statement method	

		<p>Ans : III form.</p> <p>Ans : Subject has been changed into object and object has been changed into subject.</p> <p>Ans : By.</p>	
	<p>Q7 : Which form of verb has been used in the second sentence?</p> <p>Q8 : What changes do you find in the second sentence?</p>	<p>Q9 : Which word has been used before him in the second sentence?</p> <p>The teacher will write two more sentences on the blackboard :</p> <p>The lion kills the lamb.</p> <p>The lamb is killed by the lion.</p> <p>The teacher will ask the following questions :</p>	<p>Ans : The lion.</p> <p>Ans : The lamb.</p>
		<p>Q1 : What is the subject in the first sentence?</p> <p>Q2 : What is the object in the first sentence?</p>	

Q3 : What is the subject in the second sentence?	Ans : The lamb.
Q4 : What is the object in the second sentence?	Ans : The lion.
Q5 : Which form of verb has been used in the first sentence?	Ans : Present indefinite.
Q6 : Which form of verb has been used in the second sentence?	Ans : III form.
Q7 : What word has been used before the word the lion in the second sentence?	Ans : By.
Q8 : What changes do you find in the second sentence?	<p>Ans : The subject of the first sentence has been changed into the object.</p> <p>The object of the first sentence has been changed into the subject of the second sentence.</p>

The verb form has been changed to III form.

The word 'by' has been used before the new object.

The students listen to the teacher attentively.

Teacher's statement

The first sentence is in the active voice and the second sentence is in the passive voice.

In the passive voice we use the third form of the verb with suitable form of the helping verb.

The subject of the active voice is changed into the object of the passive voice.

The object of the active voice is changed into the subject of the passive voice.

The word 'by' is used before the object of the passive voice.

The teacher will ask the students to change the following sentences into passive voice :

1. The boy loves the girl.

2. Mother cooks food.

3. Father earns money.

4. She writes a letter.

5. We love God.

6. The priest performs the puja.

7. We play cricket.

1. The girl is loved by the boy.

2. Food is cooked by Mother.

3. Money is earned by Father.

4. A letter is written by her.

5. God is loved by us.

6. The puja is performed by the priest.

7. Cricket is played by us.

Blackboard Summary

1. Sample Sentences.
2. Exercise sentences.

Home Assignment

Change into passive voice the give sentences.