CHAPTER - IV
PRINT MEDIA AS A TOOL FOR TEACHING AND LEARNING OF ENGLISH LANGUAGE AND ITS APPLICATION

4.1 Preliminaries:

The ancient temples and monuments of India and her rich heritage, the colourful folk, art and craft, her folklore, dances and drama, have formed the traditional media of mass communication. Ramayana and Mahabharata have been considered great epics for morals and teachings contained in them. Each and every portion of these books have been dramatized and acted by the professional characters for entertainment. The Indian villages are well acquainted with Ram-Leela, Krishna-Leela, Rutul-Nach or Puppet Dances, Gopi-Leela and Kathakali in South. There were other examples of the visual aids used in ancient India in the 7th century A.D. in Dacca, now in Bangladesh, some parts of town are still known as Patratuli. There were also two other castes, who used to paint scenes from both, the Ramayana and the Mahabharata. The pictures in the caves, the wall paintings, the use of clay tablet by the Egyptians and the silk writings of Chinese, are the treasures of knowledge. Much of China, about 1000 years B.C., staged several puppet shows for his friends. Dolls, models of animals, toys and similar objects have been recovered from many tombs of antiquity.

4.2 Instructional Aids: Social Background:

The evolution of the man's progress can be traced back thousands of years, but the earlier part of the life still remains somewhat shrouded in obscurity and uncertainty. There was not the development of the primitive form of writing, (about two thousand years ago) that a written record of people, their events and ideas began to be handed down to posterity. From ancient to modern times communications or the interchange of thoughts, ideas and opinions have laid down the foundation stones of the advancement of civilization. If there had been no improvement in methods and media of communication, the world would have been shuffled to primitive ways of life. Primitive man learned to use fire, fashion and tools, domesticate animals and live
together for material help and protection, and they also formed society, in fact, their existence was dependent on communication.

As families grew in the course of time into tribes, and tribes in states, and states into nations, these well-knit groups could, satisfy all their own needs. Later on they learned to trade and barter with others and thus trade and commerce sprang up. Cultivation of distant lands caused improved means to transport through written languages. Traders and travelers from the valleys of the Nile, Tigris and the Euphrates rivers found the need of written language for recording transactions and other dealings. They wanted to record answers, and give directions to such questions as How far? How much? How many? How soon? Which and What time? What and Where? As a result, of which, various types of symbols were developed in forms of pictographs or pictures of objects and things were developed. In fact the history of mankind is replete with the size of reverie civilization, namely Nile, Euphrates, Tigris and Indus Valley.

The Greeks were keen observant and were interested in their physical surroundings. Students and their scholars were well-known, as a result of their keen observation of objects, specimens and the elements, skeleton-pictures and charts were used by succeeding generations as a guideline for their future discoveries. The art of craftsmen in Greek is still noticeable today on paper, metal, and stone. It is prevailing all over India and they expressed the views through these media and it is reflected in art, literature and drama. Romans were practical in their working. They made extensive use of their media of communication, available to them.

Among the ruins of Takshila and Nalanda, the reputed centers of learning in ancient India, were found decorated with carvings on pillars and illustrations of some incidents in the past history of the country.

4.3 Philosophical Background:

In every age, different kinds of techniques have been employed to transmit particular cultural values which are based on philosophical conception. According to the nature of man and the world he lives in, the aim of each age is to find basic skill and subject-material to compromise with the learner's behavior and this led to the new method of instructional technology.
Rousseau pleaded that the nature of the body and the mind of the child and his surroundings must be taken into account. Pestalozzi believes in first hand experience and gives significance to individual expressions by means of ideas.

In study of names (Languages) the fundamental units were elementary sound, from their articulation, the learner progressed to the reading of syllables, words and sentences. The language was taught not by abstract rules, but by the conversation, concerning objects. Thereafter the adoption of rules of grammar and orthography enriched the language. W. H. Wells established school in 1855 and demonstrated the practice of teaching in all subjects by the use of objects, in teaching method. Object teaching was more important in nature study, it was applied to first-hand information of animals, insects, mineral, planets and plants and geographical features. L.H. Bailey of Cornell University, said that the nature study was an attempt to put the student in contact with his own environment and further insisted that education should begin with objects in natural phenomenon, instead of books in the museum.

From the recent experiences it has been observed that the children have a spontaneous interest in learning. Motivation is inherent within organic, intersection with the environment. With this idea, in mind, Montessori has attempted, graded didactic materials, and matched them to the standard to which learner had already developed in the course of his experience.

4.4 Psychological Background:

Psychology is a science. Teaching is an art. One learns art by doing. Education is a preparation of life. It is a process of self-expression through free, spontaneous activity by which the knowledge, character, and behaviour of students are shaped and moulded.

Education is a bipolar process. The student and the teacher are two poles, who play an equally important role in the learning process. Students of today are not satisfied with the mere accumulation of facts and they feel happy with practical experiences, and they want activities which are directly connected with life situation.

Jean Jacques Rousseau (1712-1778) was against the memorizing of words without understanding. He advocated the use of sensory materials in a learning situation. He further recommended that there should be aids of object teaching as per Froebel's idea of motor experience," Learning by doing." Pestalozzi rightly realized
that experience must be clearly expressed in words. He therefore, in the survey of "How Gertrude teaches her children", conducts language with observation in all the institutes. He recommended that the senses of the pupils should be made conscious of the impressions produced. Thereby it was mainly concerned with the nature and development of knowledge.

Comenius believes that memory could be developed through practice. He has commented that before anything is memorized, there must be clear and firm impression on the senses. For this purpose he stands for greater use of diagrams, pictures and other similar media. He believes that natural curiosity can be provided with the inner urge for knowledge. Hence, a good teacher should stimulate the instinct of curiosity with his various activities.

4.5 Perception: What do we Perceive?

The perception is that organizing process, by which we come to know objects in the appropriate identity, as trees, men, buildings, machines and so on. Different artists do not see the same thing in a picture, and the spectator report the same accident, differently, depending on their ages, sex, intelligence and background of experience. It may appear to the man in a street or in the market place, ideal discussion of the people, the manner in which he perceives the world around, he becomes familiar with the real world, with objects and other various situations.

The knowledge of identification of objects and features in environments is obviously valuable. They are learned by vivid experiences, contacts and actions. Their qualities and utility are learnt by reacting upon the moving objects, where there are appropriate forms of actions with regard to vehicles, to animals of various kinds, and reactions to people. Once their effectiveness, action and reaction of the objects have been known, one becomes eager to know and proceeds without further thought, to act in the experienced manner.

Perception is largely visual experience reinforced by the auditory and other senses. This suggests that experience rich in visual stimuli should evolve the strongest responses in a classroom or learning situation. Hence, Print and non-print media can constitute to the creation of more meaningful learning experiences. Moreover, good thinking depends on a large variety of clear-cut precepts, they are sensitive materials, but perception is the totality of experience connected with sensory objects, in fact
percepts is learnt and accurately interpreted until finally, well rounded. Perception may involve from size, colour, distance, movement and the like.

The guidance of a teacher or educator is essential, to make necessary change in his behaviour. It is true that the pupil gets knowledge only according to the nature of the precepts formed, once the ability and the store of precepts are acquired. Thus, precepts and concepts are two means of behaviour.

Psychological studies have proved that the five senses, after perceiving certain things, transmit information or message to the brain through the agency of one or more of them. It is the sensory nerve system which is located in our body, and it is susceptible to certain forms of physical energy, i.e. light and chemicals. The learning depends on real experiences or direct, purposeful experience.

Modern education is conceived of an active, unitary process that involves interaction between the individual and his environment for the purpose of learning. It also involves interaction among individuals, teachers and the students. And it must be carried on, in a mutually responsive atmosphere. If education gets across only then it has meaning for the learner and meets the definition of communication, namely a process in which meaning is shared or in which a mutuality of meaning arises.

The task before the schools/colleges today, is so broad in scope, and so complicated in character, that education must utilize every tested and approved method known. Only then it can be expected to equip each student, with habits, skills, concepts, attitudes and the ability to think critically. This means it should be more than merely teaching. In other words the schools/colleges are not only for providing enriched and efficient learning but also an experience for the later years to one’s satisfaction.

4.6 What is a Concept?

It has been said that the concepts are developed through rich experiences, but whether a student is ready to learn a particular concept. This is the problem before the teacher, which he has to face everyday in a classroom. A concept is a representation in our mind, answering to a general name. It is a thought which is conceived in mind. It is a general notion, class notion or idea. It is an act of conceiving the formation of an idea of something by mentally combining all its characteristics in particular. A concept can be regarded as a generalized meaning, expressed in symbols that
represents a relationship in experience through many percepts and their interaction and association. Student gradually builds up meaning for words and phrases. At the successive stage of this development, it constitutes his language of pattern, and it becomes effective learning as the student's vocabulary increases.

- **Media Concepts**

  The concepts are streamlined into three areas which reflect their interrelated nature: Language procedures, readers audiences, messages and values. It also usefully proposes an informal model of learning progression. It is best to find the system that is comfortable for the researcher. We do not necessarily have all the answers, but it is salutary to remember that students often have sophisticated understandings about the media.

  Objects of study need to be chosen with care. It is empowering for students to study familiar text-materials, but examining texts at a 'distance' can be a useful method of avoiding too much personalization, a sense of invasion into personal territory, unwelcome teacher 'inoculation' and off-task chart.

  Media education can supply the vocabulary and grammar items which will enable students to articulate to make explicit their growing knowledge and understanding of the media.

**4.7 Development of Print and Non-print Aids Abroad:**

The period from 1650 to 1930 witnessed the invention, development and use of such tools as paper, ink, pen, quills, hornbooks, textbooks, maps and globes and charts, photographic illustrations, slates and blackboards and magic lanterns and stereoscope. The colonial period before 1800 is identified as the pre-industrial era of technology. It was followed by technology in education being affected by the industrial revolution. The black - board, slate, maps and text etc. were used in education to realize the potential value in teaching apparatus.

The period 1930-40 was considered as an era of print and non-print media instruction. In 1930 the 16mm, sound - film and sound projectors were introduced and became the standard tool for the educational field. Hundreds of schools and universities have established libraries of print and non-print material. New educational film companies and commercial agencies have film loan service and it is
the first St. Louis and Los Angele's each formed co-operative print and non-print media department.

The next period of development was the year 1940. During this period there was a great change in the concept of print and non-print media. These tools brought change in the existing system of education. The World II war was called more attention to the utilization of print and non-print technique than any other material, since the invention of sound-film, United states require effective utilization of a wide variety of media materials for the training of men and women to learn new skills and to be imbued with attitude.

During the Year 1950 a number of states have adopted a policy of allocating funds for the audio-visual programmes and in the national defense that became law in 1958. The Federal Government approved funding for research and experiments in the effective utilization of Television, Radio, Motion-pictures and Printed materials of instruction.

The challenge came from the Soviet Union in 1957. It was the time that very little in print and non-print was being challenged. The print and non-print center was being known as the instruction center. Audio-visual material representing the mechanical and the electrical tools of the profession were being combined or linked with printed material. In 1969 the standards for educational media were published jointly by the American Association of Schools Librarian and American Library. Canada became the world leader in media education. Media criticism about the theory and practice of 30 Years began in the 20th century Anglo-American countries, and media education was incorporated in the form of formal education among the public. It is the late 80's Ontario province in Canada had media literacy education. Canada is currently carrying out this activity in the most advanced countries.

With neighboring Japan, media literacy education in the 20th century, the late 90's was satisfied that the person teaching in Mandarin, after several years of educational practice, relevant research results come out one after another. At the same time, the Japanese set up for foreign language students (second language) education. There is an educators’ trial integrated into a media literacy education, and achieved good teaching results.

Media education has made tremendous progress in the past decade, but significant challenges still lie ahead.
4.8  The Use of Print Media in India:

Print media in India have undergone revolution in last 80 Years. Their role, layout, visual display and reading material have advanced and this has resulted in flourishing of Print media industry and becoming more challenging and competitive nature. It has grown enormously in quantity and variety.

The first newspaper in India was published in 1780. Radio was introduced in 1924, television in 1959. The Internet was introduced in early 1990. At present over 62000 newspapers and periodicals are published in India. There is significant scope for growth of Print media in India. Print media provides the kind of optical and tactile pleasure that no other media can match. It is functionally convenient too. It has to learn the new language of local and global. Print media can provide meaning and context, in short, understanding of any event or issue better than all other media. That is the strength of Print media, which can be utilized. Print media, as anyone can understand is one of the most important factors coming through in the way a nation works. Newspapers, magazines, books, etc. are read by a lot of students and are certainly one of the most trusted mediums of National and International news. India has a vast array of Print media with thousands of magazines and newspapers in circulation. The newspaper with the largest circulation in India is Danik Jagran, having near about two million readers. Next comes The Times of India, an English newspaper, followed by Indian Express.

4.9 Print Media and English:

Print media is certainly not new to the classroom. Many of the most traditional English teachers have used audio -visual aids for years, and there have always been creative teachers who found ways to use the popular media like comic books, cartoons, newspapers to good advantage in their teaching. If English teachers are doing anything well they cannot try everything, and many teachers contend that sufficient work with literature, language, and written and oral communication leaves little time for media. Despite such reservations, however, few teachers dispute the importance of Print media in today’s world, and an increasing number of English programs, textbooks, and teachers are giving media study a prominent place in the curriculum. Print and non-print media demand a place in the schools and colleges simply because they already have a commanding place in society. They best fit
themselves into the English curriculum because they represent an extension of our present concern with language and communication.

When students are involved in using media, the classroom in many respects becomes a workshop: students use tools and manipulate objects; they move around and talk more freely; they involve themselves in projects which preclude traditional teacher domination. Such activity creates a very different climate and physical-social environment which may be particularly effective with students who are uncomfortable in formal classroom settings. A teacher may also achieve some variety in more customary class routines by using Print media in lectures, recitations, discussions, and assignments. A teacher uses a dictionary to demonstrate the different shades of words.

4.10 Response-centered Approach to Media Study:

The main approach is to build media study around the student response. By encouraging those to extend their repertoire of responses to observe, to ask questions, and comment on more aspects of the phenomena than they do originally—the teacher can increase their capacity to deal with a wider range of media experiences.

The following response categories give focus upon a particular medium or its content:

- **Analytic Synthetic**- The student comments on the structure of the selection, examining its parts as they relate to the whole.
- **Interpretational**- The student considers the genre of a selection and its similarities to and differences from other works.
- **Contextual** - The student views the work contextually, noting the different meanings/shades of words, sentence structure.
- **Evaluative** - The student judges the worth of a particular work or considers the criteria by which it is to be judged.

A simple variation of the response pattern is to assign a student to begin the discussion of a particular media presentation. He may start with a comment, a question, a short quiz or an activity, so long as it stimulates students’ responses to the medium.

4.11. Important Values of the Proper Use of Print Media:

Print media helps in giving clear concepts and thus help to bring accuracy in learning. Words are wonderful. They are easily produced, reproduced, stored
and transported. Some of the important values of the proper use of Print media are given below.

- **Best Motivation:** They are best motivators. Students’ work becomes more interested. They become more attentive.

- **Clear Images:** Clear Images are formed when we see, hear, touch as our experiences are direct, concrete, and more or less, permanent. Leading through the senses becomes the most natural and consequently easier.

- **Variety:** 'Mere chalk and talk' do not help. Print media give variety and provides different tools in the hands of the teacher.

- **Freedom:** When Print media and its materials are employed, there is great scope for students to move about, talk and comment upon. Under such an atmosphere students work because they want to work and not because the teacher wants them to work.

- **Based on Maxims of Teaching:** The use of Print media materials enable the teacher to follow the maxims of teaching like 'concrete to abstract', 'known to unknown' and 'learning by doing'.

- **Saving of Energy and Time:** A good deal of energy and time of both the teachers and students can be saved on account of the use of Print media materials as most of the concepts and phenomena may be easily clarified, understand and assimilated through their use.

- **Realism:** Students use of Print media materials provides a touch of reality to the learning situation.

- **Vividness:** Print media materials give vividness to the learning situation. New items provide a vivid, colourful picture.

- **Encouragement to Healthy Classroom Interaction:** Print media materials; through their wide variety of stimuli, provision of active participation of the students and experiences encourage healthy classroom interaction for the effective realization of teaching-learning objectives.
- Development of Higher Faculties:

Verbalism promotes memorization. Use of Print media materials stirs the imagination, thinking process and reasoning power of the students, and calls for creativity.

4.12. Sources of Print Media:

Many schools /colleges have newspapers and magazines. Teachers can use such materials to sharpen students' powers by first showing the news items, asking students questions about its details, and then checking their answers by showing detail information. Some photographs can also be used to stimulate discussion and writing.

At the beginning most teachers feel that they have neither the time nor the energy to investigate media sources once they begin work, and before they begin they may question the usefulness of investigating materials which may not even be available in their schools and colleges. Nevertheless the teacher who comes to his work familiar with a variety of instructional media and who knows how to use them in his teaching, has a distinct advantage over the teacher whose only resources are limited.

Many students and teachers who receive high ratings on the basis of their creativity and innovative teaching are in fact benefiting from their industry in learning to use a broad range of materials. The researcher uses the following types of materials in his teaching. They are as follows-

1. Newspapers
2. Magazines
3. Textbooks
4. Dictionary

Newspaper is a Print media, and can be a very important tool in English language teaching and learning. News is an integral part of life in the 21st century. A newspaper covers various kinds of things. It gives news from the world of politics, sports, science, and technology, commerce and industry, etc. It also gives social and cultural news.

News writing means writing about events, activities, happenings and about people. News writing is organized and structured writing. The purpose of any newspaper is to inform the public the current news. Newspaper is a form of mass media and it reaches out to billions of readers who belong to different strata of
society, different regions and different age groups. Hence the language used in a news article must be such that it is understood by anybody and everybody.

Newspaper is an important channel of communication. It is a source of 'information' and 'entertainment'. It has become a part of modern civilized life.

4.13. Newspaper as an Educational Tool in English Language Teaching - Learning Process:

The learners of English face different types of difficulties while learning English. One of the difficulties learners face in learning English relates to issues of expanding and building vocabulary. Consequently, in recent times focus on vocabulary in the language classroom has become an important concern and 'Improve Your Vocabulary' has become the common advice of teachers to learners who ask them, 'How can I improve my English?' But teaching vocabulary is not an easy task. English language teachers use often posed with the question of how to teach vocabulary effectively to learners.

Print media play a vital role in education for the students. The researcher studies the role of newspapers, magazines, dictionaries and textbooks etc. in education. Print media is the cheapest and ancient source of education. The researcher's main purpose behind this study is to focus role of Print media in teaching and learning of English. By presenting items from the above mentioned Print media, the researcher has attempted to clarify the use of Print media as a tool for language learning and teaching.

Usually, news articles are a great source of teaching material. This research presents different ways to explore news items in the classroom and focus on raising the level of involvement and participation of the students in the classroom.

4.13.1 Selection Criteria of Newspapers:

It is important that the researcher uses or considers the following selection criteria.

- **Appropriacy of Topic:**
  Will our students be interested in the topic? Will it be upsetting to some students? Is it suitable for the age group? etc.
• **Length:**
  
  Be careful to avoid articles that are particularly long. Reading a news report in a second language is demanding, and if the article is too long it will discourage students. The style of news articles often means that entire paragraphs can be omitted without affecting the overall sense of the piece.

• **Language Content:**
  
  Does the article contain a useful lexical set (sports, crime)? Are there some good grammar exponents (past perfect, reported speech, voice) or interesting syntax and sentence style?

• **Generative:**
  
  Can the researcher think of a good way to follow up the basic textual work? Does the topic lend itself to discussion or role play? Can students practice the language further?

• **Task Suitability:**
  
  When working with authentic material, there are issues concerning the authenticity of the tasks. The most authentic task is for students to simply read the article.

### 4.13.2 The Aims of Using Newspapers in the Classroom:

This research attempts to achieve the following important aims of using newspapers in the classroom.

1. **Meeting Teachers' Needs:**
   
   To provide teachers with practical and creative ideas which exploit all the different sections of newspapers.

2. **Meeting Students' Needs:**
   
   To enable teachers to meet the diverse needs and interests of their students using newspaper materials which engage and challenge them.

3. **Developing Language Skills:**
   
   To provide students with purposeful and valuable language practice through newspaper-based activities and tasks which develop reading, writing, speaking and listening skills.
4. **Encouraging Reading:**
   To promote extensive reading by giving students confidence, motivation and ability to continue their reading outside the classroom.

5. **Building Vocabulary:**
   Teaching English to speakers of other languages is a great challenge. To cope with this challenge, language teachers have to adopt different sorts of innovative strategies to teach English to learners. The research focuses on how teachers can teach vocabulary by using English newspapers.

6. **Developing Grammar:**
   The news articles can provide good examples of grammar.

4.13.3 **Selection of Newspaper Activities:**
   Using newspapers in the classroom can be divided into the following:
   1. Headlines
   2. Articles
   3. Photographs
   4. Advertisements
   5. Cartoons and cartoon strips
   Each section deals with one particular feature of newspapers that teachers commonly use in their lessons. This organization is intended to cater for the different approaches teachers adopt in their lesson planning enabling them to use as a starting point in their lesson preparation either the activities in this research (i.e. A task-driven approach) or newspapers themselves (i.e. A materials-driven approach).

   In addition, as teachers are well aware, it is relatively unusual to practice any one language skill in complete isolation, even the most basic reading-comprehension exercise can involve integrated practice in reading, writing, speaking and listening skills.

4.13.4 **Newspaper Items and Its Application in English Language Teaching - Learning:**
   Newspaper is a Print Media. It can be a very important tool in English language teaching learning. A Newspaper is an important channel of communication. It has almost become a part of modern life. With a little guidance everyone can read
and benefit from them. A newspaper covers various kinds of things. Let us make a close study of some newspaper articles. The researcher has taken some items from The Times of India, Indian Express and The Day View. A news-story has a date line which indicates the name of the place from which the story is set and the date. The dateline is followed by the name of the news agency responsible for the story.

**News Item 1-**

*Times of India*

*Date: 12/11/11*

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The teacher chooses a news article and selects 5-8 items of vocabulary from it. He asks students in groups of 4-6 to guess and answer about the context of the text i.e. news item.

Students read the news item. The teacher asks them some questions.

1. What is the news item about?
2. How many collegians are arrested?

The opening paragraph of the news item, introduces the rest of the story to the reader. The 'Lead' must answer the following questions.

Who? What? When? And How?

The teacher asks students to read the passage silently. The students may work in pairs/groups to decide if the title is difficult for understanding. The students give
answers one by one. After reading the title of the news, the teacher asks about the title.

- **Chaining Words:**
  
  In this activity, students make a chain of the words in a particular category.

**For example:**

1. Robbery, crime, police, money, thief, arrest, seize, capture, jail.
2. College, study, style, youth, books, students.

Teacher chooses a passage of the news item and selects 12-15 words from it. Students mark whether a word is a noun, adjective, verb or adverb and provide other parts of speech of it, i.e. if the word is a noun, they should write it as an adjective, verb and adverb forms and vice versa.

Students read the following words and classify them under appropriate labels.

E.g. lavish, arrested, robbery, crime, added, style, commit.

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<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
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<td>Arrest/arrested</td>
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<td>Rob</td>
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<td>Crime</td>
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<td>Add/added</td>
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In this way the teacher can choose any extract/passage from the news item and help the students to cope with the vocabulary. It gives students much fun and interest because of amusement and interest in the topic. It acts as a tonic for learners.
Teacher asks students to read the headline/title silently. Students read the news headline. Students may work in pairs/groups to decide if the title is difficult for understanding.

Teacher asks some type of questions to students.

1. Which European games do you know?
2. Which of them do you like most? Why?
3. Do you play any game?
4. Who is your favourite Cricket player?

The students give answers one by one.

Some students have difficulty in the case of grammar. Teacher gives more practice in some of the most problematic areas of grammar.

_Graeme Swann is a cricket player_. He is a spinner. He belongs to the England team.

Teacher asks students – What do you mean by an _apostrophe_?

_Swann's - the apostrophe_.

Teacher explains the above word to students.
Swann is a proper noun. It is a name of cricket player.

Teacher explains the apostrophe with the help of an example, beginning with a singular noun.

E.g. I went to Ram's house.

In the sentence Ram's are the Possessive (or Genitive) Case, because it shows possession. In case of Swann - students could be told that Swann is a singular noun. It is a proper noun. The teacher explains by adding 's to singular Nouns.

E.g. Cow's milk
   Girl's Song
   Shiva's dance

Teacher also explains - by adding's to plural Nouns which do not end in s:

E.g. Men's wear
   Women's college
   Children's books

The teacher may dictate examples or sentences, including possessive cases and check if they have written them correctly.

News Item 3:

*Indian Express*

Date: 08/08/11
Students read the headline and discuss in the light of the questions given below.

Teacher asks some questions to the students.
1. What was the cause of an accident?
2. Where did the accident take place?
3. How many people are killed?
4. Does the incident above make you anxious? If 'Yes' why?

Students give answers one by one.

After the article is well understood and analyzed, students are encouraged to participate by means of written and oral discussion. An article provides vocabulary associated with particular topics—travelling, stationary, accident, tragedy.

Students either search the article for members of a given lexical set, or the teacher could provide them with a sorting activity which uses words from the text.

• Grammar:

A news article provides good example of grammar.

For example—Prepositions.

Prepositions are often regarded as the most complicated topic in grammar. The reason is that the choice of a preposition in a particular context is often governed by convention and cannot be explained by any logical rule.

Teacher asks a question to students. Where did the incident take place? The incident took place in Punjab.

Prepositions show various kinds of relations.

In - is usually used when referring to large places - countries, districts, large cities, etc.

At - is generally used for small and unimportant places like villages, small towns, etc.

E.g. He lives at Tandur in Karnataka.

His brother lives in New Delhi.

The Manish Market area is in South Mumbai.

In the news item, Punjab is mentioned, which is a name of the State.

So in preposition is used to show Punjab State.
3 die as car hits trolley in Punjab.

This rule is not very rigidly followed, and in is often used for small places too, though at is seldom used for bigger places.

In also indicates a more general period of time.

E.g. It is very hot in the day, but quite cold at night.

The postman brought this in the morning. It denotes a state of rest or being inside something.

E.g. She is in bed.

In the news item on is used to show for a more general point of time.

They were travelling, hit a stationary trolley here on Sunday, the Punjab police said.

The teacher gives another example to the students.

E.g. We shall be there at 4 p.m. on Friday. They set out at dawn on March 15.

A phrasal verb is a group of words consisting of a verb along with an adverb or a preposition and its meaning cannot often be understood by understanding the meaning of the verb and the adverb or preposition separately.

In the news article a sentence contains a phrasal verb -belonged to.

Lakhvinder Singh, Manjit Singh and Sunil Kumar, who died in the accident, belonged to Malout in the state.

What do you mean by 'belong to'?

The teacher gives the meaning of this phrasal verb. It means being a possession of.

E.g. We belong to this famous college.

The teacher gives a few examples of phrasal verbs.

E.g. 'Look after'

'Call for'

'Look for'

'Look into'

'Call of'

Students can easily guess the meanings of the five phrasal verbs.

• Follow up: There are lots of opportunities to extend skills such as writing and speaking. This gives students a chance to use the language they have learnt from
the text. One of the ways of improving our vocabulary is to try to have mastery over what are called phrasal verbs. The best way of improving students' competence in the use of prepositions is to check the usage given in any dictionary.

**News Item 4 :**

*Indian Express*

*Date: 04/08/12*

Before reading a news item, the teacher decides to use the picture to 'set the scene' and to introduce key vocabulary. The teacher might ask questions like-

1. What do you see in the picture?
2. What is a boy doing?
3. What may happen afterwards?

The students give answers one by one.

- **Grammar:**
  - *The Simple Present Tense*

  The students look at the title of the passage. *The state wants recognition from SAI For Dahi Handi.*
Though the event has already taken place, the tense used in this title is the **simple present tense**. The teacher can ask a question to students. Can you explain the reason? Teacher gives other headlines which are given in this article. Even in the text there are several examples of the use of the **simple present tense**. Students understand the usage of the **simple present tense**.

**Vocabulary:**

Headlines are designed to catch the eye and interest of readers as they look through a newspaper.

Teacher asks the students about 'suffix' and 'prefix'. In the above news item 'recognition' word has a prefix which is 're'.

In order to improve our mastery of vocabulary, it is necessary to understand how long words are formed from shorter words. They take certain elements. Words are made by combining two independent words or by shortening a longer word. The most common method of forming words in English is to add some elements before or after the base word.

In case of **recognition**-

This word is not a base because it can be divided into two meaningful units 're' and 'cognition' The word 'cognition' is the base and the element 're' - has been added before it. Elements like 're-' which are added before the base are called **prefixes**.

The elements which are added after the base are called **suffixes**. Each prefix & suffix has its own meaning.

Students will be able to recognize or guess the meaning of hundreds of English words. Teacher gives some examples of **prefixes** and their meaning.

<table>
<thead>
<tr>
<th><strong>Prefix</strong></th>
<th><strong>Area of meaning</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-</td>
<td>Against, opposite</td>
<td>anti-war, anti-corruption</td>
</tr>
<tr>
<td>Bi-</td>
<td>Two, twice</td>
<td>Bicycle, bi-weekly</td>
</tr>
<tr>
<td>Dis-</td>
<td>Negative</td>
<td>Dishonest, disrespect</td>
</tr>
<tr>
<td>Mini-</td>
<td>Little, small</td>
<td>Miniskirt, minimize</td>
</tr>
<tr>
<td>Semi-</td>
<td>Half</td>
<td>Semi-circle, semi-darkness</td>
</tr>
<tr>
<td>Vice-</td>
<td>Person next in rank</td>
<td>Vice-captain, Vice principal</td>
</tr>
</tbody>
</table>
The teacher can use the same news item for giving a lot of examples of suffixes.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Area of meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ment</td>
<td>The act / result of</td>
<td>Government, managing</td>
</tr>
<tr>
<td>- Hood</td>
<td>The condition.</td>
<td>childhood, adulthood</td>
</tr>
<tr>
<td>- Let</td>
<td>The small size of</td>
<td>Booklet, pamphlet</td>
</tr>
<tr>
<td>- Proof</td>
<td>Not having the effect of</td>
<td>Rustproof, leakproof</td>
</tr>
<tr>
<td>- y</td>
<td>Full of or typical of</td>
<td>Windy, cloudy</td>
</tr>
</tbody>
</table>

The teacher chooses a word which is 'Dahi Handi'. He can explain to the students that words appropriated from other languages often change their meanings and pronunciation when absorbed by the English. English words assimilated into Indian languages have been excluded and used in Indian English with a new meaning.

**Dahi Handi** / da’hihxdi / It is a noun. It means a pot of curd. It's Hindi-Urd word.

The teacher can give a lot of common Indian words in English.

1. **Biryani** / birja’ni/ n.
   - Dish of rice, cooked with meat and vegetables. It's Urdu-Hindi word.

2. **Fatwa** / Fātwa / n.
   - Muslim Judicial Verdict. It is an Arabic word.

3. **Namaskar** / namaska’/ n.
   - Greeting by bowing head and putting the palms of hands together. It is a Sanskrit Word.

Thus, students take an interest in the social-cultural bearings of a language. Students collect a lot of common Indian words which are used in English.
News Item 5:

*The Day View*

Date: 30/10/12

The students read the news item carefully. The teacher asks to the students the following questions.

1. Can you guess from the title, What the text could be about?
2. Do you remember any such incident/ceremony in your life?

The teacher reads the news item aloud to the class. He tells them that the article covers a number of different areas of news.

**Grammar:**

The teacher asks for the students to look at the following sentence from the news item.

*Rahul Gandhi may attend Bhutan King’s wedding.*

In this sentence we have an auxiliary verb and the base form of the verb.

Students look at the auxiliary verbs below. They are modal auxiliaries as in the sentence above.
Each modal auxiliary verb is associated with a number of meanings and the students should be particular about the correct use of these verbs.

The teacher explains about 'may & might' i.e. modal auxiliaries. 'May' -
1. 'May' is used to express permission:
   E.g. May I come in, Please?
   No. You may not.
2. 'May' is also used to express Possibility:
   E.g. She may agree or she may not?
   The war may come to an end soon.
3. 'May' is used in expressing a wish:
   E.g. May God bless You!
   May you prosper in all that you do?
4. 'May' is used in subordinate clauses that express Purpose:
   E.g. Work hard that you may win distinction.
   Obey your parents that you may prosper in life.

'Might' -
1. 'Might' is the past tense of 'may' and is used as such in indirect speech:
   E.g. The boy said: 'I may have done so'.
   The boy said that he might have done so.
2. 'Might' is used to indicate a more doubtful possibility than 'may'
   E.g. I may pass. The BJP may win.
   I might pass. The BJP might win.
3. 'Might' is used when you want to be extremely polite during a discussion or when you wish to express gentle reproach.
   E.g. Really, Suresh, you might have told me this before (Gentle reproach)
   In the above news item may is used to express possibility. Rahul Gandhi may attend Bhutan King's wedding. It is uncertain.

The teacher gives an exercise to the students about modal auxiliaries and their function or attitude.
• Vocabulary:

Lexical Sets - In this activity, students make a chain of words in a particular category. They take a particular subject matter or area of knowledge of the news item.

Students find that a large number of words are interrelated. One way of improving vocabulary is to group words together according to topics and learn them. Such groups of words are called lexical sets. The following words are some of the members of the lexical set 'Wedding'-

| Bride, bridegroom, happiness, style, fashion, party, dancing, music, delicious, Unique, beautiful, glamorous, suitcase, personality, qualification, job etc. |

The following are some words which are members of the lexical set 'coronation'.

| crown, king, queen, gathering, gold, ceremony, money, gems, feast, richness, praise, welcome, surprise, hail, attends, appearance, thank, necessity, peep, wear, amazing etc. |

Students add as many words and phrases as possible to the two lexical sets given above. Teacher checks students' work. Students also compare their list with others. A particular word may belong to two or more lexical sets.
News Item 6:
*Times of India*
Date: 30/01/12

Teacher asks students about **Present Perfect Tense**. Students interact with the friends about usage of tense. Some students are unable to tell about correct answer. Teacher uses the sentence of the above news item.

**The Taliban have kidnapped a member of Afghanistan's peace council.**

The present perfect tense has been used here to express a 'continued action from the past to the present'. Here the present perfect is used not to indicate an action just completed, but to refer to a past action in a more general sort of way.

The above sentence refers to a completed activity in the past, having some 'current relevance'. The teacher uses some tenses and their contrast. It is useful to know the contrast between tenses.

Consider the following pairs of sentences.

E.g. 1. He is working on the assignment.
   2. He has worked on the assignment.

Sentence 1 indicates that his work on the assignment is incomplete, whereas 2 indicates that it is already completed.

E.g. 1. I have lived in Nashik for twenty Years.
2. I have been living in Nashik for twenty years.

Sentence 1 is ambiguous, because it does not tell us clearly whether the person lives in Nshik at present. It only says that so far (i.e. In the past) he spent twenty years in Nashik. He may or may not be living in Nashik at present.

Sentence 2 clearly indicates that the person has lived in Nashik for the last twenty years and that he is still living there.

Thus, students need to be particularly careful in the use of the tenses.

- **Use of the Infinitive and Gerund:**
  Teacher uses the sentence from the above news item.
  
  E.g. 1. Taliban leaders proposed opening an office in Qatar.
       2. Taliban leaders proposed to open an office in Qatar.

  In the first sentence the verb is used in its 'ing' form and in the second sentence the same verb is used in its infinitive form.

  Teacher explains about verbs which can take either the infinitive form or the 'ing' form, with a slight difference of meaning.

  E.g. Anil likes to take photos.
       Anil likes taking Photos.

  The sentence with the infinitive refers to a specific occasion or a specific instance. The sentence with the 'ing' form of the verb refers to something that is more generalized.

  E.g. He likes to play Cricket.
       (On a particular occasion)
       He likes playing cricket.
       (A general preference)

  The Infinitive and the 'ing' form can be used as the subjects of sentences.

  E.g. To err is human.
       Smoking is forbidden.

  The Infinitive and the 'ing' forms are also used as objects of verbs.

  E.g. They began to talk.
       They began talking.

  Students are given exercises on these items from time to time.
News Item 7:

*Indian Express*

Date: 18/08/11

**Complaint against Anna, others for insult to Tricolour**

A complaint was on Thursday filed in a court in Bihar’s Muzaffarpur district against social activist Anna Hazare and eight others for insulting the national flag. As advocate, Sudhir Kumar Ojha, filed the complaint in the Court of Chief Judicial Magistrate (CJM) S P Singh against Hazare and eight others for hoisting the national flag during a private television channel’s commercial programme ‘Little Chomp SA Re Ga Ma Pa’ on August 12. The complaint alleged that the Tricolor hoisting at the commercial programme amounted to its dishonour as it was not done as per the guidelines of the National Honour Act, 1971 and the National Honour (Amendment) Act, 2005. Ojha prayed to the court that the accused persons be tried for breach of the Honour (Amendment) Act.

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The complainant alleged that the Tricolor hoisting at the commercial programme amounted to its dishonour as it was not done as per the guidelines of the National Honour Act, 1971 and the National Honour (Amendment) Act, 2005. Ojha prayed to the court that the accused persons be tried for breach of the Honour (Amendment) Act.
The chief Judicial Magistrate transferred the complaint case to first class Judicial Magistrate Mithilesh Kumar and posted the matter for hearing on September 12.

Besides Hazare, civil society member Arvind Kejriwal, Singer Kailash Kher, Javed Ali, Adnan Sami and Alka Yagnik have been named in the case.

**Preparation:**
Teacher selects the above type of a short news articles which are be of general interest to students. He rewrites the article, making the following types of change in the text:

*Omit grammatical words* (e.g. a, the, in, to, is, was)

Omit grammatical changes to the ends of words (e.g.'s or s' to indicate possession, - r or - air to form the comparative or certain adjectives.)

*Delete verb inflections* (e.g. - s, -es, -d, -ed, - ing)

The teacher can, however, retain all the punctuation and all the keyword vocabulary.

**In classroom:**

1. Introduce the article by writing the headline on the board and asking students to speculate on the content of the article.

2. To demonstrate the activity, write the first skeleton keyword sentence on the board and work with the class to help them reconstruct the original sentence. When they have done this, remind them of the type of changes you have made to the original sentence.

3. Write the rest of the skeleton article on the board. Ask students to read through it quickly and make sure they are able to understand the general content. Even though the language is ungrammatical, the content should still be clear from the keywords.

4. Deal with any vocabulary or language problems with the skeleton article and tell students that they should now try to grammaticalise the rest of the text to reconstruct the original article.

5. Students discuss any differences they have with their partner.

6. Finally, write the original article on the board and ask pairs to check their own versions against this. Discuss the acceptability and correctness of these with the whole class.
In short, this activity is intended to raise Students' awareness of language by asking them to formulate correct language with the keywords.

News Item 8:

*The Day View*

Date: 14/02/12

Exchanging the news: (Retelling Newspaper Stories)

- **Preparation:**
  The teacher brings to the class a selection of recent newspapers - if possible, distributes one copy for each student in the class.

- **In classroom:**

**LESSON I-**

- Teacher begins the lesson by telling his students about a newspaper story. It is a very interesting story. Teacher allows his students to ask him questions if they wish.

- Explain that for homework, they can look through their newspapers and find one story which particularly interests them.

The teacher tells that they can use dictionaries to look up key vocabulary.
LESSON II-

- Make pair of students and ask them to tell each other their stories and to explain why they chose them.
- At the end of the activity, the teacher asks his students to comment on any story they heard. It gives enough interest to them to read it themselves. Let them take home the newspapers which contain these articles to read.

- **Discussing Quotations about Newspapers:**
  Special equipment: Overhead Projector (OHP)

- **Preparation:**
The teacher makes an OHP transparency of the quotation sheet.

**Quotations about Newspapers:**

1. The fact that a man is a newspaper reporter is evidence of some flaw of character.
   - Lyndon B. Johnson
   (US President 1963 - 1968)
2. The newspaper asks you dumb questions. They look up at the Sun and ask you if it's shining.
   - Sonny Liston
3. Always grab the reader by the throat in the first paragraph, sink your thumbs into his windpipe in the second, and hold him against the wall until the tag line.
   - Paul O’ Neil (American Writer)

- **In Classroom:**
  1. The teacher reads one of the quotations aloud to his students and asks them for their reactions to it using suitable prompt questions, e.g. What does it mean? Do you agree with it? Do you disagree with it? Do you think it is true or fair? Why did the person say this?
  2. Form groups of four students, tell them to look at the other quotations and help them if they have any problem of vocabulary or language.
  3. There is a need to check every unfamiliar word in a dictionary. It is necessary to refer to a good dictionary and find out the relevant meaning.
4. Tell them that one student should choose one of the quotations for their group discussion.

5. When they have finished their discussion, another student in the group should choose another quotation and begin another discussion.

6. Continue this procedure for as long as our students' interest holds.

7. Finally, with the whole class, ask each student to choose one quotation which they particularly liked, and ask them to explain briefly why.

   Students write about quotations. They judge, analyze and self-examine.

   Thus, writing about quotations can be looked at as an exercise in thinking and self-understanding.

**Rewriting Ambiguous Headlines to make their Meanings Clear:**

- **Preparation:**

  Teacher has to write one of the ambiguous headlines on the board.

  **E.g. Kids make nutritious snacks.**

  Teachers ask his students to explain the meaning of this headline. If students fail to see the double meaning, teacher has to tell them that the headline has two meanings (i.e. It is ambiguous). The amusing interpretation (i.e. That child is eating a nutritious way to appease your hunger) is almost certainly not the one the headline writer intended.

  The teacher asks students to suggest ways the headline could be rewritten to make its intended meaning clear. The simplest solution is to change the verb to make, to prepare or to produce. It becomes then kids prepare nutritious snacks.

  Teacher puts his students into groups of four, write several other ambiguous headlines on the board. He asks his students to copy them. He understands that all these headlines have double meanings. When students get ready, check the answers with the whole class.

**Sample ambiguous headlines:**

1. Teacher strikes idle kids.
2. Stolen painting found by tree.
3. Drunken drivers paid Rs. 1000.
4. Squad helps dog bite victim.
• **Preparation:**
  Students collect the introductory paragraph, which contains little description, journalistic comment, or analysis.

**In Classroom:**
The teacher writes the following questions on the board and explains to his students that the introductory paragraph of a newspaper article usually answer several of these questions.
- What happened?
- Who did it involve?
- Where did it happen?
- When did it happen?
- How did it happen?
- Why did it happen?

Teacher can add that answering all the above questions in the first paragraph would overlaid it with words and information, but the rest of the story will almost certainly go on to answer other questions. The teacher writes the following introductory paragraph on the board:

```
Schoolgirl Tragedy
A 14- Year - old Schoolgirl drowned
In a swimming pool - Yesterday
While she was on work experience
At a holiday camp.
```

Teacher asks his students to read the paragraph and answer as many of the questions on the board as they can. He tells his students to call out their answers. He writes their answers on the board.

This particular paragraph answers the following questions:
- Who? (A 14- year - old Schoolgirl)
- What? (Drowned)
- Where? (In a swimming - pool at a holiday camp)
- When? (Yesterday)
- When? (While she was on work experience)

Finally, the teacher checks the answers with the whole class.
4.13.5 Using Cartoons and Comic Strips in English Language Teaching and Learning:

The pictures are the best visual aids. Every picture tells a story. The teacher can use pictures in class. He needs a good supply of magazines and newspapers and a pair of scissors. Students can build their own collection of pictures that can be used for all kinds of storytelling, from dialogue building to essay writing. In short, cartoons are a good resource.

• What is a Cartoon?

A cartoon is described as a capsule version of editorial opinion when it makes political satire, and it is a running commentary on social change, sometimes intended as a corrective. It is also said to be a direct and simple vehicle for communicating with the common people. Mangesh Tendulkar calls it missile.

• General Functions of Cartoons:

The general reader enjoys these cartoons for two reasons. First, these cartoons make us smile because they draw our attention to something that is unusual, unexpected, undesirable and deviant. The cartoonist highlights some aspects of a well-known personality in the field of politics, social work, cinema, etc. Basically, it is a dig at the person involved. The purpose, of course, is not to offend the person, but to make him understand that there is something funny about his behaviour. The cartoonist may also target some practices or situations in different walks of life. The intention of the cartoon is 'correct through entertainment'.

Political cartoons, that is, cartoons making satirical comments on current political situations are a regular feature of Indian Journalism. Cartoons seem to be an essential feature of all daily newspapers in English.

• Qualities of Cartoons:

What are the qualities of cartoons that make them suitable as teaching material? The answer has to take into account several points. Cartoons have a very broad coverage. They comment on a variety of topics - personal and social life, national and informational affairs, love, war, pollution, corruption, population and so on.

Cartoons comments on what we are and what we should be. The cartoonist colours the reality with his imagination. Things happen as they should happen; people
behave as they want to. A cartoonist looks at things from a different perspective. He
gives the whole issue a comic touch. When we see a cartoon, we are delighted
because of its spontaneity and unusualness and freshness. A cartoon is easy to
understand; it is precise, pointed, and clear. A cartoon is expressive in the sense. The
pictorial content and the verbal content make a cartoon two-dimensional.

Three more qualities which make cartoons useful for English language
teaching are their indirectness, the opinion gap between the cartoonist and the reader,
and authenticity.

A picture is a general language which is able to be understood and can be
enjoyed everywhere. It provides for most people critical contacts with the real world.
Pictures (drawings, posters, cartoons, magazines, advertisements, diagrams, graphs,
charts and maps) can be valuable resources for teaching writing. The teacher can find
valuable resources in pictures. A picture provides a shared experience for students in
the class, a common base that leads to a variety of language activities. Heaton
(1990:107), states that, in everyday life students may sometimes be required to
describe people, objects, places, and even processes. There will also be times when
they will have to write about sequences of events, incidents, etc. and give directions.
Pictures provide students with ideas for such tasks, enabling them to give their full
attention on written language.

Learning English language by use of cartoons is increasing in popularity. The
use of cartoons is a motivational device. Cartoons can help students learn English.

Things students’ ll Need

- Scissors
- Cartoons
• Pens
• Notebooks
• English Dictionary

• Procedures:
  1. Cut out a cartoon from a newspaper or copy one from the Internet. Paste it in the notebook. Look for any difficult vocabulary words in the cartoon. Look up their meanings in the dictionary and write a sentence in the notebook using each new word.

  2. Try to figure out the meaning of the cartoon and summarize it in one sentence. Write in the notebook an original caption for the cartoon that agrees with our understanding of the sentence. If the caption is in the present tense, rewrite it using the past tense. If it is in the past tense, rewrite it in the present tense.

  3. Write a paragraph describing the characters in the cartoon. Consider their physical appearance, emotions, speech patterns or anything unusual.

  4. Consider the main subject of the cartoon. Think about what the author is trying to convey and relate it to current events or historical problems. Write a paragraph.

The Day View
Cartoons are powerful teaching tools and can-

- Tell a complex story in a few images.
- Provide comment and provoke thought about events and issues in the news.
- Give an example of vocabulary related to current trends.

4.13.5.1 General Uses of Cartoons for English Language Teaching and Learning:

The cartoons are very suitable for pair and group work. Students have to put their heads together and relate the cartoons they are studying in their social / political context. While working in groups or pairs, they will have to negotiate their meaning in consultation with each other. A cartoon effectively activates their knowledge and experience of the world. Sometimes teaching becomes dull, monotonous and students feel uninterested. Cartoons can make our classes lively.

A few examples-

Times of India
The first cartoon focuses attention on context-bound lexical meaning and the second one on word order and pragmatic meaning.

The First cartoon draws attention to the phenomenon called polysemy. As we know, the meaning of a word depends on the context in which it is used. Let us describe the cartoon here. Once a panel of interviewers was conducting an interview for the post of a drawing teacher. As soon as the first candidate came in, one expert said, "Please draw a chair and sit down". Unfortunately for the candidate, there was a piece of chalk on the table. He picked it up and drew a picture of a chair on the floor and sat on it. Obviously, we can imagine the result. As we know, a person has to understand a word or expression in its specific context. Meanings lie partly in words and partly in the mind of the speaker and the hearer. In addition to these, context also plays a very important role in deciding meaning.

Indian Express

The second cartoon is a versatile one. Teachers can use it to draw our students' attention to the Chameleon nature of words, to show how a phrase becomes a sentence, to illustrate how meanings depend on word order, and to explain how semantic meaning differs from pragmatic meaning.
There is a lady dancer who has agreed to give a dance performance for charity purposes. The organizers of the show advertise it. But instead of advertising it as 'Charity Show', they advertise it as 'Show Charity'.

On the day of the performance, the dancer looks at the banner and is angry.

Let us look at the sequence 'Charity Show' and compare it with the order sequence 'Show Charity'. We notice that the two expressions have the same words in them. However, there are differences. In the first sequence 'Charity' is an adjective and 'Show' is a noun; in the other sequence 'Charity' is a noun and 'Show' is a verb. This is the first difference. Secondly, the former sequence is a phrase whereas the latter is a sentence.

The teacher thinks of the activities that can be set on these cartoons. The teacher asks his students to give synonyms of the underlined words. Similarly, the teacher asks them to give their antonyms.

Students can replace the key words and explain how the effectiveness of the cartoon is lost, e.g., 'powerful' for 'strong'; 'poor' for 'small'. Another task would be to give them either only the pictorial content or the caption and ask them to prepare the other. The teacher could give them the relevant entry in a dictionary (e.g. Small, strong, suspend) and ask them to locate the precise meaning of the central word.

4.13.5.2 Acting out Strip Cartoons:

• Preparation:

Compile sheet with two or three strip cartoons. Each one should show two or three characters in conversation.
• **In Classroom:**

1. Give each student a copy of the strip cartoons, sheet and deal with any vocabulary or language problems.

2. Students look at the first strip cartoon. Read through it with the class and then discuss it in detail with others - the situation, the setting, the mood, the characters, their feelings, their thoughts. Ask the students what they think led up to this situation and how they think it might continue, including the possible dialogue before the first picture and after the last picture.

3. Form groups of three - four students.

4. Tell each group to discuss the other cartoons to answer the following questions, which the teacher should write on the board:
   - What are the comic strips about?
   - What does the cartoon mean?
   - Political figures are made fun of?
   - Do they use satire or slap stick humour?
   - In which cartoons do you understand the humour?
   - Write down as many observations you can make on the cartoon in the form of points.
   - What is the problem here?
   - What are the effects of this situation?
   - What can you /voters do about it?
   - When students are ready, work with the whole class to discuss their findings

• **Vocabulary:**

Here is the dictionary entry of the word taken from the text. Students go back to the text and find out in what sense these words are used in the context. They note down their meanings.

| Plight/ plait | /n. 1. A condition or state, esp. an unfortunate one.  
2. V. & n. Archaic - v. Transitive. 1. Pledge or promise solemnly (one's faith, loyalty, etc.). 2. (Full. By to) engage, esp. in marriage.  
-n. An engagement or act of pledging. |
Students take the notice that the word has a number of meanings. (Such a dictionary gives at least a few sentences illustrating how words are actually used in different contexts.)

- **Follow up:**
  There are lots of opportunities to extend the work done on the comic strips and to use a different skill such as writing. This gives students a chance to use the language they have learnt from the text.

  Teacher can ask students to write down on essays on the following topics.

  1. **The Problem of Rising Prices.**
  2. **The Problem of Corruption in India.**

  At the linguistic level essay writing helps to develop a variety of skills such as playing with words, spelling accuracy, linking ideas and information and organizing the content convincingly.

- **Grammar:**
  A comic strip provides good examples of grammar. For example **Simple Present Tense** and **Simple Past Tense**.

  By involving our students in the process of writing, the teacher enables them to take an important step towards taking some degree of responsibility for their language learning.

  In short, cartoons and comic strips can be very fruitfully used to teach vocabulary, grammar, etc. Students enjoy working with cartoons because cartoons are an inexhaustible resource of fun and humour. Use of Cartoons is one of the important ways to ensure learners' motivation and participation. An imaginative and resourceful teacher can work with the help of cartoons and comic strips. A number of other things could be done with cartoons. The researcher suggests only a few possibilities here. The researcher believes newspapers are the most recent and updated resources for introducing learners with different types of vocabulary and grammar items. Newspaper items are useful to stimulate written practice of the students.


There was 'Magazine boom' in India in 1980s. Magazine publication grew in both English and major Indian languages. The trend started with the launch of 'India Today' in the mid seventies. In early eighties other magazines, like 'Gentleman', 'Fashion Quarterly'; 'The Week' were started.
Magazine appeals to an expanding range of reading tastes and interests. Magazine are mass medium because they appeal to large numbers in a national market. It is a Print media. General interest magazines attempt to cater to a wide variety of reading interests. D’ Souza (1998:201) points out, "Increasing affluence, education and leisure time had fragmented the mass audience and enabled people to pursue a variety of interests to which hundreds of specialized magazines responded".

Magazines have been much more visually innovative than newspapers. Their covers blare from new stands, thus attracting the readers' attention with colour and the allure of advertisements beside their articles. There are basically news magazines, but they include sections on arts, culture, sports, films, business, politics, industry, environment and so on. Compared to television news or immediacy and impact of daily newspapers, magazines serve the function of informing modestly. Magazines are a rich source of authentic materials and can be very motivating and inspire a wide range of activities.

4.14.1 Magazines and Its Application in English Language Teaching - Learning:

Magazines are a channel of communication. Magazines provide information and knowledge. For the purpose of this research the researcher has used the following magazines:

1. INDIA TODAY
2. OUTLOOK
3. TIME

Teachers can use these magazines in their teaching. Magazines provide stories, pictures, advertisements, general knowledge, cartoons, interview etc.

News Item 1 :
TIME
Date: 5.8.11
Ad. Adjectives (Matching adjectives to advertisements)

• Preparation:

Cut out 2 or 3 large advertisements from magazines, each one with a bold heading or slogan containing an adjective. Blank out the adjective from each advertisement, paste each advertisement onto a separate sheet of paper, and number each sheet for each case of reference. Display the sheets around the classroom on
walls. For our own reference, we should also make a note of the adjectives which is
deleted and the advertisements they relate to.

In Classroom:

1. Refer students to the advertisements displayed around the room and explain that the teacher has deleted one word which is an adjective from each advertisement.

E.g. In the above advertisement Amazing is an adjective word. It is deleted by the teacher.

Teacher tells his students to read the advertisement carefully and try to think of one or more suitable adjective to fill the space. They should make a note of their answers, indicating the advertisement number and the adjective(s) they have chosen to fill the gap.

2. Begin the activity. When students are ready, ask them to compare their answers with a partner.

3. Finally, teacher checks the answers with the whole class. He discusses the acceptability of alternative answers they have thought of. Depending on the advertisements, they use an answer. It may be wrong in the sense that it does not collocate with, for example, a particular noun in an advertisement. In this
case, try to elicit from our students what collocations would be possible with their adjectives.

This is a good opportunity to extend our students’ vocabulary by dealing with each adjective and the words with which it collocates.

4. Adjectives and verbs are used very frequently in advertisements to describe the product positively.

The following is a list of the most frequently used adjectives and verbs in advertisements.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Make</td>
</tr>
<tr>
<td>Good/better/best</td>
<td>Get</td>
</tr>
<tr>
<td>Wonderful</td>
<td>Give</td>
</tr>
<tr>
<td>Full</td>
<td>Have</td>
</tr>
<tr>
<td>Clean</td>
<td>See</td>
</tr>
<tr>
<td>Delicious</td>
<td>Buy</td>
</tr>
<tr>
<td>Clean</td>
<td>Come</td>
</tr>
<tr>
<td>Amazing</td>
<td>Know</td>
</tr>
<tr>
<td>Special</td>
<td>Keep</td>
</tr>
<tr>
<td>Crisp</td>
<td>Need</td>
</tr>
<tr>
<td>Fine</td>
<td>Use</td>
</tr>
<tr>
<td>Great</td>
<td>Like</td>
</tr>
<tr>
<td>Real</td>
<td>Choose</td>
</tr>
<tr>
<td>Bright</td>
<td>Select</td>
</tr>
<tr>
<td>Rich</td>
<td>Bring</td>
</tr>
</tbody>
</table>
News Item 2:
INDIA TODAY
Date: 25.07.11

• Preparation:

Select an article which contains articles a, an, the. It makes exercises interesting. Students go through the article carefully to find articles in the text to see where they are specifically used.

• In Classroom:

1. Write the headline of the article. The teacher checks his students' knowledge if they understand it or not.
   In the above article the headline is-
   CALL IT QUITS

   The teacher asks students - What type of sentence is this?
   If students give answer which is clearly going in the wrong direction, this is an indication that they have understood something or have been unable to follow.
   Teacher can give students information about various kinds of sentences.
Four Kinds of Sentences-

1. **Simple / Assertive Sentence**: The sentence which states or asserts or declares something, is called a simple or assertive sentence.
   
   E.g. He is a good batsman.

2. **Interrogative Sentence**: A sentence which asks a question is called an interrogative sentence. It is followed by a question mark (?).
   
   E.g. Have you done your work?
   
   Where do you propose to go in the Summer holidays?

3. **Exclamatory Sentence**: A sentence which expresses a sudden, strong feeling is called an exclamatory sentence. An exclamation mark (!) is always to be put at the end of such a sentence.
   
   E.g. What a fool he is!

4. **Imperative Sentence**: A sentence which expresses a command, a request or a wish is called an imperative sentence.
   
   E.g. Shut the door.
   
   May God bless you.

In the above article, the headline - CALL IT QUITS - is an imperative sentence because it expresses suggestion or wish.

An Imperative sentence is always started with the first form of the verb.

- **Grammar:**

*Use of the Definite Article 'the':*

The Teacher gives some examples to the students.

1. Surat is the most livable place in Gujrat.

2. The Indian National Trust for Art and Culture Heritage has judged it the second cleanest city in the Country.

Students learn that the definite article 'the' is used before the name of a mountain range, a river, an ocean, etc.

'The' is also used before the names of organizations as in 'the Indian National Trust' or 'the SMC', etc.

E.g. The Max Healthcare Group tapped into its large pool of corporate majors.

Students learn a lot of examples given by the teacher. This is often regarded as the most complicated topic in grammar.
Students read the headline of this short news item. Students have difficulties about a word i.e. 'weird'. The teacher then explains the meaning of the word 'weird'. 'Weird' means supernatural, strange or odd, artificial.

Teacher also provides the learners with the grammatical information about the word 'weird'. He informs the learners that the word 'weird' is an adjective and a noun.

After explaining the various meanings of the word 'weird', the teacher collects the synonyms and the antonyms of the word 'weird'. Learners suggest some words.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncanny</td>
<td>Natural</td>
</tr>
<tr>
<td>Supernatural</td>
<td>Easy</td>
</tr>
<tr>
<td>Artificial</td>
<td>Spontaneous</td>
</tr>
<tr>
<td>Odd</td>
<td>Lifelike</td>
</tr>
<tr>
<td>Strange</td>
<td>Unaffected</td>
</tr>
<tr>
<td>Eccentric</td>
<td></td>
</tr>
<tr>
<td>Queer</td>
<td></td>
</tr>
<tr>
<td>Incomprehensible</td>
<td></td>
</tr>
</tbody>
</table>
Many learners are familiar with only two or three words. Many of them are not even aware of the alternative words they could use and they are surprised to see so many words that could serve the purpose in a better way. The teacher pronounces each of the words of the lexical set clearly and loudly 3 or 4 times in the class. Every word is written on the board along with the phonemic transcription to make sure that the learners pronounce as well as spell the words correctly.

**Collocations:** Teacher provides the learners with the collocational information. It is important to know with which word is likely to occur. Like human beings, words also prefer a particular company. That is, a particular word tends to occur in the company of certain other words and not just any word.

For example, the word 'duty' is preceded by the verb 'do' or 'perform' and not 'make'. We can say 'do one's duty' or 'perform one's duty', but not 'make one's duty'. This is referred to as collocation. Collocations are purely conventional. There is no logical reason why we cannot use the expression 'to make one's duty'.

Teacher considers the following examples. 'Commit a crime' and not 'do a crime'.

'a big mistake' and not 'a large mistake'.

'a good intention' and not 'a nice intention'.

'a golden opportunity' and not 'a silver opportunity'.

In the above news item the right collocation is 'made a dive' and not 'did a dive'.

Students should refer to a dictionary for the right collocations.

**British and North American Vocabulary:**

In the above news item a word, i.e. *colors* is used as an American word. It is a noun. It is an example of US spelling.

There are numerous differences in vocabulary between the English of the UK and Ireland and the English in the USA and Canada. Students can prepare to meet others in everyday life.
Some words are spelt differently in different varieties of English. The main contrasts are between UK/Irish and US English.

<table>
<thead>
<tr>
<th>British/Irish</th>
<th>North American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airplanes</td>
<td>Air palace</td>
</tr>
<tr>
<td>Flat</td>
<td>Apartment</td>
</tr>
<tr>
<td>Cash point</td>
<td>ATM (automated teller machine)</td>
</tr>
<tr>
<td>Mobile phone</td>
<td>Cell phone</td>
</tr>
<tr>
<td>Autumn</td>
<td>Fall</td>
</tr>
<tr>
<td>Film</td>
<td>Movie</td>
</tr>
<tr>
<td>Nursery</td>
<td>Kindergarten</td>
</tr>
</tbody>
</table>

It is not sensible to rely on the computer to check and correct spelling.

- **Words often confused:**

  The right choice of words contributes significantly to an effective use of vocabulary. Therefore, students should be particularly careful in the use of the words which are often confused.

  The above news item 'award' word is used. However, words may be confused due to the similarity of spelling or pronunciation. The following are some of the words confused in this manner.
1. **Award and reward:**
   Both the words are used as nouns and verbs. An 'award' is a prize or money given as a result of an official decision, whereas 'reward' is a kind of return for something noble or good done by a person.

   E.g. My friend has won many **awards** in quiz competitions.

   As a **reward** for her sincerity, the maid was presented with a sari.

2. **Affect and effect:**
   Both are verbs.

   'Affect' means 'influence in an undesirable manner' and 'effect' means 'implement or put into practice'.

   E.g. Heavy smoking has **affected** his lungs.

   The government has not yet **effected** the new policy that it announced last week.

3. **Judicial and Judicious**
   Both the words are adjectives.

   'Judicial' means 'concerned with law' whereas 'Judicious' means 'thoughtful' or 'prudent'.

   E.g. **Judicial** procedures often involve delays.

   My friend was very **judicious** in choosing his career.

   The words that are taught in this way provide the learners with greater clarity and greater accuracy. This helps the learners to form a better foundation for the learning of related words.
This is a cartoon on politics. It shows that political leaders are dreaming about elections. Here are few tasks about the cartoon. The list, of course, is not exhaustive:

1. Who do you think are the leaders?
2. Which part of the cartoon heightens this negating effect?
3. Write down as many observations you can make on the cartoon in the form of points.
4. Who is flirting with whom?
5. Explain the contradiction between the picture and its caption.

Flirting With……. is a speed breaker. It is a stumbling block. It is a phrase. It means to pretend to make love.

The teacher gives some examples of this phrase.
E.g. She is only flirting with him.

I have been flirting with the idea.

The matter is not serious. It is on the surface.

Sometimes a word belonging to a particular part of speech is used as another part of speech and it gets established in the language. For example, the word 'promise'
is a noun in English, but later it started to be used as a verb. The same happened to the words 'motor' and 'cash' as exemplified by the following sentences.

E.g. Cold drinks are bottled in this factory.

I have not cashed the cheque yet.

They motored the distance in about three hours.

Teacher points out the connotation of certain words to the learners.

For example, the word, 'furious' means 'very angry'. The word ‘fury' means anger.

One can be furious with someone because something bad happened due to somebody's action. The word 'furious' refers to a person who does something to the person responsible for what has happened. Thus an 'angry' person may simply slam the door and leave, but a 'furious' person is more likely to hurt the person responsible for what happened.

In the news item, the PMK was caught in the people's fury against the DMK.

This impulse to hurt the other is usually short-lived, whereas the impulse of the angry person to do something can last longer. Thus the word 'fury' connotes 'violence'.

Word etymology is also considered in this procedure. Etymology can help the learners understand the word better. Etymological information can often be used as a motivation for learning and retention. For example, the word 'furious' evolved from the old French word 'furious' and from Latin word 'furious', which means full of rage'. From Italian, we have the form 'furious', which was used in English in 17th - 18th century for 'an enraged person'. This word was probably from Ariosto's 'Orlando Furioso' 'Furie' is from Latin word 'furia'. It means 'be mad'.

Teacher can make the questions by including idioms, colloquialisms, phrasal verbs and so on.

- **In Classroom:**
  1. Write the vocabulary questions on the blackboard and read through them with students to check whether they have understood it.
  2. Give each student a copy of the magazine text sheet and ask them to go through it quickly.
  3. Tell the students that they are allowed to use dictionaries and that they should make a written note of their answers.
4. Deal with questions which have are responsible for students' problems.

   By including captions of small lengths and linguistic complexity, the teacher can select materials to cater to a range of levels in the class.

News Items 5:
TIME
Date 08.08.12

- Preparation:
  1. Work in Pairs. Students read the following short forms (abbreviations) that they must have seen. They try to guess what, they stand for.
     AIR, UNESCO, UNO, WHO, NASA
  2. Students guess the long form of NATO?
     They read the news item given below and see if they have guessed correctly.
     NATO - North Atlantic Treaty Organization.

Teacher gives the following abbreviations to the students.

e.g. - For example (from Latin Exempligratia )
i.e. - that is (from Latin, id est)
et al - and other (from Latin, et alii)
• **Grammar: Conjunctions**

In the above news item a subordinate conjunction is used in the first sentence. The teacher gives information about two types of conjunctions in detail. Conjunctions are words that connect two words, phrases, clauses or sentences.

e.g. John’s brother and Toni’s sister are my best friends.

I shall ring you up tonight or see you tomorrow morning.

She told me that she was too tired.

I reached the station before the train left.

I rushed the station in time, but the bus had already left.

Conjunctions like and, or and, but establish a relationship of grammatical equality between the two units which are joined, whereas conjunctions like that, before establish a relationship of grammatical inequality between the two units which are joined.

Conjunctions of the first type are referred as co-ordinating conjunctions and those of the second type are referred as subordinating conjunctions.

In the news item the sentence is—As thousands of protesters marched in the streets of Chicago, the North Atlantic Treaty Organization held its largest summit ever, drawing leaders from 28 member countries, -

In the above sentence, The subordinating conjunction is ‘as’.

Conjunctions such as when, while and as are used to express time.

e.g. Mother was cooking while the children were playing in the garden.
Subordinate clauses are divided into three types - noun clause, adjective clause and adverb clause.

As thousands of protesters marched in the streets of Chicago.

It is an adverb clause. Adverb clauses typically convey information about time, place and manner. They also express conditions, contracts, reasons, purposes, effects etc.

In short, a structure is something which is a made of several parts which are put together in a particular way.

**NATO Meets under a Cloud.**

*Under a cloud* is a colloquial word. It means out of favour, discredited, under suspicion.

**Period of Time:**

In the news item, students find words which are a decade, annual. It shows period of time.

A century = 100 Years

A decade = 10 Years

An *annual* conference is one that happens every year.

A *Quarterly*: one that comes out four times a year.

An *era*: is a particular period of time that is marked by special events of or developments.

*E.g.* Post-war era, an era of rapid social change.

Sometimes words, *e.g.* early, late, daily can be both adverbs and adjectives.

*E.g.* a (n) early /late/ daily meeting, we met early / late /daily. Nowadays it is only an adverb. We talk about present / present day / Current problems not *nowadays problems*.

• **Follow up:**

Magazines are an important channel of communication. They cover various kinds of things. The researcher hopes that magazines will help to develop vocabulary and grammar items of students. Magazines provide a natural source of many of the varieties of written English that become increasingly important for students, and valuable for language study as they progress.
4.15 Textbook and Teaching – Learning Process:

Textbook can be the source of information and support to many teachers. They can be used for a quick check of the answer key, or ideas and suggestions about how to implement lessons. It is “a kind of mini-teacher training and advice manual” (Good, 2003:2). However, for the vast majority of language teachers, course books or textbooks are meant to serve as:

• Syllabus substitutes: they show what to teach and, in many cases, in what order to teach it;
• Readily available sources of texts and tasks;
• Inexpensive sources of materials for use inside the classroom and by individual learners on their own;
• Tasks and activities which teachers may use, or preferably, build upon in order to select or produce additional inputs;
• Primary sources of support to individual students' efforts at preparing for tests and examinations;
• Repositories of readable materials at the appropriate level; they often become models for learners’ own language use.

When it comes to language teachers’ relationship with their textbooks, it seems best to acknowledge the existence of large differences. In a situation where, for example, one single composite textbook represents instructional materials, it may be the most reliable source of security and continuity for the teacher and students alike. Such a language textbook often offers security by serving as a day-to-day guide on how to cover the year's syllabus; it provides for continuity by showing how much has been taught and what should receive attention next. The textbook become a ready source of good language. The teacher should be free to both, use them where, when and how they serve best and also to look for, adapt or create different kinds of additional usable materials. It is not unusual to find teaching – learning situations where prescribed materials reduce the teacher’s role to that of ‘a kind of imperfect delivery system’ or worse still, result in ‘deskilling’ the teacher (Richards 1993: 8).

Following two questions therefore require the teacher’s attention in every language classroom:
1. ‘What roles should I assign the textbook in my teaching and in my learners’ learning?’

2. ‘What should I keep in mind in selecting, adapting or producing additional or supplementary material?’ Teachers look at each in that order.

Textbook occupies an important place during secondary and college education. Textbook is a key component in most language programs. In English teaching textbook is more important. The textbook is the source of information and support to many teachers. Trivedi, R.S. (1995:229) rightly observes, “In the absence of any other instructional material the textbook becomes a potent tool in the hands of a teacher to teach the skill of a language and the more so of a foreign language”. The textbook is the most widely used teaching instrument. It is not merely a source of information, but a course of study. It is a set of unit plans and a learning guide.

4.15.1 Importance and Value of English Textbook:

Recent research has made it quite clear that the textbook is one of the most important and vital elements conducive to effective and efficient teaching – learning process. The ultimate objective a textbook is to permit the student to proceed on his own, by providing the basic facts, concepts and generalization required for further study. Textbook not only provides the basic source of instruction, but also transmits culture and reflects the values. The entire course in English cannot be finished in the classroom. Therefore, some part of the course can be completed by the students at home as directed by the teacher.

i) It makes the teaching of English systematic.

ii) It checks the teachers from going astray.

iii) It presents in concrete form the limited portion of the language to be taught in a given time.

iv) A textbook is a constant companion of a student. A student uses it continually and constantly. It helps to revise lessons at home. Revisions make the study deep. The questions given at the end of each lesson are very useful for the students to do home exercises.

v) It facilitates and stabilizes students’ learning.
vi) In English, the textbook is very useful to do exercises in précis writing, grammar work and vocabulary work at home.

vii) The textbook is always available to the students to do his own studies. It presents well-graded material to the reader of English.

viii) It helps students in self-study.

ix) A good textbook also provides guidelines for the teachers. It helps the teacher to plan and execute his lessons in an effective way.

x) It gives examples of the ways in which certain items of vocabulary and structure can be taught. Such examples are quite helpful to students.

xi) It also serves as an index for academic achievement.

xii) It serves as a memory aid for teachers.

xiii) A good textbook in English brings the students in contact with the great literary minds of the English language.

xiv) A textbook is a self-teaching device. It enables a student to learn through his own efforts. A textbook provides an opportunity for a student to reflect and evaluate.

xv) A textbook generates educational interaction in the classroom between the teacher and the learner and also between the learner and other co-learners as a result of which learning occurs in a group.

Emphasizing the importance of textbook, Billows (1995:230) says, “To make the best use of time in the class-room and to avoid unintended repetition or the neglect of essential language patterns, the teacher is wise to have a textbook, at least in the background of his mind”.

4.15.2 Characteristics of a Good Textbook in English:

Following Characteristics are desirable in a good English textbook:

i) Adequate Subject Matter:
   a) It is according to psychological needs and requirements of the students.
   b) It is related to the students’ environment.
   c) It has a link with the Indian culture and tradition.
   d) It has varied topics.
   e) It has practical utility as well as it is informative.
ii) **Pictures and Illustrations:**
   a) It has illustrations.
   b) Pictures and illustrations are relevant and correct to the nature of the topic of the lesson.
   c) It is attractive and clear.
   d) They are presented in the colours.

iii) **Opportunity of Oral Work:**
   a) It provides sufficient opportunity for oral work.
   b) The lessons are based on the possibility of introducing oral work.

iv) **Suitable Vocabulary and Structures:**
   a) The vocabulary is controlled.
   b) The vocabulary is properly selected and graded.
   c) The introduction of vocabulary is progressive within the series of readers.
   d) The word pattern, phrase pattern and sentence pattern or structures are selected and graded carefully.
   e) Sufficient pattern practice is provided through sufficient exercises.

v) **Developing Language Skills:**
   It provides necessary facilities for developing the necessary language skills of speaking, reading and writing in the young learners.

vi) **Style:**
   a) The style is based on the principle of ‘Simple to Complex’.
      E.g. short stories.
   b) The subject matter is presented in a logical manner.
   c) The style is appealing to the students.

vii) **Contents:**
   a) It contains sufficient and suitable teaching and testing exercises in each lesson.
   b) The content and the language material in each lesson is further practiced and tested through a variety of interesting and graded exercises at the end of each lesson.
   c) The instructions for each exercise are simple enough for students to understand.
viii) Technical Characteristics:
   a) The paper used is white and durable.
   b) The print is attractive with no mistakes.
   c) The size of the type is bold for juniors and small for seniors.
   d) The headings and sub-headings are in a very bold type.
   e) It is bound properly.
   f) It is handy.

4.15.3 Criteria for Textbook Assessment:

The researcher examines and reacts to list A and list B. They are as follows:

List - A

1. Student’s Textbook:
   • **Aims:** Do the textbook’s stated aims satisfy the syllabus requirements as fully as possible?
   • **Approach:** Is its theoretical approach based on currently valued views on language and learning – teaching?
     If not, how well supported are the major assumptions on which it is based?
   • **Coverage:** Does the book satisfactorily cover the syllabus including the language items, functions, skills and sub-skills? Does it do so in a clear and defensible order? Are the lessons in it built on valid principles of gradation of themes and language?
   • **Content:** Do all or most of the lessons in the book show awareness of:
     i) the learners’ proficiency level and their level of cognitive achievement?
     ii) the social and cultural suitability of the materials?
     iii) the authenticity of language and the possibilities of using it to create life-related learning experiences?
     iv) the variety of text-types and the relevance of each?
     Also, how adequate is the textual provision for the year’s or term’s work in and outside the classroom?
• **Usage:**

Does the textbook provide for the teaching or learning of items of grammar and usage that are ‘needed’ at that level? Does the item (of grammar and usage) link to preceding items and reinforce their use? Does the textbook treat them in ways that relate grammar to actual use? Are there appropriate exercises or tasks to make that happen? Is there provision for relating the structures to functions or notions? Is there a variety of tasks, both forms-focused and also meaning-focused? Does the text highlight points of grammar and also their appropriate use?

• **Vocabulary:**

Does the textbook pay adequate attention to the teaching of words? What criteria has been used to select words (e.g. Frequency, usefulness, relevance) and what means have been used to provide the learner both repeated and meaningful opportunities to use new words? Does the textbook show awareness of current thinking on words, their grammar and usage, collocations (words typically appearing together), the range of meanings and two proven ways of teaching and learning them?

2. **Teacher’s manual:**

Contains material for the teacher- It should answer all the questions positively.

- Is it based on closely stated and defensible principles of the theory and / practice of language teaching?
- Is it easily accessible (e.g. With notes, illustrative examples and explanations that are simple and clear?)
- Whether it is helpful as a guide to the teaching of items that cause problems and require a lot of time and attention?
- Whether it is a potential source of usable additional materials, including supplementary exercises and appropriate tasks?
- Is it capable of being used flexibly and allowing scope and giving support for the teacher to move away from the textbook?
List - B

Does the textbook-

1. adequately cover the syllabus and clearly state and address the course objectives?
2. contain materials?
   - suited to students’ ages, abilities, interests?
   - representing a range and variety of different writings of suitable length?
   - on culturally appropriate themes and topics, in suitable language and style(s)?
   - in natural (real) language, but also properly graded and sequenced?
   - capable of providing authentic learning experiences?
   - about themes or topics related to universally and nationally upheld values?
   - on themes that bring in both urban and rural worlds and also both richly provided and relatively deprived sections of society?
   - have themes that build awareness of current global concerns, including for example, those for the environment, and for globally threatening diseases?

4.15.4 Qualities of a Good Textbook:

i) It carries hints regarding teaching methods and directions from an experienced teacher. It also provides a list for supplementary reading.

ii) The material presented is simple, co-ordinated and according to the mental level of the students. In a textbook of English the material presented should be properly graded.

iii) The matter presented is interesting and related to life experiences of Indian students. A good textbook is properly illustrated. The pictures used are meaningful, conveying the desired sense.

iv) A textbook in English is to be up-to-date as far as research findings in teaching of English are concerned. It should incorporate all latest findings in this field.

4.15.5 Advantages of a Textbook:

The textbook provides several advantages in the classroom. They are as following:
i) The textbook provides administrators and teachers with a complete program.

ii) A textbook series provides a balanced, chronological presentation of information.

iii) The textbook provides a “big picture” of the whole curriculum and guidelines for what to do.

iv) It is very easy to move around, with no clear goal, when we use a variety of materials with no single book as reference.

v) It helps to standardize instruction. The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

vi) It maintains quality. It saves teachers’ time, enabling teachers to devote time to teaching rather than material production.

vii) It provides effective language models and input. It can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

4.15.6 Usage of Textbooks in English at Different Levels:

At lower levels in English, a textbook is generally used for oral work and speech training. It is generally used for extensive reading and silent reading. It is also used for reading aloud to improve their pronunciation of English words and to make their reading smooth and effective. The teacher, while teaching with textbook, makes use of examples, descriptions, pictures, background stories and diagrams as and when needed to explain the textbook.

In higher classes, the students are trained to grasp and express the ideas of the author. They are able to make a summary of the lesson. They can develop the ability to answer, any question related to the textbook. They are able to prepare systematic notes and comments as well as are able to give appropriate headings to different paragraphs. The textbook is more frequently used in teaching English at higher levels for purposes of writing and model reading, to increase their vocabulary and usage of English words and phrases.
4.15.7 Research in Use of Textbook:

The researcher thinks the textbook as a tool. It is but one resource at our disposal. It as a blueprint, a guidebook, or an outline. The textbook needs to be used judiciously. As Hutchinson, R. and Torres (1994:205), pointed out; it has been ‘disheartening’ to see the lack of keen interest in research in textbook use in English language teaching; most of the studies the researcher have come across are non-ELT studies. In case of English as a second language (ESL) context in Hongkong, Richards and Mahoney, (1996:40) investigated ESL teachers’ use of the textbook in secondary schools by undertaking a survey of 326 English teachers who identified their beliefs and practices with respect to textbook through their responses to 110 items. Most of the teachers agreed with the given statements that textbook helped them to teach efficiently. The study demonstrated that teachers used prescribed textbooks to teach different language skills.

Thus, a good textbook of English should be supplemented by the teacher’s handbook. It guides teachers. Teaching of English can be made more effective and useful and teachers can go long way in the improvement of linguistic attainment of the students with the help of teacher’s handbook.

4.15.8 Teachers and Textbook:

In our schools and colleges, students acquire knowledge and experience in three manners.

a) By means of observation of things, people and activities through objective study.

b) Indirectly, through the experiences of other people (works of learned people) which have been treasured in books. Wordsworth’s feelings and imaginations about the ‘Daffodils’ find their manifestation in his poem on ‘Daffodils.’

c) Oral presentation by the teacher with suitable actions or dramatization. This includes all types of oral illustrations, questions, descriptions, narratives, etc. This has been most popular with our teachers since ages. The textbook has been used to give home assignment and to raise the
lessons already taught in the classroom. It continues in schools and colleges to preserve the culture it embodies.

The teacher believes textbook, but there are many objective factors on which one should think too. They are as following:

1. **The level at which the language is being taught or learnt**: An important factor is the age at which the second language is being learned. An eight-years old in a primary third year class will relate to the coursebook differently from a teenager in her third year of learning the language. Michael West coined the expression ‘mental age of the textbook’. He did so to highlight the importance of bringing textual materials into harmony with the ages, aptitudes and interests of their users.

2. **The attitudes of the college and society in general and expectations from course materials**: Where the student’s class reader is looked upon as the primary source of required learning, the judgments of parents and others on the quality of college Education are greatly influenced by how much use the teaching makes of it in the classroom. The more he/she uses the book the better he/she is thought of as a teacher.

3. **The rules and conversations of the system and the college**: In many FL classrooms, teachers are, for example, compelled to teach everything found in the textbook including those texts, tasks or exercises (e.g. Texts for extensive reading, group assignments, projects) which are best left to individual –or in – group's learner efforts.

4. **The existence or absence of additional or alternative materials**: In many developing countries an urban college may, for example, differ from a rural college in having access to a degree of library support. They may have newspapers and magazines, for example, as supplementary sources of authentic or real language. The rural teacher may helplessly rely far more or exclusively on the textbook.

5. **Learner and teacher beliefs and practices on textbook use**: Especially where a second language gets introduced in the three or five years of college, learners often come with strong beliefs on how they view and treat their textbook. Very often they invest with all-knowing virtues and look at it as the key to
success. In some colleges, teachers too may think of the textbook as comprehensive in both content, language, and also something which cannot be questioned.

A textbook is treated as a means and not an end in itself. It is borne in the mind that it is a useful means to help the student in his study. A textbook can serve as a basis of learning. A textbook is to supplement teacher’s work and not supplant it.

4.15.9 Textbook and its Application in English Language Teaching- Learning:

- *Reflections – II*  By Nandini Nayar

  The textbook titled as *Reflections II* is an example for teaching of English language. It has been prescribed for SYBA Compulsory English by Pune University, Maharashtra. ‘Reflections II’ has been prepared specifically to develop the four skills of language of the students.

**Introduction:**

Teacher puts a few questions on familiar objects in order to test the previous knowledge and background of the students and to create interest in the lessons. Lessons are of different types.

- **Preparation:**

  A well-prepared lesson puts the mind at ease and makes teaching more effective. It should also normally result in a better establishment with the class and a higher quality of classroom interaction. ‘What aspects or elements of a lesson need planning?’ The answers are varied. A lesson demands a different type of planning from a lesson aimed at enjoying a prose or putting together a précis. There are other reasons for the differences between plans, including, for instance, the stage-advanced – at which the lesson is being taught.

  A few things, however, require attention in all types of lesson preparation. Preparation must be long before one enters into the class and should normally pay attention to the seven fundamentals of a lesson:

  - Its aim (s) and objective (s).
• Its subject matter or content (s).
• The way it will be organized and sequenced.
• The activities to be carried out by students.
• The aids and equipment to be used.
• Teaching or learning strategies to be used.
• Problems that may arise and ways of dealing with them.

A good plan is born in the thinking that goes into putting things in place for a smooth start. It is the quality of this thought which lays the foundation of a plan. The teacher tries to relate the several points above to a possible plan.

Objectives call attention to the end products of learning and teaching. They define what the students will achieve and, in most cases, be able to do at the end of the lesson. Lesson objective may be general or specific. The teacher decides the level at which it needs to be taught. A good plan is to be for a month, week, or day. It must include objective process. In most cases it is the content (or subject matter) that requires a lot of preparation and pre-planning. Only rarely does the textbook have enough material to serve as the sole source of what needs to be taught.

• Activities:

The next step in planning takes care of the different stages in the lesson, keeping in mind the objectives. The aim is to ensure that the lesson fits into the time allowed. An important point here is a variety which can be achieved through.

a. A balance of activities which provide different items or skills, and
b. Varying the pace of teaching to suit different learners’ levels of concentration and attention span.

Put together, the above steps should normally lead up to the final plan: a neatly arranged and easy to use guide – map for the lesson hour.

• A Possible Lesson Plan:

A lesson plan varies according to what is being taught, to whom and at what stage. Its shape and size must also vary to suit the specified objective. For a regular teacher teaching a class for, say a year or more, something else may also prove to be
helpful throughout that period. It can be called a periodic plan – one that takes time but results in valuable information about several essentials.

A good periodic plan at least includes the following three essentials:

1. A detailed learner profile: a statement defining the students' ages, backgrounds, expectations, language abilities, preferred styles and strategies of learning.
2. Relevant learning: statements about what the students have been learning in the week or month before.
3. Lesson objectives:
   - To provide a relevant basis for discussion.
   - Individual silent reading of the passage.
   - Group work on comprehension.
   - Study and use of the language item ‘the’
   - Word study: irregular verbs.
   - Note-making.
   - Dictionary work.
   - Work on sub-skills (skimming, scanning….)

• A Plan Outline in Stages:

  The time allowed: 45 minutes
  Learner level: Advanced Students – SYBA, Comp. English
  Lesson: ‘The Story of Standford’.

• Stage 1: estimated time (ET) 7 minutes

  This is a topic in which the teacher wants to teach students various elements.
  Activity: Class discussion on which, for what, where, what it shows.
  Language: New words from the lesson.

  The teacher puts a few questions about familiar objects in order to test the previous knowledge and background of the students and to create interest in the lesson.

• Stage 2: Estimated time (ET) 7 Minutes
**Input:** a (textbook) passage on the same topic

**Activity:** Individual silent reading

(Teacher times the activity)

**Language:** articulating difficult – to – read words.

- **Stage 3:** Estimated time (ET) 12 Minutes.

  **Input:** Comprehension questions.

  e.g. Where does this story take place?

  Whom did the couple want to meet?

  What did the couple want to do?

  Did they fulfill their ambition?

  **Activity:** Students in groups of four prepare answers to questions from surface level to critical ones.

  Alternatives: pair work on comprehension.

- **Stage 4:** ET 8 Minutes.

  **Input:** List of functions (requesting, granting, refusing permission)

  **Activity:** Using can or may (not) for seeking or granting permission: role plays.

  **Alternative (s):** Part of the time is given to drills with can or may patterns.

- **Stage 5:** ET 8 Minutes

  **Input:** Word game, dictionary entries

  **Activity:** Teacher and students understand and use several new words in the text; students in groups, look up the dictionary entries for word use in different parts of speech.

  **Alternative (s):** Teacher explains some problem words. He uses it into sentences – explanation and paraphrase.

- **Assignment:** 3 Minutes

  **Activity:** Teacher dictates additional words for homework using a learner’s dictionary.

  The teacher’s own presentation is necessitated by the task in hand; it should be focused, forceful and clear. The teacher, mainly acts as a facilitator. What is necessary
is finding ways to involve every student in forms of activity from which they can derive the best learning opportunities.

- **Grammar Activities Via the Textbook:**

  An effective teaching approach may, where possible, build on this combination of induction and deduction to teach grammar by using the textbook as a starting point. In a classroom where the textbook is the main source of language, this may be preferred because a) it does not demand a separate grammar – teaching hour and b) by making use of text-based ready-made situations, it reduces the need for teachers to prepare their own materials.

  Teaching grammar to EFL students may sometimes involve mechanical drills, but even drills should require students to think. In fact, exercise is more like a vocabulary exercise than one for passive voice because the verbs have all been transformed into their participial forms. Students only need to understand the meaning of the verb and then read the noun immediately preceding each blank in order to decide whether is or are should be inserted before the participle verb in the blank.

  A small change to the lesson plan can maximize cooperative learning in this lesson. Students could still be asked to complete exercises, but they should close their books. Then, instead of merely filling in the blanks, each student should use five of the ten verbs to rewrite or summarize the story of the elderly fisherman, which they had read earlier, in passive voice.

  If teacher writes the grammar structures on the board and gives examples to the students, they share the example with the class. In fact, teachers have to make changes from time to time when delivering a lesson. It shows that a small change of task can make it more authentic for students and enhance the cooperative learning potential of a textbook activity.

- **Vocabulary Activities:**

  1. **Building good dictionary-using habits:** The richest source of word knowledge is a good dictionary. Such a dictionary can be a reliable repository of word meanings.
2. **Paraphrasing:** The meaning of a word can be explained by using a different word or words or by providing a definition. In some cases a better way than paraphrasing by defining may be a one-sentence explanation. Let us see an example from two dictionaries – one that uses a definition and another that uses explanation. e.g. The word is ‘husky’.

**Definition:** (esp. If a person’s voice) low and rough, at times in an attractive way, or because of emotional or illness.

**Explanation:** If someone’s voice is husky, it sounds rough or hoarse, often because they are upset.

3. **Introducing words in ‘families’ and ‘fields’:** Many words can be taught as parts of word families or of semantic fields. Some examples are: musical instruments, (e.g. Violin, Guitar, Santoor), members of a sports team (e.g. Hockey: manager, coach, goalkeeper, caption, center forward, left half)

4. **Building relationships:** Words can also be placed together as synonyms (start, begin, commence), antonyms (good, bad), homonyms (see, sea) and so on. They are often known to interfere with each other in learning.

5. **Collocations:** Searching word collocations are important not only in its positive aspect, but also in its negative aspect. For example, in English the word ‘mistake’ and ‘error’ go with ‘make’ and not ‘do’.

6. **Affixation exercises:** Affixation is the process of adding prefixes and suffixes to root words. The knowledge and use of prefixes and suffixes can add greatly to one’s word stock. E.g. prefixes (e.g., un, dis, de, non) and suffixes (e.g. ment, less, ful.)

7. **Formation of Compound words:** Two or more separate words are important: (e.g. Headache, fruitjuice). Compound words are written as single words, as hyphenated words and as two separate words. Understanding the ways in which compound words get formed is important.

   **Verb Compounds:** (e.g. caretake, babysit);
   **Noun Compounds:** (e.g. juicer, wheelchair);
   **Adjective Compounds:** (e.g. breakneck, and headstrong);

Learners differ on how best they add to the stock of their recognition and production vocabulary. Each learner continues to rely on what serves him or her best. Therefore, the teacher must help learners to recognize or discover what for them
become possible. The teacher should discover and put many different ideas and devices to develop students' language skills. Obviously how teacher uses textbooks and how their use helps students’ learning deserve more attention.

Textbook provides basic exposure to students for written material. It is an important tool in the hands of a teacher. It is an effective Print media. Teaching English can be made more effective and useful and the teachers can go a long way in the improvement of linguistic attainment of the students with the help of textbook.

4.16. Dictionary and Teaching - Learning Process:

Dictionaries have long been recognized as a useful learning tool and there are many innovative and specialized dictionaries in the market. However, do teachers or learners really know how to use them to assist learning? It is believed that dictionary skills should be integrated into the English syllabus and taught explicitly in the class. In this case, teachers play an important role in bridging the gap between the lexicographers and unskilled learners of English.

There are many English dictionaries; a few are excellent, many are poor. None of them is “the supreme authority” that advertisers may claim. Unlike some other languages, English has never been regulated, approved or authorized by an academy or government ministry. An English dictionary is merely a record of how English speakers define, pronounce, spell, and use the words of their language. The only authority an English dictionary has been its completeness, its accuracy in reporting the facts, and its recency of publication.

4.16.1 Reasons to Use an English-English Dictionary in Classroom:

- **Grading:** By using an *Oxford Advanced Learner’s Dictionary*, for example, students will know that any words which they read in a text that do not appear in the dictionary are not important enough to learn at this stage of their English studies and so can be ignored. If there are many words in the article, students will read them which are not found in the dictionary for their level. That it is also a good sign that the text is too difficult and they should read a graded text instead.

- **Learn English Grammar, Words:** A dictionary is a very good source to learn grammar words. Because the same words are repeated many times.
Copying these words down (or short versions like ‘n’ or ‘Adv’) when students learn new vocabulary, can help them learn the vocabulary better and learn the grammar words at the same time.

- **More Information:** A good English to English dictionary for Indian language learners includes lots of extra information for study. There are more definitions for each word explanation, common confusions and mistakes, and the phonemic script for pronunciation.

- **Trying in with the textbook:** Some textbooks have exercises that need monolingual dictionaries.

- **Quality Control:** By using a good English to English dictionary for learners recommended by their teacher, students can avoid the problems that some bilingual dictionaries (especially electronic ones) have, such as lots of useless or outdated words which no one uses.

### 4.16.2 Some Things to Consider When Choosing a Dictionary:

- What navigational devices are there? Are they easy to use?
- How many headwords are there? Whether inclusion criteria is described in it?
- Whether definitions are clear? Is there a defining vocabulary?
- How many words does it consist of?
- Are example sentences useful? Whether the examples in the form of sentences given useful?
- Is there good style and usage labels?
- How is pronunciation represented?
- Are the grammar and usage notes clear?
- Is it easy to find multi-word items (phrasal verbs, idioms)?
- Are collocations included?
- Are there study pages, and are they useful?
- Is there any website support (worksheets, lesson plans, etc.) for the teacher?
- Are there student resources (interactive activities online, links, etc.) on the website?
4.16.3 Research in the Field of Dictionary:

In Europe, several large-scale projects which aim at determining students’ habits in dictionary use are a course of action. However, the focus of most of the research is on using bilingual or bilingualised dictionaries to complete a task on translation. As explained in the research report, the main objectives of the project were in the dictionary users’ look-up processes and on bilingual dictionaries. It was further explained that, “they want to find out what people really do when they use a dictionary to solve a linguistic problem, in this case when trying to translate a text either out of or into their native language” (Atkins and Varantola 1997: 2). The research on dictionary use has drawn much attention from researchers in Japan recently. In Europe, the focus of research work is mainly on bilingual or bilingualised dictionaries. It is used by the majority of Japanese students.

The reference book has always enjoyed a high status in Chinese culture, being regarded as “a teacher who cannot talk”. It is essential for students to know how to communicate and establish good relationship with and benefit from this kind of teacher. Skills and strategies for using dictionaries should be taught in every second and foreign language classroom. The students are not only learning about dictionaries, but also about language.

4.16.4 The Structure of a Dictionary:

A dictionary is a valuable tool for the students in their learning process. Students need to become familiar with the dictionary for a variety of reasons. In the beginning, it gives information about the dictionary and how to look it up.

a. It lists the entries in the alphabetical order.

b. Various appendices i.e. sections that give extra information are at the end of the dictionary. For example, the appendix of chemical elements, irregular verbs, punctuation, writing and so on.

Usually the dictionary gives information about the items as follows:
a. **Spelling and its Variations:** A dictionary shows the accepted spelling of every word that is listed, as well as the spelling of irregular verb forms and plurals.

For example – color (American), colour (British)

b. **Pronunciation:** It may be in a phonetic script.

For example – education / edjuˈkeɪʃn / or it may have used its own symbols. Whatever the case the key is given on the cover page, initially or at the end. Some dictionaries give the alternative pronunciation. The stressed syllable is indicated by a short vertical bar placed above and before the first letter of the stressed syllable. This means the unit with the stress mark (’) is to be spoken comparatively with a greater breath force.

c. **Various Meanings:** Different meanings are given, often with illustrative sentences. Special, technical definitions are also listed. For example, head – a part of our body, the head of a nail, the head of a tape recorder, the head of an organization etc.

d. **Parts of Speech:** A dictionary indicates, however, whether the word is commonly used as a noun, pronoun, verb (transitive and intransitive), adjective, adverb, conjunction, or preposition. For example – educate (v), education (n), educational (adj.)

e. **Usage:** A dictionary tells students, whether a word is chiefly formal, colloquial, dialectal, archaic, poetic, or slang. This information is often important in writing.

f. **Various Words Made from it with their Meanings:** head, headless, headline, headlight, headphones, headquarters etc.

g. **Phrases Made from the Items and their Meanings:** to keep one’s head, to lose one’s head, to use one’s head, to make head or tail or something, to put our / their heads together, etc.

A good dictionary gives students this information. It’s like a friend. Dictionaries develop learners’ autonomy.
4.16.5 Dictionary and Layout Activities:

Here are some ideas about how teachers can teach their students to be better at using dictionaries. Here is a basic task that introduces them to the layout.

This activity raises awareness of dictionary layout and parts of speech. For example:

<table>
<thead>
<tr>
<th>Verb (v.)</th>
<th>Adjective (adj.)</th>
<th>Noun (n.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surprise</td>
<td>Surprised</td>
<td>Surprise</td>
</tr>
<tr>
<td>Party</td>
<td>X</td>
<td>Party</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>Celebration</td>
</tr>
<tr>
<td>-</td>
<td>Happy</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>Present</td>
</tr>
</tbody>
</table>

- Give a brief explanation of the difference between the three parts of speech shown in the table and the symbols, v., adj., and n. used to denote them. Learners then use their dictionaries to complete this table.
- Learners should look back at the text and discuss why the particular parts of speech were used in that context. This activity underlines the importance of contextualizing new vocabulary and integrating it with dictionary work.

- **Dictionary Activity I:**
  1. Give students a list of vocabulary words to find in the dictionary.
  2. Tell students to write down the phonetic spelling for each word. This helps students learn how to pronounce the words correctly.
  3. Tell students to write down the meaning of each word. Then tell students to write a sentence using the vocabulary word.

- **Dictionary Activity II:**
  1. Assign each group of three students a page in the dictionary. Tell students to review the words on the page for 10 minutes.
2. Tell the students that they will need to develop a strategy of how to mime the words on the page.

3. Start the competition between the groups and determine which group can mime the most words in a given amount of time.

This section has a range of activities to help learners to understand how monolingual dictionaries work. Dictionaries are books full of words, and the potential they offer for vocabulary development is enormous.

4.16.5.1 Learners’ Training: Recording Vocabulary Activities

Aim: To record new vocabulary effectively.
Focus: Lexical sets, word families, scales, word stress and silent letters.
Time: 40-50 minutes, depending on the number and familiarity of the words used.
Preparation: Prepare word lists or use the examples.

- **Procedure:**
  1. Start the lesson by asking students to describe the systems they use to record and revise vocabulary. Make the distinction between recording and revising clear.
  2. Elicit the type of information that teacher need in order to really ‘knows’ a word (meaning, parts of speech, spelling, pronunciation, usage and collocations).
  3. Explain that there are different ‘tricks’ to help vocabulary memorable and that students are going to practice some.
  4. Word groups (lexical sets).

      The teacher explains that it is easier to remember words that are grouped by topic areas. Put that topic on the board and brainstorm related words. For example:

      'Health'

      Dosage symptoms disease
    Nurse ill cure

      Give groups a list of words including the ‘main’ topic words in bold type.

5. **Word families:** Explain recording and the various forms of a base word, or word family. It is a powerful and efficient way to learn and record new vocabulary.
Give each group two or three base words such as **argue**, **create** and **produce** and ask them to use dictionaries to complete a table like this.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjectives/participles</th>
<th>Adverbials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destroy</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

6. **Scales**: Scales are visual and make revision, quick, easy and memorable. Illustrate the way scales can be used by putting a scale on the board with 0% at one and 100% at the other.

<table>
<thead>
<tr>
<th>0%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>always</td>
</tr>
</tbody>
</table>

Put a list of possible additions to one side (rarely, sometimes, hardly ever, often, seldom etc.) Ask students to tell where to put each item.

Give group sets of words to put onto scales, using their dictionaries. Possible sets include: **temperature** (cool, warm, hot, cold, boiling, freezing), **angry** (annoyed, furious, cross, seething), **happy** (pleased, miserable, cheerful, radiant, delighted, sad).

7. **Word Stress and Pronunciation**: Explain that it is important to record word stress and pronunciation notes. Write several multi-syllable words on the board and mark the word stress as a whole class activity. Encourage students to use their dictionaries.

Then put a list of words with silent letters on the board (island, calf, etc.) and ask the students to tell the teacher which letters are silent. Put a faint line through the silent letters: island, lamb, calf.

1. **Collocations**:

   **Aim**: To present verb + noun collocations.

   **Focus**: Verb + noun collocations.

   **Time**: 30 minutes.

   **Preparation**: Prepare a list of collocations.

**Activity -I**

1. Tell students that it is a good idea to learn new words and their collocations and record them.
2. Check the answers together, which are given on the board.

Make do

(Someone) a favour
A mistake
An excuse
(your) homework
(a) noise
the bed
your best

3. In pairs or groups, students work together to write a dialogue or story using all the collocates.

**Activity- II**

1. Make a list of vocabulary items for revision. Use the list below.

2. Students work in pairs or groups to match a verb with a noun, using their dictionaries.

3. Check as a whole class activity.

<table>
<thead>
<tr>
<th>Cash</th>
<th>Money</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catch</td>
<td>A promise</td>
</tr>
<tr>
<td>Change</td>
<td>A joke</td>
</tr>
<tr>
<td>Keep</td>
<td>A cheque</td>
</tr>
<tr>
<td>Tell</td>
<td>(a) cold</td>
</tr>
</tbody>
</table>

**Answers:**
cash a cheque, catch (a) cold, change money, keep a promise, tell a joke.

**2. Phrasal Verbs:**

**Aim:** To build phrasal verbs.

**Focus:** Phrasal verb particles.

**Time:** 30 Minutes

**Preparation:** Choose a phrasal verb particle such as up, back, though, etc. that the teacher wants to present or revise.
• **Procedure:**

1. Give students sentences and phrasal verbs and ask them to fill the gaps with the phrasal verbs. Check their answers in the dictionary.
2. Check again as a whole class activity.
3. Put students into groups.
4. Give each group a particle. Ask them to use their dictionaries to write gapped sentences. They can use the example sentences in the dictionary.
5. Groups swap sets of sentences and try to complete the gapfills, then check their answers in the dictionary.

<table>
<thead>
<tr>
<th>Add up, moved up, blew up, folded up, end up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. <strong>Add up</strong> the figures and tell me what the total is.</td>
</tr>
<tr>
<td>b. By lap 26, Senna had <strong>moved up</strong> into second position.</td>
</tr>
<tr>
<td>c. The car <strong>blew up</strong> when flames reached its fuel tank.</td>
</tr>
<tr>
<td>d. She <strong>folded up</strong> the newspaper and put it in her bag.</td>
</tr>
<tr>
<td>e. If you commit a crime you may <strong>end up</strong> in prison.</td>
</tr>
</tbody>
</table>

3. **Understanding Connotation:**
   
   **Aim:** To strengthen understanding of connotation using dictionary definitions.
   **Focus:** Connotations of near-synonyms.
   **Time:** 25 minutes
   **Preparation:** Prepare a list of words or phrases which are near-synonyms with distinct connotations.

• **Procedure:**

1. Write the word **connotation** on the board. Ask students what does it mean?. If they do not know, ask them to look it up.
2. Write a **slim person** / **a skinny person** on the board. Ask students what the connotations are for each word. Then ask them to look the words up to find out if their ideas were correct.
3. Look at the entries together. What words in the definitions give clues to connotation? What other clues are there in entries? (Here: ‘lovely’ in the **slim** example sentence, ‘too’ in the **skinny** example sentence.)
THIN /0ln/1.Slim adj. (Slimmer, slimmest)

APPROVING (especially of people) attractively thin: slim hips / legs

• She’s got a lovely slim figure. FIGURATIVE

They’ve only a slim chance of winning (= It’s unlikely that they will win).

THIN /0ln/2. 'skin. adj. MAINLY DISAPPROVING Very thin:

E.g. You should eat more, you’re much too skinny.

4. Give students pairs of words. The teacher selects words.

5. Discuss the results as a whole class activity.

<table>
<thead>
<tr>
<th>Sample list:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loud colours / bright colours</td>
</tr>
<tr>
<td>Someone who is well-known / someone who is infamous</td>
</tr>
<tr>
<td>An unmarried woman / a spinster</td>
</tr>
<tr>
<td>a churchy person / a religious person</td>
</tr>
</tbody>
</table>

4. Word Building:

Aim: To build compound vocabulary.
Focus: Compound adjectives and nouns.
Time: 25 minutes
Preparation: Make a list of compound adjectives which can be used to describe three of four categories of nouns.

• Procedure:

a) Ask students to work in pairs.
b) Ask them to use their dictionaries to sort the adjectives into three categories: clothing, household appliances and people.
c) Check the categorization as a whole class activity.
d) Focus on the appliance category and brainstorm a few compound nouns which could be included in that category: Vacuum Cleaner, dishwasher, food mixer, washing machine, tin opener, coffee machine etc.
e) In pairs, students write sentences using compound nouns and adjectives, E.g. ‘A Vacuum cleaner is a labour-saving device.’
Use your dictionary to put these words into three categories.

| hard – wearing | left – handed | remote – controlled |
| high – needed  | meat – eating | labour – saving    |
| drip – dry    | well – behaved | self – cleaning   |
| mass – produced | space – saving |                  |
| mass – produced |                  | short – sighted   |

Answers -

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Household appliances</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard – wearing</td>
<td>labour – saving</td>
<td>left – handed</td>
</tr>
<tr>
<td>high – needed</td>
<td>left – handed</td>
<td>meat – eating</td>
</tr>
<tr>
<td>drip – dry</td>
<td>self – cleaning</td>
<td>well – behaved</td>
</tr>
<tr>
<td>mass – produced</td>
<td>space – saving</td>
<td>short – sighted</td>
</tr>
<tr>
<td></td>
<td>remote – controlled</td>
<td></td>
</tr>
</tbody>
</table>

- **Follow – up:**

  Students find more compound nouns in the classroom.

5. **Common Lexical Errors: Correction**

  **Aim:** To encourage students to correct their errors using dictionary.
  **Focus:** Various lexical usage errors.
  **Time:** 15 minutes
  **Preparation:** Collect lexical errors from students’ writing and speaking activities or use the common, errors from the *Oxford English Dictionary*.

- **Procedure:**

  1. Choose recent error of students, or the following sentence from the common learner section in the *Oxford English Dictionary*.

     E.g. I hope he doesn’t loose his job.

  2. Write it on the board, tell students that there is an error and ask them to correct it using the dictionary.
COMMON LEARNER ERROR

Loose or lose?
‘Loose’ is an adjective. It means not fixed or not right.
E.g. These trousers are a bit loose.
‘Lose’ is a verb. It means ‘to not be able to find something’ or
‘To have something taken away from you. Be careful not to use loose when
you really mean lose.
E.g. I hope he doesn’t lose his job.
I hope he doesn’t loose his job.

3. If students dictionaries do not have common error boxes, ask them how they can
decide which word to use.

Loose NOT TIGHT / lu:s / adj (of clothes) not fitting closely to the body: wear
comfortable, loose clothing to your exercise class. Loosely / lu:slI / adv: The jacket
hung loosely on his thin bode.

loosen / 'lu:sn / n. verb (T) to make something less tight:
He loosened his tie. Looseness / 'lu: sn / noun (v)

Lose NOT HAVE / lu:z / verb (T) (lost, lost)

4. Ask students to work in pairs. Give sentences and ask to correct them using their
dictionaries.

There are lot of activities about the dictionary. Teacher prefers to use activity
which is based on pelmanism, with collocations, or with prefixes and suffixes. The
basic formula works every time. The teacher feels free to adopt, experiment, mix and
match. Students can gain an appreciation for using the dictionary, instead of relying
on their classmates and the teacher to enlighten them about words. A lot of activities
are essential for the expansion of students' vocabulary.

4.16.5.2 Learners’ Training: Recording Grammar Activities:

Grammar and usage notes have improved a lot since they were first
introduced to learner dictionaries. Old-style grammar was often convoluted, difficult
to follow. In modern learner dictionaries, the trend has been to make them simpler and
more transparent. A lot of grammar information is presented or reinforced through
the example sentences. Dictionary research has shown that students use example
sentences as models. The modern example sentences are often corpus-based, lexicographers keep clarity and intelligibility in mind when they choose which sentences to include.

1. **Countable and Uncountable Nouns:**
   
   **Aim:** To follow up and practice countable and uncountable nouns and quantifier Collocations.
   **Focus:** Countable and uncountable nouns, Quantifiers.
   **Time:** 15 minutes
   **Preparation:** Prepare a list of countable and uncountable nouns.

   - **Procedure:**
     1. Elicit a few countable and uncountable nouns and put them on the blackboard.
     2. Look them up in the dictionary as a whole group activity to see what grammar codes students’ dictionaries use. What other information does the entry give? E.g. collocations, usage notes.
     3. Give students the list of nouns. Ask them to work in pairs to check the words in the dictionary and find out whether they are countable or uncountable.
     4. Ask students to make a note of collocates for the uncountable, e.g. roared with laughter.
     5. Ask pairs to check their answers with the pair next to them.
     6. Elicit agreed answers and collocates. Ask whether there are any nouns which can be both countable and uncountable.

   **Exercise:**

<table>
<thead>
<tr>
<th>Which of these is uncountable nouns?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
</tr>
<tr>
<td>Air</td>
</tr>
<tr>
<td>Cash</td>
</tr>
<tr>
<td>Petrol</td>
</tr>
</tbody>
</table>

   **Possible answers:**

   (Uncountable and collocates)
   - Advice (some / a piece of)
   - Air (some fresh air)
   - Cash (short of cash)
Petrol (a liter / tank of petrol)
Information (any information about something)
Ground (common / covered a lot of / on familiar)
Sugar – both counts (two sugars)
   And uncountable (a cup of sugar)

2. Dependent Prepositions: Error Correction

Aim: To use dictionary entries to check grammar.
Focus: Nouns and verbs + dependent prepositions.
Time: 25 minutes
Preparation: Prepare a text with errors to correct it.

• Procedure:

1. Put few nouns which frequently co-occur with dependent prepositions on the
   board, e.g. attitude, intention.
2. Ask students to look them up and decide what dependent prepositions they
   take (attitude towards / to, intention of). Ask how they find the information (in
   the example sentences).
3. Give them the text. Ask them to work in pairs and use their dictionaries to
   correct it.

Exercise:

There are six errors (in italics) in this text. Use dictionary to correct them.

Here at Happy Factories, we take pride on the fact that the management
really cares of their staff. We feel this is the key of a good working
environment. We understand that some staff member did not agree in the
salary cuts that we have had to make. The reason of the salary cuts was that
it was the only solution from our financial problems.
• Follow-up:

Students write either a short letter asking for information about a course, holiday or product or a paragraph about a statement they agree or disagree with, such as: *smoking should be banned from all public places.*

<table>
<thead>
<tr>
<th>Answers-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pride in</td>
</tr>
</tbody>
</table>

3. **To or – ing?**

**Aim:** To practice using the dictionary to correct and check grammar.

**Focus:** Infinitives and gerunds.

**Time:** 30 minutes

**Preparation:** Prepare a list of sentences which have a gerund / infinitive specific verbs, some correct and some incorrect.

**Procedure:**

1. Show students a dictionary entry like the one here to enjoy.
   
   Draw their attention to the usage note and example sentence.

   Enjoy / in'dʒɔɪ / verb (tr) 1. If you enjoy something, it gives you pleasure. I hope you enjoy your meal. Usage note (+ doing 3rd)

   1. really enjoyed being with him. 2. Enjoy yourself to get pleasure from something that you are doing everyone eventually relaxed and began to enjoy themselves. 3. formal to have or experience something good such as success. His play enjoyed great success on Broadway.

2. Give students the sentences. Ask them to work in pairs or groups. Use students’ dictionaries to check which verb form is correct in each sentence.
Exercise-
Which is the correct form?

a. Are we allowed *to bring / bringing* guests?
b. What time did you arrange *to meet / meeting*?
c. I dislike *to dance / dancing* – I’m a good dancer.
d. Please consider *to take / taking* a taxi.
e. He asked me *to ring / ringing* when I got home
f. We’ve been invited *to go / going* to a party.

3. Working on their own or in pairs, students write sentences using these words:
   busy, enjoy, difficulty, confidence, decide

   • **Follow – up:**
     Students write a paragraph about something that they have always wanted to try – painting, diving, etc.

Encourage them to use verbs!

**Answers (Exercise):**

1. To bring  
2. To meet  
3. Dancing  
4. Taking  
5. To ring  
6. To go

4. **Common Errors: Transitive and Intransitive verbs:**

   **Aim:** To practice using the common errors boxes in the dictionary.
   **Focus:** Transitive and intransitive verbs.
   **Time:** 15 minutes
   **Preparation:** Prepare a list of sentences with verbs that our students have been having difficulty with, or use the sentences in the case of an exercise.

   • **Procedure:**

   1. Show students common learner error box below.
COMMON LEARNER ERROR

Rise or raise?
‘Rise’ means to increase or move up. This verb cannot be followed by an object.

√ The price of petrol is rising.
× The price of petrol is raising.

‘Raise’ means to lift something, to a higher position or to increase an amount or level.
This verb must always be followed by an object.
√ The government has raised the price of petrol.
× The government has rised the price of petrol.

2. Ask students to work in pairs and decide whether to use rise or raise in each of the sentence in an exercise. Check their decisions in the dictionary.

3. Check and discuss their answers as a whole class activity.

4. Discuss whether dictionary indicates that any of these are expressions.

Exercise:

Decide whether to use rise or raise in the following sentences. Students may need to change the tense in some cases. Then check the answers in the dictionary.

1. His answers - doubts in my minds.
3. She was - by her grandparents.
4. The people - up in rebellion against the dictator.
5. Never - your hand to a child.

Answers:

There are many opportunities for dictionary work in the classroom. These activities are based on the dictionaries that have become standard: clear definitions written using a graded defining vocabulary, example sentences, and grammar and usage information.
Thus, the teacher uses a dictionary as a Print media. It is an effective tool to teach English language items to the students. Print media is very useful tool in creating a better classroom climate, especially in colleges where they are seldom used. Newspapers, magazines, textbooks, dictionaries are very useful and effective tools to teach English language. Teacher uses Print media to liven up a class by varying the routine; to convey information; to motivate students by focusing students’ attention on and sparking an interest in a theme. Media can have a direct impact on many students. Print media play a vital role in teaching-learning English language.

### 4.17 Conclusion:

Chapter Four is about Print media and how it can help in English language teaching and learning. The researcher has discussed instructional aids and their background. He has offered various sources of Print media. They are newspapers, magazines, textbooks and dictionaries. The researcher has used Print media for teaching of vocabulary and grammatical items in the English language.