Language teaching is a task in which intelligence, imagination, training, command of language, experience, a body of knowledge and the exercise of judgment and compassion are essential qualities and in which high standards are imposed and maintained on a world wide basis by a particular branch of the profession of education.

Teaching and learning of language can be viewed as a process, and the complexity of the process can be reduced to a minimum number of abstract elements. The interrelationships between these elements can be assigned to some element of the theory and can be conceived in relation to the process as a whole. The language teaching/learning process is not instantaneous and not accidental, but it is deliberate. Learner and teacher combine in seeking to reach a particular end.

2.1 ELEMENTS OF THE LANGUAGE TEACHING/ LEARNING PROCESS

Language teaching and learning is a complex process involving many elements as described below.
1. Policy and Aims

2. Administration and Organisation

3. Choice of LT/LL types

4. Teacher training

5. Pedagogy

6. Syllabus Design

7. Materials Construction

8. The Learner

9. Evaluation

2.1.1 Policy and Aims

This element reflects the public will, the social sanction for the organized provision of language instruction and the response to the linguistic needs of the community. It is the task of educational and the curriculum planners to examine the needs to determine what goals may be relevant to its educational system. The decision as to what the status of English will be within a society is a question of language policy. Policy concerning the circumstances under which English will be taught may affect whether it will be taught in primary or in secondary school, the number of hours per week devoted to teaching and whether it will be made available to all or only certain students
2.1.2 Administration and Organisation

This element consists of the financial and administrative provision for language teaching in the schools and colleges for training and paying teachers for providing books and other equipment.

2.1.3 Choice of Language Teaching/ Learning Types

This element depends basically on the factors like, the Learner's age, the levels of language proficiency, the learner's capacity to learn.

Learner's age

The learner's age determines the type of learning that takes place and the teaching is appropriate to that kind of learning. The teacher can recognise the learning characteristics of at least two age groups.

The young learner's (6 - 13 years age) can learn a second language by exposure in much the same way that they can learn their first language. They learn by play and memorization. They can learn the language by just imitating the sounds accurately.
The adults learn more effectively by systems and by systematic cataloguing than do the children. They are poor mimics of the sounds of a foreign language.

Levels of language proficiency

When the learner is a beginner, the teacher has to first draw him along through a series of prepared learning experiences. This stage of learning is teacher centred. In the next stage, i.e., intermediate stage, the teachers task is to encourage him to steer him away from error and misleading and provide him with new rules for constructing sentences, new vocabulary, new skills in communicating. In the final stage, i.e., the advanced stage, the learning is learner centred. The teacher's task is to supply the learner with reading and listening experience, monitor his practice in speaking and writing.

Objectives of learning

Objectives specify precisely what the learner should be able to do after a unit or period of instruction. They may be defined with reference to a unit of work within a course or to the course as a whole and serve to present the aims of the course in a form that can be taught, observed or tested.
Learner's capacity

Individuals differ in their ability to learn a second language. They may differ with respect to personal goals and motivation. Such differences may substantially influence success in language learning, since they determine the criteria of learners to evaluate the relevance of the course, and consequently the amount of effort they are prepared to put into language learning.

2.1.4 Teacher Training

The effectiveness of language teaching and learning mainly depends on the nature and quality of the training which the teachers undergo before entering their profession. The teacher training courses which create an ideal teacher should contain three components: 1. skill component 2. information component and 3. theory component. The first component deals with the teacher's command over the language, teaching techniques and classroom activities, management of learning through which the teacher assesses the progress of the learners and adjusts his teaching accordingly. The second component includes the information about education, syllabus, materials and the nature
of language. The third component brings an appropriate selection of theoretical findings from educational philosophy, psychology, linguistics, applied linguistics etc. The function of teacher training in the process of language learning/ teaching is to create a sense of pride in achievement, a desire to go on improving the results attained by one's learners, a personal energy and drive on the part of the teacher which will last throughout his/her carrier.

2.1.5 Pedagogy

It includes not only conventional classroom techniques but also specialised techniques that may be developed for programmed instruction techniques like individualization procedures, self teaching methods, peer group teaching. Pedagogy accords with the multiple, complex nature of language learning, and changing nature of learners aims and needs that language teaching itself should take care of. The main task is to identify the learner's needs and to select the most appropriate kind of instruction taking all the conditions into account and also to identify the shortcomings of teaching and to devise ways of overcoming them.
2.1.6 Syllabus Design

Syllabus is an administrative instrument, a guide to the teacher and sometimes a statement of an approach. It is the document which deals with the items to be taught in a particular course, to a particular set of defined learners, with the aim of achieving stated interim and final goals and objectives, and according to particular teaching techniques for each and every item. Some of the types of syllabi are described below.

Grammatical syllabus

In this type, it has been assumed that units of learning should be defined in grammatical terms, although the precise sequence in which they occur would be influenced by pedagogic considerations. The splitting the language into parts determined by the grammatical categories of the language has psycholinguistic validity, i.e., the task of learning a language is made easier if one is exposed to one part of the grammatical systems at a time. But the grammatical syllabus has its demerits also. It is very difficult for many learners to appreciate the applicability of the knowledge they gain through such as approach. Bringing together of grammatically identical sentences is highly artificial, since in real acts of communication it is
is highly artificial, since in real acts of communication it is sentences that are alike in meaning that occur together and not those that are alike in structure. Grammatical syllabus fails to provide the necessary conditions for the acquisition of communicative competence.

**Situational syllabus**

According to this type of syllabus, language always occurs in a social context and it should not be divorced from its context when it is being taught. The choice of linguistic form is restricted by the nature of the situation in which we are using language. This is more learner based than subject based grammatical syllabus. Learning units are identified by situational labels. The syllabus focuses teaching upon what is most relevant to a particular group of learners.

This syllabus has certain demerits also. It is extremely difficult to define what a situation is. Situational syllabus is not suitable for a general language course although it might be valuable in certain narrowly definable contexts of learning.

**Notional syllabus**

One of the first communicative syllabus models to be
proposed was described Notional syllabus by D A Wilkins which specified the semantico grammatical categories and categories of communicative function that learners need to express. Semantico grammatical categories express universal concepts of time, quantity, space and matter as well as grammatical concepts of case, daxis, and categories of communicative functions express qualities such as modality, moral evaluation, enquiry, emotion and interpersonal relationships.

Wilkins proposed that semantico grammatical and functional categories be used as means of listing concepts and used in his Notional Syllabus. The council of Europe expanded and developed Wilkin's proposal into a syllabus that included descriptions of the objectives of foreign language courses for European adults to predetermined levels of achievement. The result was published as "Threshold level English" (Van EK and Alexander 1980).

Munby (1978) expanded and elaborated the work of Wilkins and VanEk to produce a more complete model for generating a fully Notional Syllabus, suitable for learners whose proficiency in the second language has to be specified for very particular and essentially narrow purposes.
It is essential that in the total language learning/teaching process, any syllabus must be both "realistic" in terms of what the teachers and learners can actually achieve who are required to follow it and "relevant" to the aims and objectives of the Public Will.

2.1.7 Materials Construction

In the process of language teaching and learning, an extensive range of different materials should be available to the learner. The teacher must be in a position to choose the material from among an even greater range. The good teaching materials must possess certain characteristics -

1. realistic - can be used both by the teachers as well as learners.
2. relevant - to the particular point in the learner's progress; to his aims and age-group.
3. interesting - to the learner, intellectually satisfying.
4. encouraging - should lead to the learner's progress or at least the learner should enjoy learning.
5. compatible - with the approach or method followed and with the teachers attitude.
The role of instructional materials within an instructional system will reflect decisions concerning the primary goals of materials (to present and practice the content, to facilitate communication between learners etc.), the form of materials (eg. text books, audio visual aids etc.) and the abilities of the teacher (competence and degree of training).

2.1.8 Learner

Learner is the focus of the complex activity of language teaching/learning process. It is assumed that all the learners have the potentiality to learn a language, but variations may exist between one learner and another and from time to time in the learning/career of any individual.

Breen and Candlin (1980:10) describe the learner's role within a communicative methodology in the following terms. "The role of learner as negotiator - between the self, the learning process and the object of learning - emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way".

a) The learner is planner of his or her own learning programme and thus ultimately assumes responsibility, for what he or she does in the classroom.

b. The learner is the monitor or evaluator of his or her own progress.

c. The learner is a member of a group and learns by interacting with others.

d. The learner is a tutor of other learners.

e. The learner learns from the teacher, from other students and from other teaching sources.

2.1.9 Evaluation

Evaluation is a phase of language teaching/learning process which monitors or evaluates the teaching process in order to ensure that which phase of the system needs adjustment when problems are identified. The role of language tests is vital in the assessment of achievement. Evaluation is concerned with the process by which language learning is accomplished.
Evaluation procedures include:

1. the analysis of the system through which program is delivered.

2. the analysis of the goals and objectives of the program to see if they are relevant and attainable.

3. evaluation of the results of the program to see if the levels of program attained are comparable with the program objectives.

4. evaluation of results obtained to ascertain if these were achieved as a result of the program or despite it.

5. analysis of the process by which the program is implemented.

(Long 1983)

Testing instruments must have adequate diagnostic and prognostic capabilities as well as provide reliable data on student progress. The degree to which tests relate to course content and program objectives is crucial in successful program development.
2.2 ENGLISH LANGUAGE TEACHING/ LEARNING AT PU/INTER LEVELS

The two states Karnataka and Andhra Pradesh in South India have cognitive languages namely Kannada and Telugu, two of the four Dravidian languages. The students may be generally characterized as bilinguals. These two states exemplify varying degrees of bilingualism Kannada, English/Kannada, English/Telugu and Telugu. The present study aims at comparing the present English language Teaching programme and principles at PU/Inter levels of Karnataka and Andhra with reference to methods, materials and modes of evaluation.

2.2.1 Intermediate Education in Andhra Pradesh

On the recommendations of the Kothari Commission, the Govt. of Andhra Pradesh has introduced +2 stage of education in Andhra Pradesh from the academic year 1969-70. At that time it was an adhoc Board. The Govt. of Andhra Pradesh subsequently through an act of legislation (2/197) declared the board as an autonomous body with an expectation to reap good results in the year 1971. It is in the year 1978 that the board introduced year wise examination scheme at +2 state for the first time in India. Intermediate is considered as a part of
2.2.2 PU Education in Karnataka

The two year post secondary scheme of education was introduced in Karnataka in 1972 following the national educational pattern of 10+2+3. In 1977 the Govt. of Karnataka constituted the D.V. Urs committee to reorganize the +2 school and college systems.

In April 1986, the Govt. of Karnataka took a decision to nationalize text books at PUC level. The Board, in implementing the decision, resolved to create academic leadership from within the PUC teaching community. The forum of college English teachers (FOCET) initiated this project and has produced the present I and II year PU text books.

2.2.3 Background of EL Teaching/ Learning

The language abilities of students from regional medium schools will be different from those of urban and English medium schools depending upon the degree of exposure to the English language at school level. But they find the same need for English once they come to PU/Inter stage. Though English is not the medium of instruction at PU/Inter level in many states, the student soon finds that he must have a certain proficiency in the
language as he has to study all the subjects through English at the higher levels. Therefore the chief objective at this level is to improve the students skills in (listening, speaking) reading and writing.

But several factors like Social, Political, Economical and Educational have either direct or indirect effect on the present teaching, learning situation.

2.2.4 Language Policy and Social Context

The mismatch between language policy and language use is reflected in the general lack of clarity in defining the aims and objectives of English teaching.

Though in India English is made one of languages to be learnt at school and college levels the context of English learning differs from state to state. In Andhra Pradesh and Karnataka English is taught from Standard V as a second language both in urban and rural areas. The standard of students who come from rural areas to the college level is low when compared to the students from urban elite schools.

The state Governments encourage the regional medium schools
and even preference will be given to the candidates who have studied from regional medium, in the state Government employment. Even then, there is a constant demand for English medium schools. The parents are also eager to admit their children to English medium schools by paying large sum of donations and fees. Stiff competition among these English medium schools is resulting in better standards and level of achievement among the students at higher level of education.

2.2.5 The Educational Context

In both the states though the student has to do higher studies through English medium, due prominence is not given to the marks obtained in English, especially at the time of admission to professional courses like medicine and Engineering. Abolition of English from the I year professional course curriculum has lead to the lack of interest in the subject among the learners.

In Karnataka there is no public exam for first year PU. Only the second year students face the public exam. The abolition of I year PU exam has seriously affected, the language learning-teaching. As the main aim of the student will be to score the pass marks, the whole year will be wasted without much
learning.

It is found that lack of co-ordination regarding aims and objectives of English teaching among various systems of education at school level (CBSE, ICSE, & SSLC) also contributes towards bad performance. The same may be said of the lack of co-ordination between school and PU/Inter syllabi. There is no clarity about what has been taught and what needs to be taught for further competence.

2.2.6 Class Room Situation

The important factors in language learning program are the class room conditions. These conditions include the curriculum/syllabus, teacher, learner, the size of class the physical arrangements for the class, teaching materials such as text books audiovisual aids, library facilities etc.

Syllabus

The term syllabus is generally associated with the institution of external examination. Every examination has its syllabus, that is, the statement of the subject matter, topics or areas to be covered by the course leading to the
particular examination. Students and teachers consult the syllabus in preparation for the examination and often teaching of a course is strictly guided by the syllabus. The term "course of study", "curriculum" or "programme" are also used in some countries to refer to the above subject. Syllabus provides the framework for teaching learning activities. It is a planned preordained document imposed on teachers and learners.

In the present system of syllabus development, there is no role given to the learners. However, the teachers with an exposure to the teaching at Inter/PU level are being assigned a role in development of the syllabus and related teaching material.

The Learner

Learner is the largest variable present in any learning situation or language program. The heterogeneity that abounds in general English class of PU/Inter could be a typical model of the extreme polarities of all aspects of English language situation anywhere in India. This is mainly influenced by the attitude, motivation and the level of previous language experience of the students.
Homogeneity with regard to motivation, attitude and language experience can be seen among the urban college students who have come from English medium schools offering same system of education in college [PU\Inter]. Heterogeneous majority of students are from regional medium schools having studied English only as a subject for 4 to 6 years at the rate of 3 to 4 hours a week. The scope of language learning outside the classroom is almost nil. This leads to poor English language proficiency among the regional medium students. Other learner factors include personal goals and motivation, individual abilities to pickup languages and the way in which the individual learner goes about his task.

The Teacher

The skills and the personality of the teacher are instrumental in creating the conditions for learning. His skill mainly depends on the proficiency in the language and his knowledge of the subject and secondly his expertise in methods and techniques of language teaching. In our Indian context generally a lecturer begins his career with little or no professional training. So, he has to depend solely on his own resources of language eloquence to impress the students.
The number of periods allotted to English subject in both Andhra Pradesh/Karnataka is approximately 4 to 5 hours a week. This gives approximately 100 to 112 hours of actual contact time with the students with in this short time the syllabus should be covered. The strength of the class is 100 to 150 students of varying abilities and with varying back grounds. This is a major problem for the teacher in a language class.

"In India even at the college level a large number of students have to be given elementary lessons in the language. Teacher as well as the students who have a better standard feel that lessons and methods adopted are not appropriate to their age or status. The result is a kind of general resentment. In such circumstances the teacher will have to convince the students that what he wants to is in their own interests....... Individual attention to students can remedy the situation to a great extent. This is possible only if the class is of small size."

(Paul Verghese 1989 : 23)
Teaching Methods and Materials

The most popularly used method by the language teachers is lecturing method, wherein the teacher talks on the content of the text and the students will be passive listeners. The result is, at the end of the course the student turns to other sources. In the changing learning situation lecturing is no more useful and this method should be replaced by other methods and approaches to suit the learner's needs. In the present context learner centred methods are needed.

The availability of the right type of teaching materials and audiovisual aids can certainly make the teaching of English quite effective. Most of the urban elite colleges in the two states lack these facilities. The situation of rural colleges is worse. Though English learning begins in the 4th or 5th standard and goes till the end of college education, the standard of English acquired by the students in general is poor. This is mainly because of the inadequacies relating to teaching and other environmental factors. At the college level the emphasis should be shifted from literary humanistic approach to language oriented approach with a sound knowledge of 'General English'. Only then the students can move to specialist fields of
study such as Science, Engineering, Agriculture and Technology. It is necessary to produce methods and materials to meet the students needs.

2.3 LEARNING LANGUAGE SKILLS

Learning a second language, in effect, is learning the four skills, i.e., listening, speaking, reading and writing. Language skills can be broadly divided into:

1. Skills of understanding or comprehension
2. Skills of expression.

According to the medium of communication the language skills can be divided into two types: 1. The spoken medium, 2. The written medium. It can be represented in a table as below.

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>SKILLS OF COMPREHENSION</th>
<th>SKILLS OF EXPRESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>M(SPOKEN)</td>
<td>LISTENING</td>
<td>SPEAKING</td>
</tr>
<tr>
<td>E(MEDIUM)</td>
<td></td>
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<tr>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I(WRITTEN)</td>
<td>READING</td>
<td>WRITING</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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2.3.1 Listening Skills

Familiarity with the English sound system and an ability to articulate English sounds prepare the students for listening to English utterances with understanding. Listening ability can be cultivated through listening practice, i.e., both extensive and intensive.

Extensive Listening is an exposure to a wide variety of structures and sounds. This makes the students listen with understanding to English in real life situations. Intensive listening is concerned with just one or two specific points.

A person who understands spoken English can

1. Recognise the characteristics of English speech sounds in isolation as well as in combination.

2. Distinguish such sounds from similar sounds in his mother tongue.

3. Understand the lexical meanings of words in content and grammatical meanings of structures.
4. Understand the meaning conveyed by stress and intonation patterns.

5. Grasp the mood of the speaker and the theme of the discourse.

6. Guess the meaning of an unfamiliar word from the context.

Listening Activities

Littlewood (1981: 68-74) groups the different listening activities depending upon the kind of response that the learner must produce.

1. Performing physical tasks
2. Transferring information
3. Reformulating and evaluating information.

Performing physical tasks

This kind of activity emphasizes the learners look for specific meanings, related to a task which he must perform. The learner has to listen carefully so that only the relevant information can be extracted. Exercises like identification and selection (the learner will be provided a set of pictures, he has
to listen to the description and select the relevant picture), sequencing (identifying the successive pictures that are described), locating (the learners are required to place items into their appropriate location on a plan of a house or a town).

**Transferring information**

The learners listen, extract relevant information from the text and transfer it to some other form such as a table, chart or diagram.

**Reformulating and evaluating information**

Here the tasks are more global and text oriented. The learners not only transfer information but also reformulate the important content in their own words in the form of notes or summary or the learners may have to evaluate the information contained in the spoken text and use this information as a stimulus for written argument or group discussion.

**2.3.2 Speaking Skills**

Speaking is more complex than listening, because the speaker must not only know the sound, structure, vocabulary and culture but also be aware of the ideas to be conveyed when initiating or
responding to a conversation keeping in view grammatical and lexical items. A person who speaks English can:

a. Produce the characteristic English speech sounds and sound patterns both in isolation and in combination.

b. Use appropriate stress and intonation patterns.

c. Use appropriate words and structures to express the intended meaning.

d. Recall words and structures quickly.

e. Organise his thoughts and ideas in logical sequence.

f. Adjust his speech according to his audience, situation and subject matter.

Speaking Activities

Various activities/techniques are in use for promoting speaking skills among the learners. Some such activities are described below.

Chorus drills

This is an effective method for providing oral practice in large classes. These drills give some opportunity for imitative
repetition and encourage the shy students. Because of their ritualistic nature, they can be very motivating and effective in the lower classes. But they have certain disadvantages also; 1) they are too far removed from the actual communication situation and do not provide any opportunity to the pupils to use language creatively, 2) They may disturb the neighbouring classes, 3) the teacher cannot easily detect the mistakes of individual students.

Group work

This is very effective in a large class. In this type of activity, the class is divided into three to four groups. One of the students in each group can even act as a leader or monitor. One of the groups will be engaged in oral drills while the other groups write down the sentences spoken by the first group. After some time, the roles are reversed so that the other groups can practice speaking and writing alternatively.

Another method is to have a bench-wise drills followed by individual drills. But this method has a disadvantage - a student has to remain inactive for a long time before his turn comes. This may cause waste of time and also may affect the class discipline. But this can be remedied by resorting to "random
questioning".

**Pronunciation drills**

When the problem relates to the pronunciation of individual sounds, practice in saying minimal pairs of words containing the problem sound would be helpful. The teacher should first demonstrate how the sound is produced and then ask the students to imitate them. The students must be able to hear the difference between the two contrasting sounds before they are expected to produce these sounds.

Stress, rhythm and intonation can be taught through imitation drills. In these drills the stress and intonation patterns can be visualized with the help of symbols, for eg., for indicating the rhythmic patterns of stressed and unstressed syllables, dots or squares of different sizes can be used.

**2.3.3 Reading Skills**

A broad view of the nature of the reading is that it involves the recognition of the important elements of meaning in their essential relations, including accuracy and thoroughness in comprehension.
Reading can be described as a process of 'sight-sound-sense'. It consists essentially, in the decoding of written symbols on a page and attaching meanings to them. Once the mechanics of reading have been mastered, it becomes a process of thinking under the stimulus of the printed page.

Kinds of Reading

"Some books are to be tasted, others to be swallowed and some few to be chewed and digested".

This famous dictum of Francis Bacon tells us about the kind of reading habits to be developed in our students. Reading can be of two types depending on the purpose: 1. Intensive reading and 2. Extensive reading.

Intensive Reading

In this type, the students read not only for detailed comprehension of meaning but also for mastering the structures and vocabulary.

Extensive Reading

In this type, the students read for information or simply
for the purpose of reading. The primary object of this reading is general comprehension, not language study.

The efficient reader should therefore possess:

1. The ability to derive meanings from known vocabulary and grammatical structures, contextual clues and derivations.

2. The ability to read at different speeds.

3. The ability to vary the degree of comprehension from complete absorption of details to the noting of the main points.

4. The ability to skip and skim intelligently.

5. The ability to combine reading at various speeds.

6. The ability to think selectively during the process of reading, relate significant statements, distinguish between facts and comments.

7. The ability to infer and interpret - read between and beyond the lines.
8. The ability to anticipate statements, arguments and events.

9. The habit of using the dictionary.

The two important factors that are involved in reading are: 1. mechanics of reading and 2. mental skills involved in reading.

Mechanics of Reading

The objective in teaching reading is to make every pupil an eye-reader, i.e., to give him the ability to look understand the written expression and to recognise the unfamiliar elements which make his task difficult.

The learner should also be able to relate spellings (combination of written symbols) to sounds. This enables him to guess the pronunciation of a new words on the basis of his prior experience of similar words. The student requires a passive knowledge of the grammar of the language though he may not be able to use this knowledge actively to produce new words and groups of words. At the word level the student's familiarity with the rules of word formation using prefixes or suffixes should enable him to guess the meaning of many new words.
While the poor (slow) reader decodes the group of words by successive visual and mental efforts, the better reader will be able to decode the entire group of words in a single effort.

Mental Skills Involved in Reading

The two important skills involved in reading are: 1. speed and 2. comprehension.

**Speed**: There cannot be a single uniform rate for all reading. It depends upon the material presented and the purpose for which it is read. Reading speed can be classified into three types, namely, 1. Study speed, 2. average speed and 3. skimming speed.

**Study speed**: It is the speed at which one reads difficult material. The emphasis in this type of reading is on the total comprehension or near total comprehension (as much as 90 percent or more) and on retention of what is read.

**Average reading speed**: It is the rate at which most material is read. Eg., easier text books, novels, etc. The comprehension required in this type of reading is normally around 70 percent.

**Skimming speed**: In this type, the reader leaves out selectively whole chunks of reading material. The comprehension required in
this kind of reading is about 50 percent.

The efficient reader has all the three speeds, he can shift gear into a higher speed when the occasion demands. Flexibility is thus the mark of efficient reader and he uses the technique appropriate to the material he is reading. The poor reader will have a study reading speed of sorts, but he lacks a good average speed and he cannot skim.

Comprehension

According to Fry, "comprehension is a part of the communication process of getting the thoughts that were in the author's mind into the reader's mind". Comprehension is understanding what is written within, between and beyond the lines; in other words, intelligent interpretation and includes.

a. reading to get the main idea;
b. reading to get the important details;
c. reading to get answers to specific questions;
d. reading to follow the logical sequences and development of the idea;
e. reading to evaluate; and
f. reading for deductions and implications.
Comprehension of a piece of work involves:

1. **Global comprehension** - the ability to perceive the overall organization of the piece of the text.

2. **Local comprehension** - the ability to locate and identify individual points of information.

3. **Evaluative comprehension** - the ability to judge the accuracy, acceptability, value, etc. of the statements made by the authors of the text.

Although there are different skills of comprehension, the degree of comprehension involved in reading any piece of work will depend on the kind of matter contained and purpose of reading. Speed is thus a function of comprehension. Improved comprehension makes for faster reading. Thus two are closely related.

**Methods of Teaching Reading**

The methods of teaching reading can be classified into two types: 1. Letter methods, 2. Non letter methods. Letter methods can be again classified into alphabetic method and phonic method,
while the non-letter methods can be classified as word method, sentence method and story method.

Alphabetic method: First letters and their names are taught to the learners, then come words and sentences. But the difficulty is that the pronunciation of English words is not the combination of the sounds of various letters constituting them. Moreover the different letters of the alphabet do not stand for anything and thus the task of the learner becomes dull and monotonous.

Phonic method: In this method the learner is first taught to recognise letters of the alphabet and to associate them with their commonest sound equivalents and not with their alphabetic names. But the disadvantages of this method are: 1. As the learners are preoccupied with the individual letters, then fail to see words as wholes, 2. All words cannot be taught through this method as English spelling is not phonetic.

The word method: The words are presented together with pictures for which they stand. In this method, individual words are basic units of both thought and recognition. Attention is focussed from the beginning on the meaning of what is read.
The sentence method: This method enables the learners to acquire correct pronunciation with proper stress, rhythm and intonation. It encourages the learners to become fast readers by encouraging correct habit of eye-span.

Story method: It is an expansion of the sentence method. In this the learners are told a story. Here the learners first recognise the sentences and then the individual words.

It is not uncommon for teachers today to use a judicious combination of all the methods according to the circumstances of the class. For eg., the sentence method is useful for developing longer eye spans which facilitate rapid reading and the phonic method will help the learners to deal with new words.

Materials and Techniques of Reading

The language teacher uses various materials and techniques to teach the reading skills. Some commonly used materials and techniques are described below.

Flash cards and Black boards

Flash cards are flashed only for a moment. The students prompt quick word recognition and improve speed of reading. The
students may be given word cards and asked to arrange them so as to form a sentence written on the black board. The students may be asked to match the sentence cards with given pictures or vice versa. As in the case of flash cards, the teacher should write in print script on the black board.

Reading aloud

Its obvious use is that it provides practice in good speech to the pupil and affords the teacher an opportunity to find out whether the learner is properly reading or not. The learner concentrates while reading aloud because of the conscious effort needed.

Silent reading

While the purpose of reading aloud is to improve the pronunciation of the learners, the purpose of silent reading is to enable the learners to comprehend the meaning of what they read with speed. Broadly speaking there are five uses of silent reading. They are:
1. to make a survey of materials to be studied and to look through indexes - chapter headings and outlines.

2. to skim

3. to familiarize oneself with the material and its thought and content

4. to study the material in depth

5. to study the language in which the material is written from a literary or linguistic point of view.

Training the students to reading largely involves equipping them with the vocabulary necessary for reading. One of the most effective ways is to introduce the new vocabulary in a planned and controlled manner, through materials designed for reading. A skillful reader is one who has trained himself to decode the message in a given piece of text without bothering about the meaning of every individual word. This can be acquired through practice. The complexity or unfamiliarity of the content of a piece of text can be reduced by a brief preface or introduction as a prelude to the activity of reading. The teacher can tell the student, just enough to arouse the student's curiosity, to whet his appetite. The difficult words in the text have to be dealt with in advance so that when the student comes across them later, he doesn't have to stop.
2.3.4 Writing Skills

"Learning to write a second language is not merely learning to put down on paper the conventional symbols of the writing system that represents the utterances one has in mind, but it is also purposeful selection and organisation of ideas, facts and/or experience. In other words, writing is a thinking process and is much more than an exercise in transcription or copying".

(Lado 1986 : 143)

Writing is different from speaking in that it aims at compactness and precision in expression as well as grammatical, idiomatic and orthographic accuracy and in that conventions of writing tends to be less flexible than those of speech. The students who learn to write English has to cope with the problems of ease and fluency of expression of grammatical and lexical accuracy and of the appropriateness of the style of writing as demanded by the occasion or situation.

The student should aim at both accuracy and fluency. Unless the student masters the mechanics of written work viz., handwriting, spelling, capitalisation, punctuation, word order
and word division (all within the range of the vocabulary and structures they have learnt), sentence structures and constructions before they are given a free hand to develop ease and fluency in writing.

"He must be taught to present less information in a format acceptable for the occasion, be that an informal friendly letter or a matter-of-fact business, communication, a report to the teacher or an article for publication".

(Lado 1986 : 146)

Advantages of Writing

1. It reinforces oral work and helps to make thought and expression precise and clear.

2. It fixes words and sentence patterns more firmly than oral work.

3. It shows up clearly the weaknesses of every individual student.
4. It gives practice to all the students irrespective of the size of the class.

5. It serves a pedagogic purpose in second language teaching. It can be used to fix the structure and vocabulary already taught.

The Process of Writing

The process of writing is usually divided into three stages. 1. Manipulation, 2. Structuring and 3. Communication, which roughly corresponds to recognition, structuring and interpretation in reading. The development of the skill of writing proceeds progressively through these stages leading to the art of self expression.

Manipulation

Manipulation consists of the psycho-motor ability to form the letters of the alphabet. This is the most rudimentary stage in writing and for second language learners it should not pose much of a problem.
Structuring

The learner is required to organise the letters into words, and the words into phrases and sentences. This will be easy if writing is preceded by intensive oral work and the learner has only to reproduce the words and patterns he has learnt orally.

Communication

Communication is the ultimate goal in writing. At this stage, the learner is able to select the appropriate structures and vocabulary in the overall context of the passage, keeping in view the subject matter and the prospective reader. This can be possible only through long experience, intensive practice, critical study of good writing and a thorough mastery of the various conventions used in written language. For example, personal letter, a business letter, a narrative piece, a descriptive piece, a short story, etc.

Activities for Improving Writing Skills

Some useful writing activities which will enable the students in improving language proficiency are discussed below.
Copying

A very good way to provide extensive early writing practice is to have students to copy large amounts of text that they have read. The main drawback of this activity is monotony. This activity is useful for those students who are very poor in writing. It is better to instruct such students to take an individual item like vocabulary or any sentence pattern, write it down and then check against the text. This provides a model exercise and at the same time reinforces the writing skills.

Dictation

The main aim of dictation is to provide

a. practice in aural comprehension wherein the students' attention is concentrated on sound.

b. practice in reproducing spoken language in the written form. This is necessary for the second language learners.

c. reinforcement of structures and vocabulary already learnt

d. practice in spelling and punctuation.
The teacher should select such a passage that structure and vocabulary of which are familiar to the pupils. First the teacher should read the passage clearly. In the second reading he should dictate it to the pupils in sense groups. After dictating the passage, whole passage should be read for the third time, giving a brief pause at the end of each sentence, so that the pupils may supply any words that they might have missed at the time of writing. The difficult words can be written on the blackboard, so that the students can correct their mistakes.

Writing words in sentences

In this type of exercise, smaller difficulties should be introduced first. For example - a sentence can be written on the board and students are asked to read the sentence a few times. One of the important words in the sentence is rubbed off and the students are asked to write the full sentence now or they can write another word in place of one which was rubbed off.

Writing sentences

The next step is to supply number of words in the form of a table as shown below. The students are asked to make full sentences using this table.
In this type of composition, the pupil is not free to use any words outside those written in the set. Thus both structures and vocabulary are controlled. But he is free to choose any item from a variety of items. Although structure remains the same, content words differ from pupil to pupil. These tables are helpful to teach the pupil how to speak few connected sentences on a given topic.

Substitution in frames

Unlike the previous exercises, in this type of tables, left to right succession of choice will result in a paragraph, a letter or a short paragraph. The selection of alternatives is not entirely automatic because only the structural patterns are fixed but the choice of lexical items is determined by the pupil.
Composition

Composition broadly means 'putting or arranging things in a certain order'. It means the pupil should know how to write correctly and must be able to express his own ideas and in a logical sequence so that the thoughts flow continuously one after another. There are two types of compositions: (1) Controlled or guided composition, (2) Free composition.

Controlled or guided composition

The pupil is given a good deal of help regarding the structure and vocabulary items to be used in a particular piece of writing together with the thoughts and ideas to be expressed. As the name suggests, in this type of composition, the teacher guides the pupil as to what to write and how to write it.

Free composition

As the pupils develop mastery in the use of language, they are free to make any structure and vocabulary and express their own thoughts and ideas on a given topic.
Oral composition

It has been emphasized that a new language item should be practiced in the order of the skills (LSRW) i.e., first listening, second speaking, third reading and fourth writing. So written work should be preceded by oral composition and practice. Therefore, in this type, the pupils should be required to use only those structures and vocabulary which they have learnt in their speaking and reading course.

Paragraph Writing

Since the paragraph is the basic unit in any connected piece of work, the pupils attention should be drawn to the structures of the paragraphs.

Imitating model paragraph writing

This is one of the most fruitful exercises for developing the writing skills. The teacher should select a well knit paragraph written in simple English and should help the students to locate the topic sentence and the logical sequence of the sentence order. Then they can try to write a parallel paragraph on a different topic closely imitating.
Exercises in usage and use

In his exercises in usage and use, Widdowson (1978: 91) discussed that "They aim at providing practice in correct sentence construction. They are directed at the development of the composing skills without regard to the part that this skill plays in the writing ability. This is a consequence of a concentration on separate sentences in isolation from a context which would give them the character of instances of use".

The idea behind such exercises is not to get the pupils to make statements in writing but to draw the attention of their knowledge of the working of the system of the language.

Conversion exercises

The pupils are asked to do certain conversion i.e., they may be asked to change a paragraph from positive to negative, present tense to past tense, first person to third person vice.

"Since the limitation to usage is associated with the manipulation of separate sentences, it might be thought that one way of achieving a useful orientation would be to present the learner with sentences combined to form
passages of continuous prose. Unfortunately, this tactic does not in itself guarantee that the exercise will be any more language oriented than before".

(Woddowson 1978 : 115)

Therefore a piece of language becomes an instance of use only when authenticity is a matter of appropriate response to language communication. Thus, if the pupil is given a paragraph rather than isolated sentences the paragraph is considered as usage if the pupil is simply required to practice his composing skill on it.

Contextualized exercises

It is a known fact that, sentences from a passage can be used to illustrate different grammar exercises. This kind of exercises deal with sentences that relate to the reading passage and then go on to introduce sentences which have no relation with the reading passage. This implies that grammar exercise should be contextualized in some way by associating with the reading passage. But on the other hand they are augmented at random by the teachers own resources. At one side it seems to be some recognition that the composing of sentences ought to be seen as a
part of a more general language activity and at the other side it seems to be represented as an independent activity carried out for its own sake. So a certain ambivalence in grammar exercises can be found in text books. The pupils are required to process sentences expressing a very odd collection of propositions. This oddity is not a trivial matter, each sentence is considered separate and self contained as a semantic as well as syntactic unit and the student considers the isolation of sentences as instances of usage but does not develop the students ability to process sentences. This is a highly unnatural way of dealing with the language. Thus there should be a real integration between the sentences and the reading passage. This can be achieved only when the learner can compose sentences as an integral part of the development of the writing skills.

Preparation exercises

Exercises which precede the reading passage and prepare the way for it by getting the pupil to participate in the actual writing. In this glossaries will be replaced by a process of gradual approximation. The pupil first comprehends a set of sentences and then reads the passage which incorporates them. Thus it can be considered an exercise in which composing is
extended into writing. In this exercise the pupil is asked to produce sentences and simple accounts for himself by performing various completion, conversion and translation exercises.

Exploitation exercises

These are the exercises which follow the reading passage and exploit it in some way for the provision of practice material. They should capitalize in some way on the contextualization provided in the reading passage for the development of the writing ability.

"The end product is not a simple version of a part of the reading passage but an instance of use which is in some way rhetorically related to it. It may be, for example, a summary of the passage or a continuation of it, or another passage which exhibits a similar of discourage development".

(Widdowson 1978 : 124)

The exploitation exercises not only provide practice in the aspect of usage but also leads the learner to a description which corresponds to that given in the reading passage.