Chapter – Two

Language learning is a complex process it is even more complex when the language to be learnt is SL/FL, usually assigned as L2, which is often influenced by L1 habits. If any one of the essential four skills is not practiced in L1, it is difficult to cultivate the habit in L2. Hence the question arises; why promote Second language learning?

Researches conducted around the world reveal that bilingualism or learning various languages have resulted in the development of individuals’ creativity, cognitive flexibility and divergent thinking. The facilitation of second language learning is significant for the development of trade and communication; it is a harbinger of opportunities and a medium of continual professional and societal growth of the country. This necessitates the systematic and scientific investigation in the teaching/learning of L2. Many Pedagogues and Researchers have proposed Psycholinguistic Models of language learning which could be served as a model for L2. Since 1950’s many studies have been conducted in the field of second language teaching and many theories have been proposed in language learning contexts. The two approaches to second language learning are Behaviorist Approach and Cognitive Approach to language learning. The Behaviorist were influenced by Psycholinguistic Theory of language learning in the 1950s given by Skinner. The theory advocates that language learning is a matter of habit formation. James E. Mazur(2006) further explains that Behaviorists maintain that human learning can be explained by examining the stimuli, reinforcers, and punishments that a person experiences. According to behaviorists, reinforcement and punishment, along with other basic principles such as generalization and discrimination, can explain even the most advanced types of human learning, such as learning to read or to solve complex problems (Encarta Dictionary 2006).

If a learner is learning a second language, he is supposed to develop the habits of second language culture. Since the 1950s, however, cognitive psychology has steadily gained in popularity, and more psychologists favored a cognitive approach than behavioral approach to language learning (Encarta Dictionary 2006).

Noam Chomsky proposed the Cognitive or Mentalist view of Transformation in 1960-70. It laid emphasis on the generative power of new ideas in the mind of speaker that leads to the formation of novel sentences structures.
From 1970s the shift of focus had been towards the pragmatic and communicative approach to language learning within the perimeter of transformational theory that was deeply influenced by Psycholinguistic theory and Modern theories of second language teaching.

With the advent of communicative approach, teaching had become more learner-centered where the learner had to perform the given task and actively participate in the language development. Each of the four skills had become significant, and the purpose was to enable the learner to perform and communicate in target language effectively and efficiently. Language learning is acquiring the ability to respond, reflect, think, and provide reasons, solving problems, in addition to decision-making, creating patterns and inferencing from situation.

Teaching/learning requires medium to transfer knowledge, this medium facilitates teaching/learning process and channelizes the growth of language development. Concerning language learning/teaching Nation (2009) has given four strands of learning. He emphasized that these four strands require equal and balanced time in a language teaching/learning programme. These strands of language include the four axis of language i.e. LSRW provided justified utility of these strands are made.

2.1 The four strands of learning:

1. Meaning-focused Input.
3. Language-focused Learning.
4. Fluency development.

1. Meaning-focused Input: It involves getting input through listening and reading where the learners focus is on understanding the message and where only a small proportion of language feature is outside the learners' present level of proficiency. In reading and writing, extensive reading is likely to be the major source of meaning-focused input. In listening and speaking it is the extensive interaction with the speakers (native speakers / non-native speakers with intelligible language). Input which provides meaningful information is the context where learners are liable to learn independently.
2. **Meaning-focused Output**: The learners producing language through speaking and writing where learners' focus is on others understanding the message he is conveying via speaking and writing. The learner is concerned with intelligibility in thought presentation, which is provided, by cohesion and coherence. Concerning writing meaning-focused output takes place when learners are able to make assignments, write articles, essays, letters, and diary, express their thoughts and share experiences, when they are able to send E-mail and SMS. In speaking meaning-focused output occurs when learners are able to indulge in group discussion, give presentation, and perform any language function instantaneously.

3. **Language-focused Learning**: This involves deliberate attention to language features both in the context of meaning-focused input and meaning-focused output and in de-contextualized teaching and learning. In reading and writing, language-focused learning occurs in intensive reading, when learners consult dictionaries, reference materials, when they read for better writing and get feedback in their writing. Language focused learning is when learners are attentive on their learning and consciously decides their learning. It occurs when they learn new vocabulary, read for better reading comprehension, listen to authentic piece of information. Nation (2009) says that language-focused learning is when the learners

   ...deliberately learn new vocabulary for receptive or productive use, when they practice spelling, when they concentrate on learning to write or form written letters of the alphabet, and when they study grammar and discourse features.

   (Ibid: 2)

There are many ways of making language-focused learning a part of course, a teacher needs to be careful that this does not take up more than 25% of the total course time.

4. **Fluency development**: Fluency is required in all the four skills LSRW this demands regular practice. It can be pointed out that in most ESL classes, fluency is often neglected to a certain extent, teachers and learners feel that they should always be learning something new in language when in class, instead of practicing language for fluency development. Nation (2009) suggests:
Their best-known kind of fluency development is speed-reading where learners focus on increasing their reading speed while still maintaining good comprehension.

(Ibid)

Many studies have been conducted to investigate the teaching methods in ELT context and the significance of English language particularly in Indian context. Khan (1995) attempted to investigate the needs and means of ESL in India's higher level Education. His findings reflect that English is gaining primacy at higher level and most of the teachers and students responded with positive attitudes towards the language. Hamdan (2008) attempted to study the “Context of use of ELT Materials and Adaptation Strategies adopted in the ESL classrooms”. The researcher also evaluated the Textbooks prescribed at the +2 level in AMU schools to find out the suitability of the materials being used in Schools. He concluded that the prescribed textbooks could be utilized much better with some improvement and modifications to achieve congruence between the level of students and the textbooks. Moreover, it was revealed that adaptation was not frequently adopted as a strategy among the AMU teachers. There is a need of pre-service and in-service teacher training to impart the language teaching skills and methods among the teachers.

2.2 Factors affecting language learning:

For ESL teachers and learners reading is seen as a significant goal of teaching and learning L2 language. With the advancement in teaching methodologies and emergence of communicative language teaching, the teachers have become familiar with need of teaching reading for Second language learning. Instructions and materials provided for teaching L2 are required to match with the learner’s needs.

2.2.1 Age

As children grow, they become capable of learning more and more sophisticated types of information. Swiss developmental psychologist Jean Piaget theorized that children go through four different stages of cognitive development. In the sensorimotor stage (from birth to about 2 years of age), infants use their senses to learn about their bodies and about objects in their immediate environments. In the pre-operational stage (about 2 to 7 years of age), children can think about objects and events that are not present, but their thinking is primitive and self-centered, and they have difficulty seeing the world from
another person's point of view. In the concrete operational stage (about 7 to 11 years of age), children learn general rules about the physical world, such as the fact that the amount of water remains the same if it is poured between containers of different shapes. Finally, in the formal operational stage (ages 11 and up), children become capable of logical and abstract thinking. Adults continue to learn new knowledge and skills throughout their lives. For example, most adults can successfully learn a foreign language, although children usually can achieve fluency more easily. Encarta dictionary (2006).

2.2.2 Background

Every child who learns language belongs to certain social strata. The environment in which he sustains is crucial to his learning ability. Every individual has different perception on a single theme; the variations in perception are the result of his point of view with regard to his upbringing.

2.2.3 Learners' Attitudes

There are number of features that influence learning. A learner from inadequate educational environment is likely to suffer linguistic deprivation. Home environment is stimulus to language and skills development. Learners recognize their achievements when they are encouraged by their parents and adults at home.

2.2.4 Learning Styles

Styles are individualistic. People learn better in group, while others prefer to study alone. Many indulge in shared learning, while others are silent learners. Learning styles are the comfort zone of people where they explore themselves. While teaching a teacher must take the average constitute of the learning styles of the learners in class and teach according to their learning styles.

2.2.5 Language proficiency

The level of experience the learners have with language describes language proficiency. It is the ability to use language skills and sub skills effectively and efficiently. Proficiency in language produces intelligibility in language. A non native speaker is able to interact with the native speaker with adequate language proficiency.
2.2.6 Motivation
Learning is usually most efficient and rapid when the learner is motivated and attentive. Behavioral studies have shown that one effective way to maintain the learner's motivation is to deliver strong and immediate reinforcers for correct responses. However, other research has indicated that very high levels of motivation are not ideal. Psychologists believe an intermediate level of motivation is best for many learning tasks. If a learner's level of motivation is too low, he or she may give up quickly. At the other extreme, a very high level of motivation may cause such stress and distraction that the learner cannot focus on the task. A balanced motivational approach is the key issue in the language learning programme.

2.2.7 Prior learning experiences
Linguistic development is result of previous experience in language learning. People learn new task easily if they have experience with similar tasks. It is always beneficial to assemble prior learning experience with the new learning. Maintaining positive attitude for learning guarantees better learning. Accumulating study skills and positive experiences from previous learning provides positive attitude in learning L2.

2.2.8 Setting
Learning takes in a healthy setting. When a learner is engaged in any kind of learning, adequate ventilation, proper light and fresh air prevents learners from distraction. Furthermore, learners' eye sight, health, auditory faculty must be in good condition.

2.3 Abilities involved in learning reading

2.3.1 Intelligence
It is the inherent ability of every learner to perform according to their mental capacity. People differ individually in their level of intelligence, and thus in their ability to learn and understand. In the 1980s American psychologist Howard Gardner proposed that there are many different forms of intelligence, including linguistic, logical-mathematical, musical, and interpersonal intelligence. A person may easily learn skills in some categories but have difficulty learning in others. (Encarta Dictionary 2006) For attaining success in reading mental age, maturity and interest in learning to read are more significant than intelligence.
2.3.2 Language facility

Language learning is facilitated by exposure and practice. It is necessary to create atmospheres that promote language opportunities. ESL learners always lack this opportunity therefore it is the duty of the teacher to provide such facilities that learners are able to learn language in conducive environment. Moyle (1968) states that

...good language development is essential to good reading, for a good vocabulary and the ability to use language is basic to the process of learning to read. (p.49)

2.3.3 Visual abilities

Reading is the ability to see print and comprehend, for this healthy vision is necessary. Without proper eye sight it is difficult to see any print which certainly affects language learning. Reading begins with identifying and recognizing words which is not possible with poor vision. Learners must also be trained in left/right or right/left orientation. English and Hindi begin from left and moves to right, Urdu, Arabic, Persian and other, languages are right /left oriented, some language like Chinese move from top to bottom. A learner must learn to move his eyes to maintain the pace. It is only when the eyes become stationary that they receive signal from the page and take in the information (words, phrase, and sentence) to read. When the eye ‘stops’ to take in the ‘text’ to read; this ‘stop’ is termed as fixation. The fewer fixations made in any line of reading the greater is the speed (fluency) of the reader and better comprehension. Another feature of visual ability is Visual memory. He suggests that

In order to read a child is not merely required to perceive words but also recognize them, i.e. he must be able to relate the new perception to previous perceptual experience.

(Ibid: 58)

2.3.4 Auditory abilities

A learner gets introduced to the language by hearing. If for some reason the child’s hearing is defective or the speech he hears is slurred and indistinct then his language growth will be delayed and his ability to discriminate between two sounds will be damaged. He explains
It would seem to be an impossibility to conjecture up a purely visual image of a word completely divorced from sound.

(Ibid: 60)

All language learning begins by listening and person’s own efforts to reproduce speech. It can be seen, therefore, that speech defects in a person will result in retardation of his language development and in his ability to distinguish constituent sounds of speech of others.

2.3.5 Physical factors
The setting in which learning take place affects learner's motivation. S/he should be physically and mentally fit. Concentration and determination are the key factors for effective learning.

2.3.6 Environmental influences
Moyle (1968) says that learners need stimulating atmosphere at home where the child can explore and converse with parents who encourage his experiments and curiosity. She further states that

Neither the socio – economic status nor even the intelligence of the parents are foolproof instruments for the assessment of the helpfulness and sympathy of the parents towards their children's academic progress.

(Ibid: 63)

2.3.7 Emotional factors
Motivation is the most important factor in learning to read. Reading is getting meaning from the text. For comprehension, concentration and interest along with reading readiness is necessary to gain 'reading confidence'. A learner with low anxiety level learns faster than the learners with high anxiety level. Positive attitude, determination and confidence are necessary for better learning to read.

2.4 Traditional methods of Teaching Reading
No method or approach is perfect or correct. It is because methods and approaches are significant with the applicability and suitability of their implementation with better
output. Learners vary in learning styles, needs, proficiency and setting. To support the arguments Moyle (1968) adds:

the 'process of learning to read is such a complex mixture of individual abilities, skills and personality traits. On the one hand the teacher must have a thorough knowledge of children as individual and on the other an understanding not only of the techniques involved in various teaching methods, but also of the advantages and disadvantages involved.

(Ibid: 25)

A teacher may like to try each one for a few weeks and record the results or s/he can combine two or more methods together like the 'phonics' and the 'look and say' method. Creativity is very important to keep any child's interest and enthusiasm at all times.

2.4.1 The Alphabet Method / Initial teaching alphabet (ita)

Learning to read in a language begins by learning the alphabets of the language. John Hart was the first to criticize the teaching of “alphabetic” method of teaching reading. Fries (1962) elucidates that in 1570 John Hart applied the materials of his earlier writing to the teaching of reading in a little book entitled: *A methode or comfortable beginning for all vnlearned, whereby they may bee taught to read English, in a very short time with pleasure*. Fries (1980) further elaborates that Hart clarified his objection for teaching reading by alphabetic method. Hart (1570) cited in Fries (1962) states that

they [ the letters] are misnamed much from their offices and natures, whereby the desirous are much the more hindered from learning to reade, though they were neuer so willing.

(Fries 1962:9)

Harts method also takes account of the diversity of sounds attaching to some of the letters and provides certain special symbols so that his spelling follows the rule of each symbol having only one sound and the same sound having only one symbol. His method is a “phonic” approach to teaching reading he used a consistent “phonetic” alphabet. This method aimed to teach alphabets to learners. Designed in 1837 by Isaac Pitman this phonetic system was used in American schools in the 1850s using the name ‘Phonotopy’ meaning ‘printing by sound’. Later Sir James Pitman redesigned the alphabets in the
1850s and titled the alphabets 'The Augmented Roman Alphabet'. The alphabets were being used for early stages of teaching reading. 

(Moyle 1968:76)

2.4.2 The Phonic Method

The phonics method is probably the best known and widely used method to teach reading and writing in the English language. Initially in this method the learners are taught the alphabets. The learners are taught the names of the letters and their corresponding sounds. Once they learn the sounds of the letter they are taught to blend two letters together to make simple words then three letters, then four and so forth. See Table A

<table>
<thead>
<tr>
<th>Table A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-t i-t o-n i-f b-e m-e n-o w-e i-n h-e</td>
</tr>
<tr>
<td>c-a-t s-a-t m-a-t f-a-t p-a-t r-a-t c-a-r g-o-d m-e-n</td>
</tr>
<tr>
<td>f-l-a-t p-l-a-t t-h-a-t s-p-i-t g-r-i-t s-l-i-t</td>
</tr>
</tbody>
</table>

For beginners to learn the phonics method they need phonically written books using regular words that are interesting to them. Each word must be sounded out by the learner in order to recognize the letter with its sound.

E.g. 1. *The cat sat on the mat.*

2. *The hen is in a pen.*

Often learners are taught to concentrate on sounding the words and blending the sounds to pronounce the words making it boring for them. The teachers ought to explain the meaning or expound on the words to keep interest and enthusiasm for learning. Using the phonics method, most learners learn to read basic words and sentences within three to six months. The phonics system had been used successfully in the USA and Europe for many years to teach children how to read. It supplies the student with tools to expand their vocabulary. An alphabet table using each letter sound.

See table-B
2.4.3 The Word method

The word method to teaching reading appeared early in the 19th century, during the period it was insisted that learning to recognize and pronounce letters in combination must be built up through practice upon units that have meaning for the readers i.e. the ‘real words’ should be practiced. It emphasized that learning to recognize and pronounce letters in combination must be built up through practicing words. The word method was
aimed to teach reading taking into account the meaning. It was not encouraged to use at
the beginning, sequences of two or three letters which represented the syllable but did not
make ‘words’. Few of the 19th century books used ‘objective exercise’ in which small
pictures were inserted for key words. Some of the books of the 19th century that widely
used word-method approach are:

1) Webb Series – published in 1850

2) Butler’s Series – published in 1883 (used word method with phonic method)

3) The McGuffey Readers - published in 1830

(Fries 1962: 16-20)

These books combined the phonic and word method or word method alone.

a) Word method: teaches the pupil to identify the words placed at the head of the
exercises. This method teaches the spelling of words.

b) Phonic and word method combined: This method teaches learners to identify
words and read sentences as above. The learners are taught the words in each
lesson as words, then the elementary sounds, then the names of the letters and
spelling. Moyle (1968), Fries (1962)

2.4.4 Look and say method

With the ‘look and say’ method children learn to recognize whole words or sentences
rather than individual sounds. Learners look at a word which the teacher produces,
and in turn will repeat the sound (the word). Flashcards with individual words written
on them are used for this method often accompanied with a related picture. When the
word is not presented with a picture the learners make a wild guess trying to
remember what sound teacher had made previously. It would be more effective if the
teachers include pictures. It is also recommended with this method to use short
sentences rather than individual words. Write a short sentence below the picture. Say
the sentence and ask the learners to repeat it while pointing and looking at each
individual word as the learners repeat what the teacher had said. By making word
cards a teacher could give different sentences for practice. Learners learn seeing each
word card first to learn individual words and then laying the word cards together to form a sentence. Teacher had to make several word cards using the same word; e.g. the - and in order to form proper sentences. See the picture below

Example:

- This is the rat.
- The cap of the rat is yellow and red.
- The hand is in the pocket.
- The dress of the rat is red.

The look-say or whole-language approach (also known as "psycholinguistics") was developed by modern psychologists and denies the students the tools used in the Phonics system but teaches them to learn through rote memorization. Students could become poor readers due to being forced to "learn to read" with the look-see methods, but if the learners are taught by a skilled teachers who could combine both the methods, it would benefit the learners enormously.

(adapted from teaching treasures)

2.4.5 The Sentence method

In 1850 A.B Farnham an American advocated this approach. This approach through the “whole sentence” was well conceived and thoroughly worked out in a teachable program. Farnham (1850) cited in Fries (1960) laid emphasis on getting of the “thought” the first aim of reading and demands that every technique and method used in teaching reading
must contribute to the pupil’s growth in habits of “thought reading”. With Farnham’s advocacy learner’s experience had begun to be used as a resource to comprehend the text.

2.4.6 The language experience approach

This particular method actually uses student's own words to help them read. Learners may draw a picture of a man in the car. The teacher would write underneath the drawing; *Man is in the car*. The teacher may collect drawings of their learners to write a short sentence underneath each drawing. For instance:

1) A picture of a playground would read;

   *We went to the park or playground.*

2) A picture of a cat could be read;

   *The cat sat on the mat.*

3) A picture of walking the dog could read;

   *Mum walks the dog to the park.*

Write underneath the drawing the description learners give for the drawing. This way the learners remember much better what is written. First the teacher writes every word and sentence. Slowly the learners begin to trace over the words that are written and finally they write the words and sentences themselves. Some teachers use this method as a first approach to reading in order to help their student understand that what they've drawn and what you have written is a form of communication between the student and yourself. The language experience approach supports children’s concept development and vocabulary growth while offering many opportunities for meaningful reading and writing activities through the use of personal experiences and oral language.
2.4.7 The Context support method

When learners are learning to read, it is important to choose books that really interest them. If boys like cars, choose a book with pictures and simple words about cars. This keeps their interest and they enjoy learning to read. If girls like dolls, obtain a book with doll pictures and simple words. Again it encourages enthusiasm because they are actually looking at something they can relate to. Some books are especially written to support this method of learning. There are longer sentences on one side of the page while the other side has a single word or two to three words. The teacher may like to try this method of long and short text or may combine it with one or all of the other methods above. Most children learn to read reasonably well between the ages of four and eight.

2.5 Current trends in Teaching Reading:

Krishna Kumar (2008) asserts:

Good teaching always situates learning in the child's context, whatever the topic... teaching succeeds when it offers a 'taste of understanding' which is wholesome, creative and enjoyable.

In 2007, National Council of Educational Research and Training (NCERT), New Delhi set up a Reading Cell in order to provide academic support to the Sarva Shiksha Abhiyan (SSA) for improvement in the pedagogy of reading in Classes I and II. The aim of developing NCERT's Reading Cell is to develop graded series divided into four levels. The idea is to give children the joy of negotiating a book and finding another one slightly more challenging. Reading Development Cell is housed in the Central Institute of Educational Technology (CIET) — a constituent unit of NCERT. The idea behind setting up of Reading Cell is to ensure that modern technology is actively used for promotion and advocacy of a new approach to the teaching of reading in early primary classes. NCERT decided to focus on reading because it is the heart of every subject and children's overall progress depends on their ability to read and to derive joy from reading. Contrary to this, the methods used for the teaching of reading in the early classes are quite obsolete and incapable of sustaining the child's motivation. Rather, these traditional methods turn reading into a chore.
Kumar (2008) exemplifies by saying:

....visit any primary school and you will inevitably hear collective chanting of the letters of the alphabet. The whole process is so irrational and exhausting that it is hardly surprising to find children unable to read comfortably even in Class V. Even those children who succeed in learning how to read don’t become habitual readers.

Criticizing the traditional approaches to teach reading he maintains that the traditional methods do not allow the learner to recognize his ‘search for meaning’. Modern pedagogies of reading lay stress on starting with ‘meaningful units’, such as ‘words’ and ‘sentences’ and bring in analytic features of language later. Emphasis is also laid on linking reading with ‘storytelling’ and children’s own ‘emotive writing’. Children want to make sense of the world in every activity. He maintains:

Children’s introduction to reading should enable them to expand the scope of their innate linguistic competence, in an atmosphere of joy and encouragement.

(Kumar: 2008)

Similar views were expressed by Lado (1981) regarding reading skills to be developed;

Reading comprehension does not require recall of specific words; it requires thinking in terms of ideas that are stimulated by the text. (p.239)

The perspective of National Curriculum Framework (NCF) 2005 is to make learning an enjoyable activity which recommends language-across-the curriculum perspective. Kumar (2008) further proclaims that

Good teaching always situates learning in the child’s context, whatever the topic of the subject is. To use a term Professor Yashpal, who led the NCF process, has coined, teaching succeeds when it offers a ‘taste of understanding’ which is wholesome, creative and enjoyable. If this does not happen, schools will only traumatize children with a burden of information and the fear of failure or unsatisfactory performance in the examination.

2.6 Proficiency in Second Language:

Learning any language is a complex process. It is easier to speak but difficult to learn to read and write. Many readers read fluently in their mother tongue, the reading habits of
mother tongue assist/influence the reading in second language. It is assumed that the learners who are proficient in reading in Mother Tongue learn reading in SL/FL much easier as compared to those who do not read in their MT. However, this notion has been criticized by many linguists. It is not only the MT of the learners that influence the second language learning habits, it is the language he is exposed to at the very beginning stage of language acquisition, it could be the language of the country he is residing or the amount of exposure he is getting in the language.

The variable that affect the second language developments are the major proponent in learning behavior. Cummins et al. (1993) conducted a study to determine the effects of ‘social and individual factors’ in the development of bilingual proficiency. The study was conducted on Portuguese-Canadian students in Toronto to determine the relationship between language use patterns, language attitudes and bilingual proficiency. The sample of study consisted of Students studying in Portuguese heritage language programme in Toronto. They were natives of Portugal migrated to Canada. It concluded that attitude is significant in learning SL. The students expressed desire to be fluent speakers of Portuguese, English and French, showed inclination towards Canadian and Portuguese culture and was comfortable with their “dual identity” as Portuguese-Canadians. They favored English and regarded English as the important language to communicate outside their community.

(Cummins 1993: 121-122)

2.7 Proficiency in Second Language Reading:
Traditional practice of teaching second language had been, by Grammar-Translation Method (GTM) which reigned from the 1840s-1950s. In GTM the goal of language learning was to be able to read and write. Rote memorization of grammar rules and formulating sentences based on the learnt rules. The emphasis had always been on Grammar and sentence structures. GTM faced criticism because the learners remained inefficient in performing situational task. They were found deficient in speaking and writing creatively. Language teachers recognized the need of performance in language. With the need of reforming new methods and approaches to teach foreign language Reform Movement gained recognition. Efforts were made to improve and develop methods of language teaching in a scientific manner. During 1880s eminent scholars
Henry Sweet and Wilhelm Vietor and others established branch of Phonetics. In 1886 IPA was designed to teach sounds of language in a more appropriate and actual ways. The emphasis was laid on all the four skills LSRW. Proficiency in literal terms means aptitude and skill to perform a task. In context of language teaching the term ‘Proficiency’ applies to the ability to use language skills effectively, efficiently to perform day to day language functions. Using appropriate vocabulary, sentence structure, and context accuracy in formulating sentence are the features of proficient expression in SL. Learning to read in SL is gaining prominence for reading can be one of the focus of learning SL. Gaining proficiency in SL has innumerable benefits. Reading in SL assist to consolidate the learning that has taken place in all the skills. It helps to increase knowledge of vocabulary, grammar and SL culture by exposure to the language. Day (1993) agrees by saying:

Becoming an effective and fluent reader in another language is to acquire a life-long skill, one that helps the students maintain a competence and fluency in the target language that may well outlast competence and fluency in speaking, listening, and writing. (p.ix)

Ausubel (1963) cited in Salwa (1979) emphasized that ‘the structure of subject should provide ‘optimal anchorage’ to the learners which is essential to comprehend the text. The subject to be taught to the learners should be briefed so that it can act as an ‘advance organizer’ and provide the required ‘anchorage’ to the learners. The significance of teaching logical relationship is stressed in teaching advanced EFL group. Logical sequences are the thread of coherence as without cohesion there is no coherence.

Salwa (1979) maintains that besides the knowledge of logical sequence and relationship between sentences. Recognizing lexical structural relationship, the total comprehension of a reading text involves.

1) The skill to glean the ideas that the author is discussing.
2) The skill to extract the organizational pattern the author has used to express his ideas.

The new trend of reading suggests as mentioned by Kumar(2008) reading is ‘searching for meaning’ to get the actual in depth meaning for comprehension skills De Boer and
Dallmann (1960) have given the following procedures for teaching learner to comprehend the text.

1. Finding the main idea.
2. Selecting significant details.
3. Reading to answer questions.
5. Arriving at generalizations and coming to conclusions.
6. Following directions.
7. Predicting outcomes.
8. Evaluating what is read.
9. Reading graphical materials.
10. Getting the meaning of phrases.
11. Comprehending sentences.

(De Boer and Dallmann 1960:146)

Teaching reading requires awareness of the strategies that L2 learners need. The texts that learners are taught usually consist of lessons that are beyond their linguistic abilities, often the text is culturally diverse and it is difficult to comprehend. Teacher often resorts to finding methods that could solve the problem. While teaching any text teacher can modify to rectify the difficulties by simplifying it. Developing comprehension of learners via making it fit to their linguistic competence increases their reading ability and confidence.

2.8 Technical Skills of teaching in teacher education programme:

With the developments in applied linguistics and teaching, there has been a significant prominence in the issues related to teacher education. Some of the areas to which applied linguistics have turned its attention in recent years include second language teaching and cross cultural linguistics, language use in specific contexts and maintenance of endangered languages and dialects (Miller 2003). Teaching SL remains a challenge to teachers especially when SL teachers deal with L2 learners. Teacher education is pivotal in language teaching. Teachers need regular upgradation in their professional careers for smooth and effective performance in the class. Technical skills of teaching are the skills
that make a teacher professional and efficient in dealing with any group of learners; such a teacher constantly applies various strategies that he has devised for the class. These skills are essential specific aspects of teaching behavior of teachers that are considered to be particularly effective in facilitating desired learnings in L1 and L2 learners as well. (Aggarwall 1988). An Austrian team of authors (Turney et.al 1973 cited in Aggarwall 1988:55) developed a system of classifying teaching skills under which the following seven categories have emerged;

1. Motivational Skill
2. Presentation and Communication Skills
3. Question Skills
4. Skills of small group and individual instruction.
5. Developing student thinking
6. Evaluative Skills
7. Classroom management and discipline.

Other technical and professional skills required in a teacher are:

1. Ability to apply current strategies in class.
2. Adaptability in the way of teaching.
3. Ability to use technical devices such as computers to build interaction and create networking among their colleague.
4. Use of question in class to raise student interest in the topic of study.

Modern amenities are becoming available to teachers where they can prepare their lesson planning. Teaching the learners using non text materials has been in use since the learning began. But the use of computers in learning programmes has shown progressive results. Computer Assisted Language Instruction (CALI) was frequently used in 1960s; the learners responded to the stimuli on screen and received positive and negative feed back. CALI lessons does facilitates learning but to some extent because it does not provide much room for learners involvement and interaction. Computer Assisted Language Learning (CALL) and Computer Assisted Language Teaching (CALT) is the extended and improved program of CALI. Various ICT resource videos, tapes and software and DVDs are in use to teach the class providing interactive environment. Tickoo (2003) mentions that these moderns aids are extremely useful to teach
vocabulary, word grammar, word collocation moreover these are 'capable of helping
learners discover' and also 'build rules' and their applications for themselves. CALL is
widely used in educational setting, in teleconferencing which makes it feasible for
teachers and learners from distant places to interact, learn, share and contribute their
ideas with the people on the topics of similar interests. In-service and continuing
education of teachers using these tools is indispensable for life long professional
development of teachers. As observed in National Policy on Education in 1986:

Teacher education is a continuous process and its pre-service and
In-service components are inseparable.

(Agarwall 1988: 72)

Teachers are the resource persons to the students Shulman (1986) cited in Hubbard and
Levy (2006) established the following categories that a teacher should be familiar with to
teach the class.

2.8.1 Content Knowledge: A teacher should have command over the content that
he is expected to teach. With out essential knowledge of the topic the teaching
would be disorganized, ambiguous and lessens the confidence of teachers
ultimately affecting in student's learning. For better learning it is essential that
learners have confidence and reliability on their teachers.

2.8.2 General Pedagogical Knowledge: Teaching is an art, it does not require to
be taught to people. Most of the teachers usually have internal aptitudes of
dealing with their learners. However it is necessary to learn the basic universal
teaching techniques that help in effective teaching.

2.8.3 Curriculum Knowledge: Syllabus is the planning of what has to be taught in
a limited period of time. Curriculum varies with time and space. With the
awareness about the contents teaching could be handled in a pre-planned way.

2.8.4 Knowledge of learners: The level of learners, needs, efficiency of learning,
age, socio-economic background, learning styles are the categories a teacher
should know in advanced to prepare him to deal with the class.

2.8.5 Knowledge of Educational contexts: The facilities available for promoting
learning helps learners and teachers in achieving their goal, they promote
motivation and develops interest in learning.
2.8.6 Knowledge of Educational ends: What has to be taught has to be decided before implementing any in the class. Levy and Hubbard (2006) maintains that the knowledge of educational ends provides guidelines for thinking about teacher training and classroom execution.

Knowledge of what to teach does not mean that the teacher is aware of dealing with contextual issue. Rather how to teach is equally significant in language teaching context. Teaching the class does not really mean teaching the students simply what they do not know, it also includes knowing the students' needs and how they ought to be taught. Freeman (1996:90) cited in Slaouti and Motteram maintains that

Knowing how to teach does not simply entail behavioral knowledge of how to do particular things in the classroom; it involves a cognitive dimension that links thought with activity, centering on the context embedded, interpretive process of knowing what to do.

(Levy and Hubbard 2006:88)

Refresher courses are of utmost importance and should be provided for all types of teachers but particularly for those in remote rural areas. Facilities should be provided for research and selected teachers should be encouraged to study educational methods in foreign countries. Several studies have been conducted related to teacher education in AMU to assess and evaluate the significance of teacher training programme.

Surti (1977) conducted a study to identify teachers' attitude towards their profession. She found that fresh and trained teachers have more favorable attitude which declines during the middle years of service and is further leveled up as the teacher approach the last 4 or 5 years of their service. Experience is directly related to salary. As the years of experience increases, salary also increases correspondingly. She further suggests that Experience and attitude towards teaching have a curvilinear relationship.

Ahmed (1983) asserts that in the formal institution (school, college, and universities) the teacher occupies an important position. He confirms by saying that

The teacher actively shares the responsibility for reconstructing a social order, the values and traditional beliefs according to the demanding situation. (p-3)

Other related studies on teacher education were conducted by Rauf (1981), Sharique (1981), and Siddiqui (2001).
2.9 The teaching of Reading:

Edwards (2006) elaborates the importance of reading in the life of every learner by saying that

Learning to read is at the heart of primary learning and teaching is the foundation for success in school. Being an enthusiastic and motivated reader who reads for pleasure and inspiration can have positive impact on us all the way through our lives. (p-36)

Nonetheless, teaching reading takes on the similar role; a teacher can impart the learners the technicalities of reading by teaching him the strategies employed to read to get the meaning. The following are the ways in which a teacher can impart the reading habit among their students

a) Shared reading: teaching them to read by sharing the same books.

b) Guided reading: monitoring the students while they are reading

c) Independent reading: making the learners read in class or outside for nurturing them to read on their own to make them Individual readers.
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