CHAPTER IV

TEACHING AND INTEGRATING THE
FOUR SKILLS INTO COMMUNICATION

4.1 The Nature of Listening Skills
4.2 The Nature of Speaking and oral Interaction
4.3 The Nature of Reading Skill / Comprehension
4.4 The Nature of Writing Skill
The aims of communicative language teaching are very commonly defined in terms of four skills; Speaking, understanding speech (or Listening), Reading and Writing". ¹

In these four skills, speaking and listening are said to relate to language expressed through the aural medium and reading and writing are said to relate to language expressed through the visual medium. Another way of representing these skills is by reference not to the medium but to the activity of the language user. Thus speaking and writing are said to be active, or productive skills, whereas listening and reading are said to be passive, or receptive skills.²

4.1 THE NATURE OF LISTENING SKILLS:

In their book on listening, Anderson and Lynch (1988) distinguish between 'Reciprocal listening' and 'Non-reciprocal listening'. Reciprocal listening refers to those listening tasks where there is the opportunity for the listener to interact with the speaker, and to negotiate the content of the interaction. Non-reciprocal listening refers to tasks such as listening to the radio or a formal lecture. In such activities the transfer of information is in one direction only from the speaker to the listener. Anderson and Lynch underline the complexity of listening comprehension by pointing out that the listener must simultaneously integrate the following skills:
Identify spoken signals from the midst of surrounding sounds;

Segment the stream of speech into words;

Grasp the syntax of the utterance (s);

(In interactive listening) formulate an appropriate response.³

They point out that in addition to these linguistic skills, the listener must also command a range of non-linguistic knowledge and skills. These include having an appropriate purpose for listening; having appropriate social and cultural knowledge and skills; having the appropriate background knowledge. They stress the active nature of listening, and demonstrate the inadequate nature of the 'listener as tape recorder' view of listening comprehension. It should not simply be taken like a tape-recorder, but interpreted according to what we hear suited to our purpose in listening and our background knowledge. We then store the meaning (s) of the message rather than the forms in which these are encoded. The actual grammatical structures themselves are often rapidly lost. Conversely, being able to remember the actual words of a spoken message does not necessarily mean that the message itself has been comprehended.⁴

In his analysis of listening comprehension, Richards (1987) distinguishes between conversational listening (listening to casual speech) and academic listening (listening to lectures and other
academic presentations). (By 'academic' listening Richards means listening to lectures in an academic context, not an English language-learning context).\textsuperscript{5}

**Conversational Listening involves the ability to:**

- Retain chunks of language of different lengths for short periods.
- Discriminate among the distinctive sounds of the target language.
- Recognize the stress patterns of words.
- Recognize the rhythmic structure of English
- Recognize the functions of stress and intonation to signal the information structure of utterance.
- Identify words in stressed and unstressed positions.
- Recognize reduced forms of words
- Distinguish word boundaries.
- Recognize typical word order patterns in the target language.
- Recognize vocabulary used in core conversational topics.
- Detect key words (i.e. those which identify topics and prepositions)
• Guess the meanings of words from the contexts in which they occur.

• Recognize grammatical word classes (parts of speech)

• Recognize major syntactic patterns and devices.

• Recognize cohesive devices in spoken discourse.

• Recognize elliptical forms of grammatical units and sentences.

• Detect sentence constituents.  

**Academic Listening involves the ability to:**

• Identify purpose and scope of lecture.

• Identify topic of lecture and follow topic development.

• Identify relationships among units within discourse (for example major idea, generalizations, hypothesis supporting ideas, examples)

• Identify role of discourse markers signaling structure of lecture (for example conjunctions, adverbs, gambits routines).

• Inter-relationships (for example cause, effect, conclusion).

• Recognize key lexical items relating to subject/topic.

• Deduce meanings of words from context

• Recognize markers of cohesion
• Recognize function of intonation to signal information structure (for example: pitch, volume, pace, key)

• Detect attitude of speaker toward subject matter.

The first list contains a set of enabling micro-skills, which learners might employ in any listening task regardless of whether it is a conversational or academic task. The second list contains what might be called rhetorical or discourse comprehension skills.

Richards also clarifies listening tasks according to whether they require the learner to engage in 'bottom-up' or 'top-down' processing. Bottom-up processes work on the incoming message itself, decoding sounds, words clauses and sentences. Bottom up processes include the following:

• Scanning the input to identify familiar lexical items;

• Segmenting the stream of speech into constituents, for example in order to recognize that 'abookofmine' consists of four words.

• Using phonological cues to identify the information focus in an utterance.

• Using grammatical cues to organize the input into constituents, for example, in order to recognize that in 'the book which I lent you' [the, book] and (which I lent you) are major constituents, rather than (the book which I) and (lent you)
Top-down processes use background knowledge to assist in comprehending the message. Richards provides the following examples:

- Assigning an interaction to part of a particular event, such as story telling, joking, praying, complaining
- Assigning places, persons or things to categories;
- Inferring cause and effect relationships;
- Anticipating outcomes;
- Inferring the topic of a discourse;
- Inferring the sequence between events;
- Inferring missing details.

In addition to the 'bottom-up/top-down' processing dimension, Richards suggests that there is also a functional dimension. Brown and Yule (1983), distinguishes between functions which are interactional and those which are transactional.

In summary, then, successful listening involves:

- Skills in segmenting the stream of speech into meaningful words and phrases;
• Recognizing word classes;

• Relating the incoming message to one's own background knowledge;

• Identifying the rhetorical and functional intent of an utterance or parts of an aural text;

• Interpreting rhythm, stress and intonation to identify information focus and emotional/attitudinal tone;

• Extracting gist/essential information from longer aural texts without necessarily understanding every word.

4.2 THE NATURE OF SPEAKING AND ORAL INTERACTION:

Spoken language consists of short, often fragmentary utterances, in a range of pronunciations. There is often a great deal of repetition and overlapping between one speaker and another and speakers frequently use non-specific references (they tent to say 'thing', 'it' and 'this' rather than 'the left handed monkey wrench', or 'the highly perfumed French poodle on the sofa'). Brown and Yule points out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as 'well', 'oh' and 'uhuh' make spoken language feel less conceptually dense than other types
of language such as expository prose. They suggest that in contrast with the teaching of written language, teachers concerned with teaching the spoken language must confront the following types of questions:

- What is the appropriate form of spoken language to teach?
- From the point of view of pronunciation what is a reasonable model?
- How important is pronunciation?
- Is it any more important than teaching appropriate handwriting in the foreign language?
- If so, why?
- From the point of view of the structures taught, is it all right to teach the spoken language as if it were exactly like the written language, but with a few 'spoken expressions' thrown in?
- Are those structures, which are described in standard grammars the structures that our students should be expected to produce when they speak English?
- How is it possible to give students any sort of meaningful practice in producing spoken English?  

Brown and Yule also draws a useful distinction between two basic language functions. These are the transactional functions, which
are primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationships.

Another basic distinction we can make when considering the development of speaking skills is between monologue and dialogue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes. While all native speakers can and do use language interactionally, not all native speakers have the ability to extemporize on a given subject to a group of listeners. This is a skill, which generally has to be learned and practiced. Brown and Yule suggests that most language teaching is concerned with developing skills in short, interactional exchanges in which the learner is only required to make one or two utterances at a time. They go on to state that:

"...... the teacher should realize that simply training the student to produce short turns will not automatically yield a student who can perform satisfactorily in long turns. It is currently fashionable in language teaching to pay particular attention to the forms and functions of short turns ..... It must surely
be clear that student's who are only capable of producing short turns are going to experience a lot of frustration when they try to speak the foreign language."

Wells,(1981) provides the following conversational extract between a 28 month old child and his mother.

Table 1.1 A conversation between a child and his mother

1. Mark: Play Mummy (v)
2. Mother: All right
3. Mark [sis] wash up
   Mummy (v)? (=have you finished washing up?)
4. Mother: Pardon
5. Mark: (sis) wash up?
6. Mother: Yes
7. Mark: Oh
8. Mother: Let me just dry my hands
9. Mark: Alright
10. In there [Mark looks for towel]
11. Mother: Here
12. Mark: [lld] (=here you are) (Mark gives towel to Mother)
13. Mother: Just a minute
14. Will you put the top back on the washing basket please

15. Mark: Uh?

16. Uh?

17. Mother: Put the top back on the washing basket

18. Mark: On there Mummy (v)?

19. On there?

20. Mother: Yes

21. No, not the towel in there

22. The top of the basket on it

23. Mark: Alright

24. Mark: On there

25. Uh?

26. Uh?

27. Mother: Put the lid on top of the basket

28. Mark: On er-on there?

29. Mother: I've dried my hands now

30. Mark: Put towel in there

31. Mother: No it's not dirty

32. ark: Tis

33. Mark: Put the towel in there

34. Mother: No it isn't
34. Mark: Tis
35. Mother: No it isn't
36. Mark Tis
37. Mummy (v) play
38. Play Mummy(v)
39. Mother: Well I will play if you put the top on the basket.
40. Mark: Alright
41. There (Mark puts top on basket)
42. There
43. Play Mummy (v)
44. Mummy (v) come on.

According to Wells, This extract shows that the child, Mark, has successfully developed interactional skills. He knows when it is his turn to speak, he is able to relate his own utterances to his mother's previous turns, and he is able to systematically relate his conversation to the physical situation in which it occurs. Despite these skills, his lack of linguistic maturity is obvious.\textsuperscript{11}

The interactional nature of spoken language is examined by Bygate (1987). He distinguishes between motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using motor-
perceptive skills for the purposes of communication. Motor-perceptive skills are developed in the language classroom through activities such as model dialogues, pattern practice, oral drills and so on. Until relatively recently, it was assumed that mastery of motor perceptive skills was all that one needed in order to communicate successfully. Bygate suggests that, in particular, learners need to develop skills in the management of interaction and also in the negotiation of meaning. The management of interaction involves such things as knowing when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going, when and how to terminate the conversation and so on. Negotiation of meaning refers to the skill of making sure the person one is speaking to has correctly understood him and that he has correctly understood them (making sure, in other words, that they are both 'on about' the same thing.)

Like Bygate, Pattison (1987) is concerned with the lack of transfer from the practice of motor-perceptive skills to genuine communicative interaction. She contrasts what conventionally happens in the language class with what typically happens outside the classroom in relation to the content, reason, result, participants and means of communication. The contrasts are as follows:
<table>
<thead>
<tr>
<th>List 1 FL (oral) practice in the classroom</th>
<th>List 2 FL (oral) Communication outside the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT: Content of communication</strong></td>
<td></td>
</tr>
<tr>
<td>Content or topics is decided by teacher, textbook, tape etc. The meaning of what they say may not always be clear to the speakers. The content is highly predictable.</td>
<td>Speakers express their own ideas, wishes, opinions, attitudes, information, etc. They are fully aware of the meaning they wish to convey. The exact content of any speaker's message is unpredictable.</td>
</tr>
<tr>
<td><strong>WHY 1: Reason for communication</strong></td>
<td></td>
</tr>
<tr>
<td>Learners speak in order to practice speaking; because teacher tells them to; in order to get a good mark, etc.</td>
<td>Speakers have a social or personal reason to speak. There is an information gap to be filled, or an area of uncertainty to be made clear. What is said is potentially interesting or useful to the participants.</td>
</tr>
<tr>
<td><strong>WHY 2: Result of communication</strong></td>
<td></td>
</tr>
<tr>
<td>The FL is spoken; the teacher accepts or corrects what is said; a mark is given, etc. (extrinsic motivation)</td>
<td>Speakers achieve their aims; they get what they wanted, an information gap is filled, a problem is solved, a decision is reached or a social contact is made, etc. The result is of intrinsic interest or value to the participants.</td>
</tr>
<tr>
<td>WHO: Participants in communication</td>
<td>HOW: Means of Communication</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>A large group in which not everyone is facing the speakers or interested in what they say; except for one person, the teacher, who pays less attention to what they say than to how correctly they say it.</td>
<td>Two or more people, usually facing each other, paying attention and responding to what is said, rather than to how correctly it is said.</td>
</tr>
<tr>
<td>Language from teacher or tape is very closely adapted to learners level. All speech is as accurate as possible, and usually in complete sentences. Problems in communicating meaning are often dealt with by translation. Learners are corrected if their speech deviates from standard forms, whether or not their meaning is clear. Teachers help learners to express themselves more correctly.</td>
<td>Native-speaker output is not very closely adjusted for foreigner's level. Meaning is conveyed by any means at the speakers command: linguistic or para-linguistic (gestures, etc.). Problems are dealt with the negotiation and exchange of feedback between speakers. Translation is not always possible. Errors not affecting communication are largely ignored. Native speakers help foreign speakers to express themselves more clearly.</td>
</tr>
</tbody>
</table>
Pattison then considers a range of strategies for making classroom practice more closely resemble communication outside the classroom.

Finally, The bottom-up approach to speaking suggests that teaching start with the smallest units of language, i.e. individual sounds, and move through mastery of words and sentences to discourse. The top-down view on the other hand, suggests that teaching starts with the larger chunks of language, which are embedded in meaningful contexts, and use of knowledge of the contexts to comprehend and use correctly the smaller elements of language. Proponents of a top-down view of language development suggests making well formed sentences and then putting these to use in discourse, learners are encouraged to take part in discourse, and through discourse, they are helped them to master sentences.\textsuperscript{13}

To summarize, successful oral communication involves developing:

- The ability to articulate phonological features of the language comprehensibly:
  - Mastery of stress, rhythm, intonation patterns;
  - An acceptable degree of fluency;
  - Transactional and interpersonal skills;
Skills in taking short and long speaking turns;
Skills in the management of interaction;
Skills in negotiating meaning;
Conversational listening skills (successful conversations require good listeners as well as good speakers);
Skills in knowing about and negotiating purposes for conservations;
Using appropriate conversational formulae and fillers.

4.3 THE NATURE OF READING SKILL / COMPREHENSION:

Reading is not simply a passive process, which requires the reader only to take things out of the text by performing various simple recognition tasks. Reading does not appear to be a process, which requires a reader first to recognize something on the page and then to interpret what he recognizes. Reading is a process, which requires the reader to make an active contribution by drawing upon and using concurrently, various abilities that he has acquired.

With the bottom-up approach, reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In other words,
we use strategies to decode written forms in order to arrive at meaning.\textsuperscript{14}

The bottom-up approach to reading has come in for some rather severe criticism over the years. Smith (1978) in fact, argues than reading actually works in the reverse order from that proposed by the bottom-up approach. In other words, that we need to comprehend meanings in order to identify words, and that we generally need to identify words in order to identify letters.

More recent research indicates that both bottom-up decoding strategies and top-down strategies may be used in learning to read, and that efficient reading may require the integration of both bottom up and top down strategies (Stanovich 1980).\textsuperscript{15}

A child cannot learn to read English unless he has some underlying competence is English, some awareness of the conventions of English Orthography, and some assurance that the actual content of the material he is asked to read relates to matters within his experience. In such circumstances he is likely to find the task of learning to read to be a meaningful one, and he is likely to be successful in that task.

In teaching beginning reading skills it cannot be avoided placing emphasis on the relationship between spelling and
pronunciation. This relationship is not as simple as certain claims have made it out to be. Furthermore, certain claims about the relationships of symbols to sounds are open to question, for example claims about the function of "silent" or "internalized" speech. Likewise, statements about what is regular and irregular in English spelling and how and why the irregularities must be controlled in beginning reading texts are sometimes conflicting, because no universal agreement exists on exactly how English spelling represents English pronunciation. Conflicting opinions exist, too, about the usefulness of modified English spelling systems. In the area of syntax there is discussion about the desirability of restricting the content of readers to some of the simple recurring superficial patterns of the child's spoken language and excluding patterns that are either infrequent or complex.

It can be observed that children will learn to read only by being given help with just that task; they do not learn to read by being told about reading. They do not learn to read by learning rules about what to do when they are confronted with certain difficulties, particularly when these rules are either too sophisticated, complicated, or inconsistent to be applied with a reasonable chance of success. Instead, children must learn to relate certain sounds to certain symbols, to distinguish /d/ from /b/ and /mat/ from /mate/, to recognize
that left to right direction is important, as in dog and god and top
desk and desktop, to recognize that the syntax of the written
language is basically the same as that of the spoken language and to
use contextual clues in resolving problems and ambiguities. A few
very basic rules such as those that apply to the c in city and cat, the
igh in fight, and the x in box may be useful to beginning readers;
however, teaching children long list of unordered phonic
generalizations is likely to harm them rather than help them in their
learning task.

Children obviously learn sets of rules of one kind or another for
use in reading, because they do learn to read with greater or lesser
success. Even their mistakes are often instances of the choice of
inappropriate rules rather than randomized behaviors. A child learns
to read city and cat correctly as the result of experience with words
beginning with ci- and ca-. He unconsciously assimilates the rule that
c followed by one group of vowel letters almost always represents a
[s] sound and c followed by another group of vowel letters almost
always represents a [k] sound. The child may not be able to verbalize
the rule, any more than he can tell how it is that he is able to walk on
two legs, but just as he can demonstrate that he knows the "rules" for
walking by walking. So he can demonstrate his knowledge of the
rules for pronouncing c by reading city and cat correctly. He
demonstrate his knowledge of the rules in his performance and it is quite unnecessary for him to learn to verbalize statements about what he has learned, that is about what he knows, his competence. In studying the linguistic and reading performance of children, a teacher should attempt to understand the unconscious rules a particular child is applying to the tasks, which confront him.

Reading requires certain perceptual skills not required in speaking and conversely, does not require certain perceptual skills required in speaking. The claim has been made that when we read we "hear" what we read, the visual symbol somehow triggering an aural one. While some evidence exists for silent speech (Edfeldt, 1960) and for the claim that speech perception has a motor basis, this evidence is by no means conclusive since contradictory evidence can also be cited: receptive control of language always exceeds productive control; silent reading speed often exceeds aural comprehension speed; and some people learn to read English who cannot or do not speak English for various reasons. While every normal human being has the capacity for language acquisition, this capacity can apparently be realized by linguistic stimuli other than aural stimuli, even though the letter are those to which most people actually do respond. A normal child reacts naturally to the spoken language that surrounds him. It provides him with all the stimuli he needs to
become a speaker of the language and realize his innate language learning potential. A child who is not normal, who is deaf or dumb or both, still has this potential but must react to different external stimuli. His task may be much more difficult, but it is probably never impossible.

Reading itself is a different kind of linguistic performance from listening, just as listening is from speaking. The possible range of understanding in listening is greater than the range of production in speaking and the range of understanding of written material is usually greater than that of spoken material. We can read and reread, and thereby control the speed of the processing of the content that we are reading. The content of what is read is often rather different from the content of listening, however, and such differences can create difficulties. In general, written language is more deliberate, more complex, more heavily edited, and less redundant than spoken language. It also offers no opportunity to question the writer in order to seek clarification of his statements unlike many of the situations in which spoken language is used.

Goodman (1967) has made one of the most interesting attempts to explain what happens when children make mistakes in reading. He has shown that in reading unfamiliar textual material, children are forced to play a "Psycholinguistic guessing game". A child
reading an unfamiliar on difficult text must draw upon the reading rules he has internalized. He must try out his knowledge of sound symbol relationships, grammatical patterning, semantic groupings, and the real world in his attempt to impose some kind of meaning on the text. He must draw on different varieties of knowledge concurrently, and he must make hypothesis, that is educated guesses. Sometimes his guesses will be incorrect and his responses will not conform to those of a mature reader. However, his guesses will rarely be completely random: they will be "miscues" in Goodman's terms rather than mistakes. Such miscues can provide a reading researcher with a great deal of insight into the particular strategies that the child is using, that is the psycholinguistic processes he is employing subconsciously. A reader's miscues in reading provide evidence that his competence in reading varies from that of an ideal reader, not that he lacks reading competence.

It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purposes we have for reading.

**Rivers and Temperly** suggests that second language learners will want to read for the following purposes:

1. To obtain information for some purpose or because we are curious about some topic.
2. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works)

3. To act in a play, play a game, do a puzzle.

4. To keep in touch with friends by correspondence or to understand business letters.

5. To know when or where something will take place or what is available

6. To know what is happening or has happened (as reported in newspapers magazines, reports).\textsuperscript{16}

Consider the different reading skills required to carry out the following everyday, non-specialist tasks:

- Filling in an unfamiliar form
- Receiving an unfamiliar cheque and wanting to process it through a bank.
- Making an emergency call to a hospital
- Operating a vending machine you have never used before
- Finding a telecom card under the door
- Dealing with a note brought home from your child's school
- Looking in a newspaper to find a flat to rent
- Interpreting labels or pharmaceutical products
• Shopping for a particular product for example dishwashing detergent.

• Using a timetable

• Using road signs

• Selecting and reading a newspaper articles

• Reading a short story or novel.

These tasks have been taken from Brosnan et al 1984. They make suggestions about what is involved in each of these reading tasks. For example, when your child brings a note home from school, you might.

• Glance over it noting script, style and format.

• Skim over it picking up key words and information (Who it is from, the date etc.)

• On the basis of the above, anticipate the content and purpose;

• Skim again, disregarding unimportant parts

• Read again in more detail, checking you have all the information

• Respond by ringing or writing a note to the teacher;

• Keep the note for further reference.

• In carrying out the reading task, you would have been involved in:
• Recognizing and understanding script and format;

• Recognizing and understanding Key words and phrases;

• Skimming for gist;

• Identifying the main points in text;

• Reading in detail.

Successful reading, then, involves

• Using words attack skills as identifying sound/symbol correspondences

• Using grammatical Knowledge to recover meaning, for example interpreting non-finite clauses.

• Using different techniques different purposes for example Skimming and scanning for key words or information

• Relating text contact to ones own background Knowledge of the subject at hand;

• Identifying the rhetorical or functional intention of individual sentences or text segments, for example recognizing when the writer is offering a definition or a summary even when these are not explicitly signaled by phrases such as 'X' may be defined as...'.

1.17
4.4 THE NATURE OF WRITING SKILL

It has been argued that learning to write fluently and expressively is the most difficult of the macro-skills for all language users regardless of whether the language in question is a first, second or foreign language. All children, except those with physiological disabilities, learn to comprehend and speak their native language. Not all of these learn to read. Fewer still learn to write fluently and legibly.

White puts it this way:

"Writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is a crucial difference between the spoken and written forms of language. There are other important differences as well writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission a message from one place to another. A written message can be received, stored and referred back to at any time. It is permanent in comparison with the ephemeral 'here one minute and gone the next' character of spoken language - even of spoken language that is recorded on tape or disk." 18
Writing Skills involve the teaching of skills that are needed in writing. They are:

- getting the grammar right
- having a range of vocabulary
- punctuation be meaningful, for example, in a restrictive/non restrictive relative clause.
- using the conventions of layout correctly
- spelling accurately
- using a range of sentence structures
- linking ideas and information across sentences to develop a topic, that is, not only cohesion (which is linguistic-oriented), but also coherence (which is content oriented).
- developing and organizing the content clearly and convincingly.

It appears that good writers go through certain processes in writing, which lead to successful pieces of writing:

- working out an overall plan in the head
- thinking about what is to be said and who the reader is
- drafting out sections of the writing
- constant reviewing, revising and editing.

Besides good writers have

- a sense of purpose
- a sense of audience and
- a sense of direction in their writing

The process of writing involves a number of stages, which can be represented as:

being motivated to write

\[ \downarrow \]

getting ideas together-organizing the content

\[ \downarrow \]

planning and outlining

\[ \downarrow \]

making notes (some make extensive notes, then jettison some and keep the rest.)

\[ \downarrow \]

making a first draft

\[ \downarrow \]

revising, replanning redrafting

\[ \downarrow \]

editing and producing a final version (this involves taking on the role of the reader, his perspective, i.e. becoming a pseudo reader). 19

The structure of the writing model as in Hays and Flower (1980) referred in Prahlad 1991, is like the following:
The teaching of writing

Task environment

Writing assignment (set by teacher, of self, topic, audience, motivating cues, which to focus).

Text produce so far

The writer's long-term memory (he has to think because writing is a cognitive process knowledge of topic, of audience, stored writing plan, (e.g. descriptive, argumentative, etc.)

Planning

Generating

Organizing (framework)

Translating (idea)

Reviewing (who, what, part)

Goal setting

Monitor (i.e., evaluating process is on).
When teaching writing, there are certain assumptions about writing, which teachers bear in mind, seeing it as process (Hedge. 1988).

1. "Class room writing tasks should reflect the ultimate goal of enabling students to write whole texts which form connected, contextualized, and appropriate pieces of communication". Meaning that no distinction should be made in what the teacher teachers and what the students do and it should finally be in real life situations. Writing as communication should be stressed because in several setting, writing is communication should be stressed because in several settings, writing is seen only as a way to consolidate knowledge of vocabulary, etc. That is, as a means to learn, not as end in itself.

2. "Students need opportunities to practice various forms and functions in writing and within these to develop the different skills involved in producing written texts."

3. "Class room writing tasks need to be set in ways that reflect the writing process in good writers. We need to encourage our students to go through a process of planning, organizing, composing and revising."
4. "When setting writing tasks, teachers need to vary the audience, identify who the readers are to be, and try to make every piece of writing fulfill some kind of communicative purpose, either real or simulated. When students understand the context they are much more likely to write effectively." The emphasis is on whom the writing is being done for and the purpose, because not only has this to be learnt but also has to be shared with the audience which involves content and style.

5. "The process of marking, with its traditional focus on error-correction by the teacher needs review and modification into a range of activities involving students as well as teachers, thus making revision in integral part of the process of writing." The teacher, therefore, must not only do the corrections and return the tasks but also actually do them with the students.

6. "Students need time in the classroom for writing. The teacher's task is to select or design activities which support them through the process of producing a piece of writing." This point is about the fact that writers, learner-writers go through different processes and need varying time, which should not be ignored.
7. "Collaborative writing in the classroom generates discussions and activities which encourage and effective process of writing." Collaborative writing involves making the classroom a writing workshop where there is a lot of exchange of ideas and feedback from teachers, peer groups, and colleagues.\(^{20}\)

**Bell and Burnaby (1984)** points out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

In recent years, two different views on the nature of writing have emerged. The first of these is what we can call the product approach. The second we shall call the process approach.

The product approach to writing focuses on the end result of the out of composition, i.e. the letter, essay, story and so on. The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically
correct and obeys discourse conventions relating to main points, supporting details and so on. The focus in class will be on copying and imitation carrying out sentence expansions from cue words and developing sentences and paragraphs from models of various sorts.

Those who advocate a process approach to writing see the act of composition from a very different perspective focusing as much on the means where by the completed text was created as on the end product itself. In order to find out more about how writers arrive at their final product researchers studied writers as they went about their work. One of the most important discoveries, according to 
Zamel (1982), was that the act of composing evolves through several stages as writers discover, through the process, what it is that they are trying to say. In other words, one does not sit down and simply record, in a linear fashion, what it is that one wants to say. In many instances, the writer starts out with only the vaguest notion of this. The ideas are than refined, developed and transformed as the writer writes and rewrites.

Researchers have also studied skilled and unskilled writers in order to find out which strategies seemed to be most successful. 
Sommers and Perl (Cited in Zamel 1982) found some significant differences between skilled and unskilled writers.
..... less skilled writers, who view composing as more mechanical and formulaic, are so inhibited by their concerns with correctness and form that they cannot get beyond the surface in order to anticipate the needs and expectations of their readers.

... less skilled writers revised in the most limited way; they were basically concerned with lexicon and teacher generated rules and rarely modified ideas that had already been written down.

...unlike these writers, the more experienced writers observed by Sommers viewed their3 writing from a more global perspective. In the process of discovering meaning, these experienced writers changed whole chunks of discourse, and each of these changes represented a reordering of the whole.21

Successful Writing than Involves:

- Mastering the mechanics of letter formation
- Mastering the obeying conventions of spelling and punctuation
- Using the grammatical system to convey ones intended meaning
- Organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures;
- Polishing and revising one's initial efforts;
- Selecting an appropriate style for one's audience.
4.5 ANALYSIS OF THE BOOKS PRESCRIBED BY NCERT FOR CLASS I-V

Analysis of books prescribed by NCERT reveal that great emphasis has been laid on the following skills.

1. Development of listening skills
2. Development of visual skills
3. Development of sharing skills
4. Development of speaking skills
5. Development of reading skills
6. Development of fine motor skills
7. Development of writing skills (P.97.Book-I)

For the teaching-learning the above mentioned skills in the sequence followed in the text books are as follows:

1. Listening Skills
2. Speaking Skills
3. Reading Skills
4. Writing Skills

For developing the listening skills, the following methods have been adopted.
In class I, teacher, have been instructed to read aloud poems and tell stories to the children with the clear instructions to emphasize on clear speech and correct pauses. (P. 14. Book-I).

In the first two units, the same method has been followed from the third unit; the teachers have been instructed to use appropriate action and gestures while reciting the poems aloud.

During story telling session, the teachers have been asked to emphasize on new words and introduce imaginative use of these words by forming sentences.

From unit 5, the steps taken for developing the listening skill through interactive activities where children are put in a normal and familiar situation like, children interacting with each other during the break time. The instructions to the teachers are as follows;

"The children can be taken outdoors during the break and allowed to eat their snacks there. Let them talk to each other about the different tastes of foods. Ask children to speak to the point and take turns. Also inculcate in them a habit of listening when others speak." (P. 62. Book-I).
From chapter 5, the emphasis shifts from listening skill to speaking skill. To develop the speaking skill among the children; they are first introduced to monosyllabic words. Minimal pairs are used to teach the students the sounds of English language and make out the difference between sounds.

Words like:

<table>
<thead>
<tr>
<th>Blow, flow, glow.</th>
<th>brick kick, stick.</th>
<th>huff, puff, stuff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cry, dry, try.</td>
<td>dog, fog, log.</td>
<td>dine, fine mine</td>
</tr>
<tr>
<td>ate, date, gate,</td>
<td>boy, joy, toy,</td>
<td>burn, turn, bees, fleas</td>
</tr>
<tr>
<td>bound, brown,</td>
<td>down, found,</td>
<td>ground, sound.</td>
</tr>
</tbody>
</table>

Such minimal pairs are used with instruction to the teacher to speak out these words aloud and make the children repeat aloud often them.

Another method used for developing speaking skills among the students of class I, is through conversation based on role-play. The teacher is instructed to divide the class into groups named often coolers like red, yellow, blue and green. Each color group is asked to make different types of houses with the help of waste material like newspaper, cardboard, grass, leaves, matchsticks, etc and to draw and sketch, construct or act out a scene from their house.
Red – a hut       Blue – a flat
Yellow – a bungalow       Green – an igloo

Then, children of each group are encouraged to speak about various objects in their houses.(P.15.Book-I).

In the similar activity of role-playing, each group of children is made to use different methods of cleaning.

Example: (1)

The teacher divides the class into four groups.

Group Red: Let them say, "I try to save water" as they wipe themselves with towels.

Group Blue: Involve the children in an activity e.g. cleaning the cobwebs with sticks/mops or tidying the classroom or class cupboard. Let them say, "I try to clean my space."

Group Yellow: Mix some soup in a bowl of water. Stir it to build up bubbles. Use it for the floating / sinking activity if you like.

Group green: Let them pick up papers, wrappers etc. from the school playground and put them into dustbins.(P.27.Book-I).
Example: (2)

Teachers are instructed to organize a role-play on chicks. It is believed that chicks can introduce vocabulary in an interesting, conversational way.

Again class is divided into four groups

Group Red: to make paper bags.
Group Blue: to collect leaves for eyes, hose, ears.
Group Yellow: to roll a string / play dough for whiskers.
Group Green: to roll a rope/trigs to make tails.

All groups will join to complete the paper bags. The children can decorate them with animal face or figures. After words these can be used as hand puppets. You can encourage the children as they go about doing this activity. Add any other material that you may want. (P.40.Book-1)

Example: 3

Speaking skill is taught to enjoy this short play with children, saying;

All children: 1, 2, 3, 4, 5

Group - 1: Whoosh 1 Whoosh Once I caught a fish active.

Group - 2: 6, 7, 8, 9, 10

Woof I woof I then I Let it go again.
Group - 3:  11, 12, 13, 14, 15

Shoo I Shoo I why did you let it go

Group - 4:  16, 17, 18, 19, 20,

Blow I Blow I because it bit my finger so.

Group - 1, 2, 3,: Which finger did it bit

Group - 4:  This little finger on my right.

Let all children clap their hands and say this entire rhyme once again.

Through play, children develop the habit of establishing and following instructions, which will help them throughout their lives. Playing in groups helps them to exercise self-control. It also gives an opportunity to the teacher to observe and improve children’s social understudying and attitudes. (P.86. Book-I).

Writing Skills is the next skill, which is introduced after listening skill and speaking skill. The children are taught, how to hold the pencil and make stroke Teachers are instructed to encourage children to make different patterns or basic storks by drawing them on the blackboard, state / paper. Letters are written on flash cards and shown to the children and they are asked to recognize the letters.
Teachers are instructed to write on the blackboard a, e, i, o, u, and 1 to 10. The child is asked to write numbers and trace a few letters. These are the child's attempts at writing. The teacher can gradually lead the child to proper formation of letters. And also provide each child with a comfortable writing position, adequate space and an appreciative atmosphere.

Exercise: -

Fill in the blanks from the words given above,(P.31.Book-I).

\[ b_\_ g \quad h_\_ n \quad t_\_ p \quad c_\_ p \quad t_\_ n \]
\[ c_\_ t \quad _\_ nt \quad P_\_n \quad f_\_ x \quad _\_ xe \]

Throughout the year, children are expected to learn alphabets in capital and small letters and numbers upto 20. Teacher is instructed to involve the children in writing simple words of one, two, three syllables.

**In class II**, The teachers are instructed to read the poems and the stories aloud, after that children are asked to repeat and recite the poems and the stories. Exposure to the sounds of language is important. Teacher are also suggested not to explain the meaning of the poems, children can understand the sense of the poems. The instruction to the teacher as follows:
"Read poems and stories aloud, before you ask children to repeat or recite. Exposure to the sounds of language is important. Do not give meanings, but let them make sense of meanings by using whatever knowledge of the word and of language they already have you are advised to practice the sounds of language yourself, before you start repeating them in class in say aloud." (P.18. Book-II).

In unit II, teachers are advised to involve the children in playing a 'silence' game. They are gently guided to listen the sound of fan, rustling of leaves, to imagine how the wind makes or noise and what the leaves are saying and to speak what they listened to or imagined similarly in unit 4, the children is asked to sit calm and close their eyes while late wood the poem. After that, they open the eyes and read the poem with proper voice modulation. And in third attempt, they are encouraged to recite it with proper actions and gestures.

Teachers are instructed in Teacher's page of unit 4, to arrange listening activity to develop listening skills.

"Play the recorded sounds/use class facility."
• Jingling of bells can be brought to class.

• Gurgling of river water-pour water and make swishing sounds.

• Make sound boxes by using material like salt, pulses and pebbles. Put them in a box or cans, which you can shake. Children can be asked to listen to the
  - honking of horn
  - banging of a door
  - ticking of a clock

"If you cannot record the sounds, then think of common sounds that you can create in the classroom. Ask the students to close their eyes while you make the sounds. Ask them which sound it is. Introduce the English word for that sound like soft, hard, low, loud. Let the children way what they feel the 'sound' sounds like. (P.69. Book-II).

In the last unit, it is advised to the teachers to make the children perfect in recognizing sounds and letter sound relationship

"The child is introduced to the common sounds of the letters thus enabling her/him to learn to read by
synthesizing the consecutive sounds in a word i.e. reading is to be done by the teacher in a correct letter sound relationship. Do remember that the age-old methods of role learning are not very effective. Create a holistic development of children, let them learn and experience the poems, the stories and let them delve their own meanings and endings. Give the children opportunities to move beyond the text and engage in creative exercises." (P.174.Book-II).

To develop speaking Skills, in class 2, teachers are suggested to motivate the children to folk and help them to increase the use of English. The environment should be motivating, encouraging and free from stress and fear, for this to happen. From this level, speaking skill is introduced with the listening skill. Both the skills are integrated to each other.

Through vocabulary development, teacher encourages the students to speak English. As mentioned in teacher's pages:

"Put up sight words like butterfly, myna, fish, elephant, candle, kangaroo, octopus in a rebus form (i.e. words, pictures) The children should be introduced to more collective nouns, for e.g. ; an army of ants, a bounce of flowers.... More exercises
are to be given on punctuation. Give children more 

practice by giving new words for making 


In unit three of this level, teachers are advised to explain to the students about sounds of words using:

W - who, watch, water, wall, warm

V - van, violin, very, vet.

They are also advised that to explain the proper articulation of these letters to the students. Like:

When we say 'V' we bite our lips.

When we say 'W' the lips go round and do not meet.

At last, it is suggested that speaking and communication are the major skills for language learning.

"Speech is one of the most important means of communication."

"The greater the child has mastery over words, the richer the ability to communicate in the new language." (P.174.Book-II).

From this level, reading skill is given priority from the writing skill. It is advised to the teacher to motivate the children to read more and through reading, they understand the meanings themselves. As written in teachers pages:

"By now, the child should be reading on his/her own so avoid the temptation to explain difficult words;"
instead let them guess meanings by choosing options that are given in the book or which you can give. All meanings need not be understand at once; some meanings can come later, after the child realizes that her guesses of meanings may not be according to the context. When reading has to develop, the child should be given a chance to read with comprehends reading is not merely mouthing words."(P.18.Book-II).

This method is used in all lessons upto unit 6th. From the unit 7th, teachers are instructed to develop reading skills among the children by using picture story. The instruction is written as: -

"During the picture story you can walk around in the class. This activity is an individual activity to encourage children into the habit of understanding and interpreting the text through the medium of drawing. After the class has finished drawing, give same time to the children to close their eyes and think. (Clue: relation between cat and mouse, Answer: The mouse would run away seeing the act).(P.121.Book-II)

Now ask the children to write a sentence and then read it aloud.
Let us to the text and give an ending to the story by
saving the sixth picture. Give it a title.

He's heavy.          He is young.          I am sad
I am happy now!      They are strong.
In class second, writing skill continues as in book one, with added focus on the running hand. This is necessary for eye and hand coordination at this stage. Teacher is advised to see that the child does not lift the pencil from the book while practicing running hand till a word has been completed. And also see that the child has the correct grip on the pencil. It is suggested to give more practice for this, but do no overload the child with writing at this stage.

From the unit 4, prepositions are explained through filling the blanks. As advised in teacher's pages:

"Before writing the exercise on prepositions -

1. Introduce children to sight words 'in', 'on', 'under'
2. Introduce the preposition using objects available in the classroom, e.g., put a book on the table then ask the students where the book is. (P.71.Book-II)

Related Exercise as follows:

Look at the picture and complete the sentences. Pick the right word from the box.
in on under behind over

The cat is jumping _______ the wall.
The cat is _______ the box.
The cat is _______ the dog.
The cat is _______ the suitcase.
From unit 5, it is expected to the children to imagine and write a few sentences on questions from the text. And also advised to the teacher that make children write meaning full and constructive sentences like. My family, my best friend etc.

In class III, Listening and speaking skill are emphasized on unit IV only. The methods of developing listening and speaking skills are similar to class I and class II methods. Teachers are instructed to read the poem and text, student repeat after him/her. Even Teacher is encouraged the children to recite the poem with appropriate actions and gestures. For improving speaking skills, children are expected to try to say the tongue twister like:

She sells seashells.

She sells seashells on the seashore.

From this level, reading skill is given more importance for language learning. Teachers are suggest in very first 'Teacher's pages' that:

- Read the pre-reading questions aloud to introduce the theme and mood of the poem. Read the poem aloud with appropriate actions.

- Ask the children to look at the picture and describe it.

- Read the story aloud slowly and with expressions.
• Encourage the children to look at their books as you read. Read it aloud many times and on consecutive days. Repeated reading helps the child to understand the language and to learn to read. (P.33.Book-III).

In unit III, teacher is suggested to read the lesson with proper stress and intonation. Reading s story is the best way of language learning. As mentioned:

• "Read the poem aloud so that children appreciate the beauty of the words and phrases. Let children recite the poem.

• The story must be read out for enjoyment. In telling the story the imagination of the child should be so raised that he actively participates, is ready to enjoy the text and is certain that success will follow.

• A story with repetitions is always loved by children and is found to be more useful in dramatization. The children can use their own words to make a new sentence. This language experience has more life and meanings. (P.39.Book-III).

From unit 8, the teacher is instructed to read the poem with proper stress and intonation they help the children to recite the poem with him/her with appropriate actions. Teachers are advised to give
same time to the children free to read and enjoy the poem silently. And free them to talk individually about the lesson after reading that.

In Class IV, to develop listening skills, The first unit focuses on appreciation of the beauty in poetry, the magic of words and to give children expirees in expressing their feedings. As mentioned in teachers page:

"This unit is a listening unit it gives children something to listen to as you read the poem to them -


In this level, it is believed that children have such awareness about listening, they are expected to listen whatever the teacher is explaining, along with, they are expected to listen all the sounds surroundings him/her.

Exercises are given "-

Let's Listen: -

Listen to the songs of birds. Say the words boy and bee. Listen to the b sound in -

big, bubbles, bin, bag, blue, blow black.

Listen the 'K' sound to say these words: -

book, look, duck, cough, curtain, king key, kitten

Listen 'h' sound used words beginning with 'h'

hat, house, hen, hide, horse, hand.
From class IV level, Discussion method is introduced for developing the speaking skills. Teachers are suggested to discuss the importance of time, and punctuality with the class. While discussing, other ways of finding time, the sundial, shadows and position of sun can be discussed.

Teachers are instructed to inspire them to talk freely. As mentioned in teacher's pages:

"Let them talk freely about different type of focus and noses that they have seen. Bring the shy child into conversation while asking questions. Talk with them about the way they use their eyes, ears nose and minds." (P.35.Book-IV).

Teachers are advised to give more emphasis on reading skills from class IV. As mentioned in Teacher's page of Unit 1:

"Read the chapter to the students at a stretch, giving the meaning of the new and difficult words so that they can understand the text. Use appropriate words, expressions, and phrases indifferent situations ------- -- Give the children a chance to read individually." (P.16.Book-IV).
There are two steps are introduced in unit 2 in this level that are:

Step 1: Read the text aloud with voice modulation.

Step 2: Let the children read the text along with you.22

By unit 5, teacher is instructed to involve the children in silent reading of the lessons before held she actually starts reading aloud to the. Identify a few children who could initiate a reading session for the others. The bottom line for this unit should be how to involve the entire class into reading.

Teachers are also suggested in unit 6 to motivate the children for reading books from library. It is also suggested that reading is a transferable skill improvement in reading in one language, results in reading improvement in general. Teachers are suggested to try to foster correct pronunciation and develop fluency in speech.

To develop writing Skills, in this level, when children are expected to recognize the alphabets and small words, and also they are expected to write those alphabets and words. Then, this level emphasizes it emphasized to improve their handwriting with practice. As mentioned in Teacher's page of unit two.

"Help children improve their hand – writing with practice but guide them by precept and discussion.

Hand writing suggestions can be put up on a chart for the class. Some of these can be to-
1. Make the writing even,

2. begin sentences with capital letters

3. end the sentences with periods or question marks.

4. write the letters carefully on the line

In unit 8, teachers are suggested to encourage the students creative writing with emphasis on self-expression, sharing ideas, feelings, responses to experiences in their own ways.

As mentioned:

"Writing pattern poems
You may help students write their own poems following the given pattern-

Line 1: Noun —► Children

Line 2: Same noun, Verb, adverb 1 —► Children play happily

Line 3: Same noun, verb, adverb1, adverb 2 —► Children play happily, merrily

Line 4: Verb, adverb 1, adverb 2 adverb 3 —► play, happily, merrily, joyfully

Line 5: Adverb 1, adverb 2, adverb3, adverb 4 —► happily, merrily, joyfully, cheerfully.

Line 6: Phrase or clause showing time or place —► In the garden.
Children will be able to write a short composition based on pictures.

The book prescribed for class V was introduced in December 2003. It is a part of the new series of textual materials being launched by the NCERT for the teaching of English as a subject at the primary level. All the units in the textbooks are based on certain pre-identified language structures. The teacher may like to identify and consciously reinforce them. The units have been provided for extended reading to develop in the learner a capacity to understand, appreciate and enjoy a piece of given text. It provides emphasis on the ability to read large chunks of printed text and to comprehend the same. This textbook contains language items and structures, which need proper reinforcement through more language based exercises. Teacher's are also advised to tell the children for writing short notes in a proper manner. It does not belong to the series of books frame by NCERT in 2006. Since it does not belong to this series, the book has not been analyzed.
REFERENCES


2. Ibid.p.56-7.


20. Ibid. p.82-3.