

# Language Skills

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*“ Language is a wonderful gift of God  
to  
all human beings”*

**“ Language is species – specific. It is a unique human trait, shared by the culture so diverse and by individuals physically and mentally so unlike one another”**

**-- Dwight Bollinger**

- **Language is derived from Latin word "lingua" which means "tongue".**
- **It is used as a means of communication of thoughts and ideas either in the form of speech or writing.**
- **Communication is derived from Latin word "communis" which means "common". It therefore implies sharing of ideas, opinions, understandings and attitudes.**
- **Communication may be defined as "transfer of information from sender to the receiver".**

**“English cannot be learnt as easily as mother tongue”**

**“ To be able to use the language to convey the thoughts, intentions, wishes, information etc., a person needs a mastery of various elements”.**

**-- John Hay craft**

## **Elements of Language**



# BASIC SKILLS: L.S.R.W

(Receptive)

(Productive)

**INPUT**

**OUTPUT**

**SPOKEN**



listening



speaking



**WRITTEN**



reading



writing

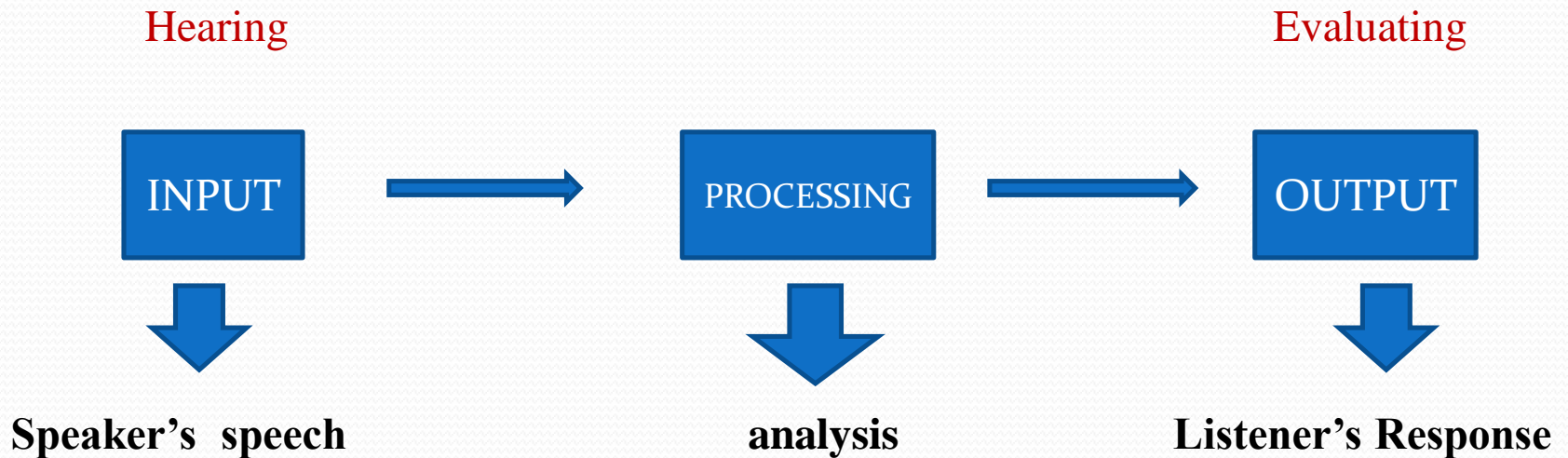


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# LISTENING

*Listening is the basic skill of communication*

**Listening is an active process**



# Types of Listening

## ➤ Intensive Listening (Focused)

It is purposive. We lend our ears. Listen attentively because we listen for some particular information. For e.g., conversation, discussion, lectures, seminars, listening to teacher's instructions in the class room etc.,. By intensive listening one gets to learn the elements of language (Phonology, Morphology, syntax, semantics)

## ➤ Extensive Listening (Casual)

Involves enjoyment, not purposeful, but general. We do not listen to them with attention. It involves listening Radio programmes, T.V etc. The activity of listening reflects on speaking skill.

# Sub-skills of Listening

**A person who understands spoken English can:**

- ❖ **recognize the characteristics of English speech sounds, in isolation as well as in combination.**
- ❖ **Understand the lexical meaning of words in context and grammatical meaning of structures.**
- ❖ **Understand the meaning conveyed by stress and intonation patterns.**
- ❖ **grasp the mood of the speaker and the theme of the discourse.**
- ❖ **guess the meaning of an unfamiliar word from the context.**



# Barriers of Listening

There are three factors that affect listening comprehension

**A. Linguistic Factors**

**B. Physical Factors &**

**C. Psychological Factors**

**-Lack of Interest,**

**-Bias against speaker,**

**-Impatience,**

**-High frequency of speed,**

**- Strong beliefs,**

**-Pre-occupation**

# Tasks for Developing Listening Comprehension

- **Teacher should be a role model for spoken English.**
- **Motivate the pupils to listen to good English programmes on Radio, Television, Computer, etc.,.**
- **Lingua phone/ gramophone recorders may be used.**
- **Provide a lot of drill and practice to imitate the speaker.**
- **Use of audio-visual equipments for developing good pronunciation e.g. Language Labs/Self learning kits etc.,**
- **Teacher may narrate a story and pause in between to ask questions to ensure keen listening.**
- **Listening to recorded conversation and answering the questions.**

# Tasks for Developing Listening Comprehension

- **Listening to a telephone call and writing down the message.**
- **Listening to announcement at Railway station, Bus Station, Air Ports etc.,**
- **Listening to lectures of great personalities.**
- **Watching English movies.**
- **Narrating a story or small incident and asking the students some questions.**
- **To ensure the listening level and skill, dictation may be tried for the higher classes.**

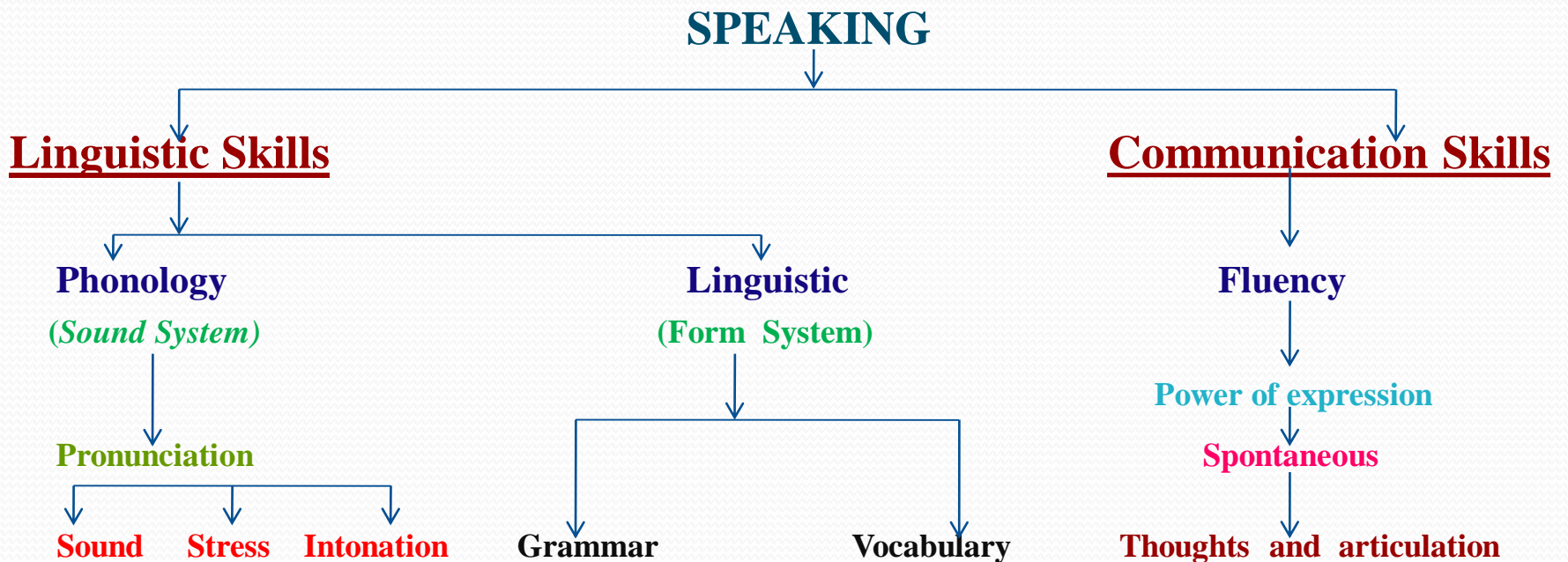
# Tasks for Developing Listening Comprehension

- ❑ **Practicing note-making and note-taking skills.**
- ❑ **Listening to the instructions and doing the action or drawing the pictures.**
- ❑ **Answering open-ended questions on listening to the descriptions.**
- ❑ **Listening to All India Radio lessons broadcasted regularly**

# SPEAKING

*“Speech is the instrument of society”*

-Ben Johnson



# Types of Oral Communication

The primary function of a language is for interaction and communication. It is classified into three categories:

## \* Personal Communication

1. Intra-Personal communication is thinking and experiencing one's own self in the form of ideas, feelings, etc.,

2. Inter-Personal communication is a process of interaction between two people; for e.g. Mother and Child, **Teacher and Pupil**, Brother and Sister, **Interview**, telephone conversations etc.,

# Types of Oral Communication

## \* Social Communication

It shows the process of interaction within the groups of the people in society.

## \* Mass Communication

Is that where in the message of one person is communicated to many at a time on T.V. or Radio etc.,

# Sub-skills of Speaking

**A person who speaks English can:**

- **produce the characteristic English speech sounds and sound pattern, both in isolation and in combination.**
- **use appropriate stress and intonation pattern.**
- **use appropriate words and structures to express the intended meaning.**
- **recall words and structures quickly.**
- **organize his thoughts and ideas in logical sequence.**
- **adjust his speech according to his audience, situation and subject matter.**



# Tasks for developing Speaking skill

- Dramatization**
- Dialogue**
- Role Play**
- Group discussions/ Opinions**
- Information gap activities**
- Visual Comprehension**
- Narration of story/ Incidents**
- Arguments/ Debates**
- Dreams / Ambitions**
- Action chains**

# READING

*“One who learns to read well, will later read to learn well”*

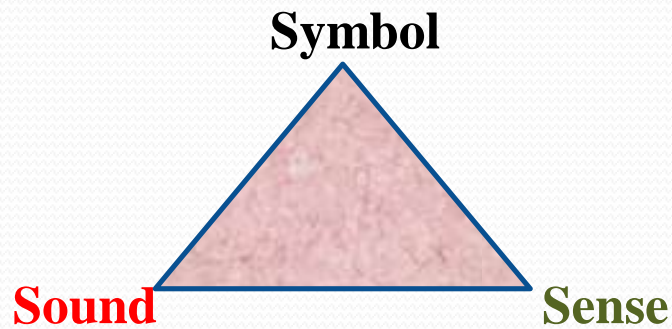
## Aims of Reading

- ✚ To develop the ability to pronounce English alphabets, words, phrases and sentences correctly.
- ✚ To enable the pupil to read and understand with proper articulation, stress, intonation and rhythm
- ✚ To motivate the pupil to read a given passage with normal speed.
- ✚ To enable the pupil to read a given passage with comprehension.
- ✚ To prepare students to develop effective silent and loud reading habits.

# Aims of Reading

- To enable the pupil to proceed to read for information.
- To make the students self-dependent to read without mistakes.
- To develop taste and joy for reading
- To bring **symbol, sound and sense** into closer relationship.
- To recognize the meaning of various graphic signals. e.g. Punctuation marks, paragraph identification, capitalization etc,

# Process involved in Reading



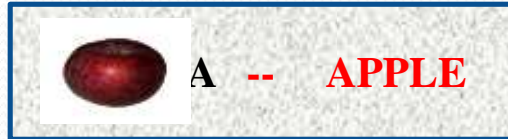
Temple

Reading is a process of looking at written or printed symbols and translating them into appropriate sound components. These spoken symbols are associated with the objects (Sense) which they stand for . For e.g. **TEMPLE**

# Stages in Teaching Reading

## ■ Preparatory stage (Primary stage)

### 1. Letter Recognition



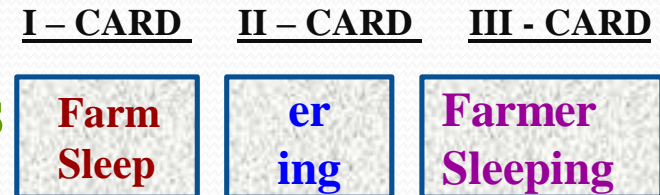
### 2. Teaching through pictures and flash cards



### 3. Teaching through actions



### 4. Teaching through word-building cards



### 5. Teaching through games **Taking slips from the teacher and following instructions**

1. Open the Door    2. Close your Eyes    3. Take your Pen    4. Close the Door

# Stages in Teaching Reading

## ■ Productive stage (Secondary Stage)

Pupils may be encouraged to read their class readers with comprehension developing necessary skills of reading at normal speed following the correct patterns of stress, intonation and pronunciation

## ■ Advanced stage

Pupils may be exposed to self reading. They should find pleasure in reading. Teacher should guide them wherever necessary

*“Reading maketh a full man”*

*- Bacon*

## Types of Reading

- **Loud Reading** – It is also known as oral reading. It gives practice to the pupils in pronunciation, stress and intonation

### Objectives :

- To enable the students to read with correct pronunciation, articulation, intonation, stress and rhythm.
- To enable the students to read a given passage with normal speed.
- To develop interest in reading.
- To enable the students to develop good comprehension ability.
- To bring the spoken word and the printed word into closer relationship.

# Types of Reading

- Silent Reading – It helps the pupils to develop speed and comprehension

## Objectives :

- ❖ To enable the students to read with ease, speed and fluency.
- ❖ To develop the power of concentration of the reader.
- ❖ To get students vocabulary expanded.
- ❖ To enable the students grasp the gist of the entire matter.
- ❖ To establish firm reading habit.



# Types of Reading

- **Intensive Reading : Intensive Reading means detailed study of text book.**

## Objectives:

- **To enable the pupils to speak English correctly**
- **To improve and extend their knowledge and command over English.**
- **To increase students active vocabulary.**
- **To make the learners understand the attitudes and purposes of the author and the linguistic and literary means the author employs to achieve his purpose.**

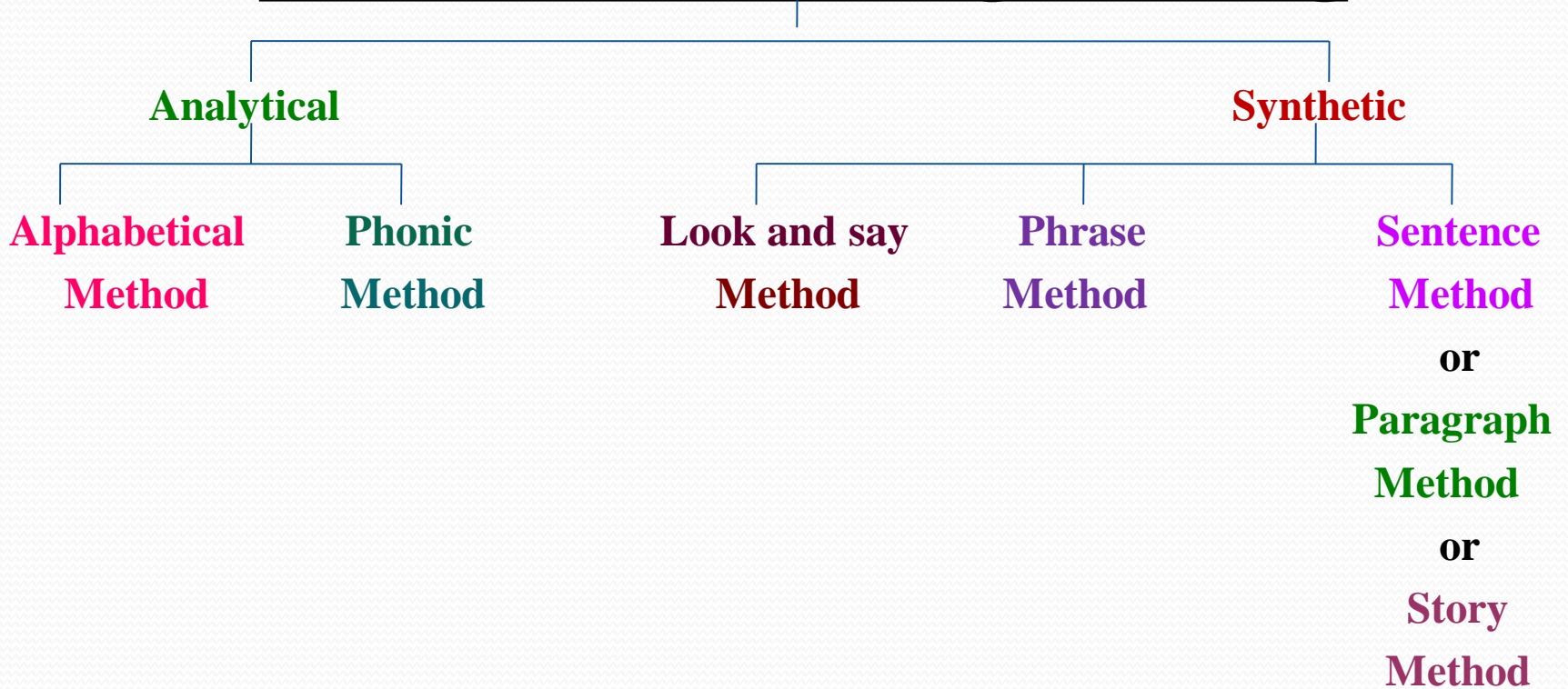
# Types of Reading

■ **Extensive Reading : It means a non-detailed study of the book.**

## **Objectives:**

- **To understand the meaning as quickly as possible.**
- **To increase passive vocabulary.**
- **To develop a taste for reading.**
- **To inculcate a habit of reading for pleasure and profit**
- **To develop note-making.**

# Methods of teaching Reading



# Methods of teaching Reading

**Alphabetical Method** : Students are taught Alphabets first, later the students learn words by combining the alphabets. E.g. A-N-T , B-A-T, C-A-T etc.,

**Phonic Method** : Students are helped to learn the sounds of the letters of alphabet and then they are helped to know the symbols. E.g. with the help of words like SET, BET, PET ,NET etc., the child is introduced to sounds denoted by the letters s,b,p,n.

**Look and say Method** : The unit of teaching is a word. Moreover pictures are also used with the words. Pupils look at the picture and say whatever they see.



# Methods of teaching Reading

The Phrase Method : The unit of teaching is phrase. The pupils are helped to read the Phrases like 'on the table', 'in the room' etc. and thus learn by reading a number of meaningful groups of words.

The Sentence Method : The unit of teaching is a sentence. The teacher develops teaching reading through various sentences. This method has been fully described under the heading "Preparatory Reading".

Paragraph Method : In this method the pupils are trained to read a group of sentences or paragraph as a whole.

The Story Method : It is an expansion of Sentence Method. In this method the children are told a story in four or five sentences illustrated through pictures.

# Strategies to develop Reading

- ❖ The teacher may give his students a paragraph for reading and provide a set of sentences under the paragraph in a jumbled order. The students may be asked to arrange these sentences in a sequential order of the occurrence of events.
- ❖ In order to develop faster reading among the students, the teacher should also make them grasp vocabulary and spelling of different words thoroughly.

# Strategies to develop Reading

- **The teacher should provide the students with necessary skills of recognizing different words and word groups spontaneously in order to develop in them the skills of faster reading**
- **Competitions in faster reading among the students can also be held at regular intervals of time.**

# WRITING

*“Writing an exact man”*

-Bacon

Writing is a unique , wonderful and of course a useful skill. Writing is the means by which the enormous funds of knowledge can be transmitted from one mind to another thus creating a permanent record of ideas, impressions, feelings and findings for the generations to come.

## Sub-skills in Writing :

- Visual perception – Spelling ,Pronunciation and Spacing
- Syntax – Word order, Sentence structure
- Organization - Selecting topic, sub-topic etc., and organizing ideas into paragraphs



# Sub-skills in Writing

- Grammar – Use of articles, prepositions ,various forms of tenses and their agreement.
- Content or subject matter – Originality , relevance and clarity.
- Purpose – Justification and reasons for writing.

## Qualities of Good writing

\* distinctive

\* legible

\* simplicity

\* uniformity

\* spacing

\* speed

\* correctness

\* logicity

\* organization

# Factors affecting writing in Second language situation

- **Lack of proper motivation**
- **Lack of proper attention**
- **Difference in syntax**
- **Incompetent teachers**
- **Lack of clear aims**
- **Lack of familiarity with the language**
- **Difficulty with grammar and spelling**
- **Lack of reading habits**
- **Lack of proper training and instruction**
- **Large and over-crowded classes**

# Tasks for developing writing

- # **Copy writing**
- # **Dictation**
- # **Transcription**
- # **Composition (guided, free)**
- # **Letter writing**
- # **Writing a story**
- # **Precise writing**
- # **Describing pictures/objects**
- # **Paragraph writing using key words etc.,**

# Conclusion



**Listening**, **Speaking**, **Reading** and **Writing** are four pillars on which the entire edifice of communication stands.

# Thank You

