0MODULE 2

DEVELOPING READING SKILLS

"The more you read the more things you know. The more that you learn the more places you'll go."
-Dr. Seuss

SCERT

स्वाध्यायान्मा प्रमदः

STATE COUNCIL OF EDUCATIONAL RESEARCH TRAINING

Varun Marg, Defence Colony, New Delhi — 110024

MODULE 1

LISTENING AND SPEAKING: PEDAGOGICAL
INTERVENTION AND ASSESSMENT.

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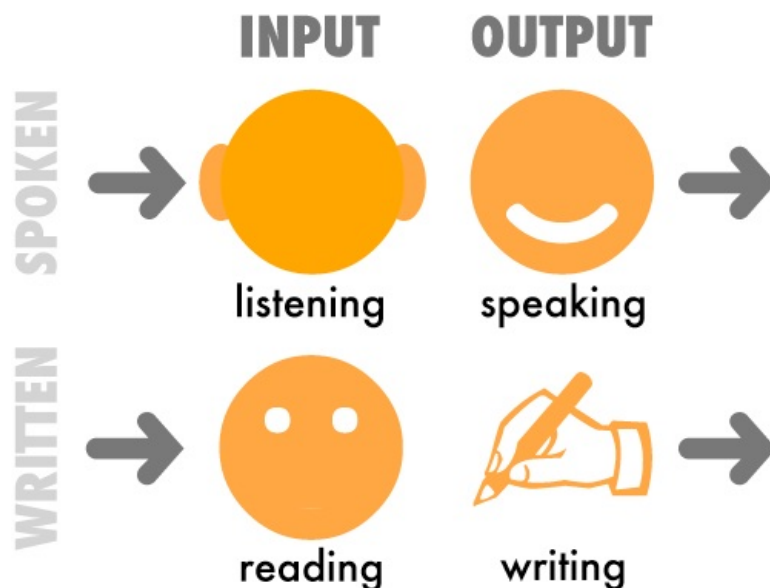v Speaking Skill
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INPUT   **OUTPUT**

SPOKEN → listening → speaking

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1. English Language Education at Senior Secondary Stage

English language at the Senior Secondary Stage

When our learners reach senior secondary stage they have undergone at least eight to ten years of learning English as a language. They have been exposed to English language and they can read and write and are expected to speak the language well. However, this is not always the case. There are situations where our students find it difficult to use the language well, be it reading, writing or speaking. We, teachers need to provide such opportunities for learners to get engaged with language and this happens by use. Learners need to use the language for their reading, writing, speaking, listening and learning other content subjects. Senior secondary stage makes it imperative on the part of our learners to read and use language as much as possible on their own for academic and other real life situations. We need to introspect how far we can create opportunities which enable them to use language. Textbook is not the only material for language learning. A good teacher needs to design worksheets and activities for use by learners to engage with language. This will make them good language learners and the language needs of learners will be enhanced as they enter university education or job market.

As a teacher we must provide them with the situations in which they can use the language in different contexts. Learners need to use the language in meaningful contexts in order to learn the language well.. It is generally observed by us while teaching that the learners may not know the structure and functions of the words they are using, but they know their meaning. The purpose is communication in a context. During the process, learners use phrases and sentences known as language chunks. The learners learn the language subconsciously without any anxiety and they start using them spontaneously in their conversations. We, as a teacher, should use their comprehensible input for further language learning situations. This 'input rich environment' where the language is seen, noticed and used by the learners helps them to learn the language and enhance the proficiency. It is just not enough to provide language rich input in the classroom, it is also necessary for the learners to interact with their peers ,the teachers and within the community. As per Vygotsky social interaction provides the substantive means by which learning occurs. This is based on his sociocultural theory, that social interaction is the most important stimulus for all learning. Two central concepts are "scaffolding" and the "zone of proximal development." "Scaffolding" refers to the way in which, with support from others, learners can reach levels of achievement which they would be unable to reach independently. This support often comes from teacher, parents and learners themselves may also provide it for each other. The "zone of proximal development" is the domain of performance that a learner cannot yet achieve independently but is capable of achieving with the help of scaffolding.

3. Language Education in National Curriculum Framework (NCF) – 2005

National Curriculum Framework - 2005 recommends a more holistic perspective on language proficiency and the need to support the learner with authentic contexts so that they can connect with their experience and life. Aspects of language should not be seen as discreet skills (like listening, speaking, reading and writing) After all, when we are Speaking, we are also simultaneously Listening and when we are Writing, we are also Reading in a variety of ways. And then there are many situations (e.g. friends reading a play together and taking notes for its production) in which all the skills work in conjunction with a variety of other cognitive abilities. NCF2005 defines the objectives of language teaching-learning holistically as:

The Objectives of Language Teaching

a)The competence to understand what they hear: They should be skilled at listening and Understanding in a non-linear fashion by making connections and drawing inferences.

b) Ability to read with comprehension: They should be able to construct meaning by drawing inferences and relating the text with their previous knowledge. They must also develop the confidence of reading the text with a critical eye and posing questions while reading.

c) Effortless expression: They should be able to employ their communicative skills in a variety of situations and they must be able to engage in a discussion in a logical, analytical and creative manner.

d) Coherent writing: The learner should develop the confidence to express their thoughts effortlessly and in an organized manner. They should be able to use writing for a variety of purposes and in a variety of situations ranging from informal to very formal. This is possible only if the learners' writings are seen as a process and not as a product. Children tend to improve their own output when they are given sufficient freedom and time to edit what they have written. Language teachers are encouraged to look at errors as stages in the process of learning.

e) Creativity: In a language classroom, a student should get ample space to develop his/her imagination and creativity. Classroom ethos and teacher-student relationship build confidence in the latter to use his/her creativity in text transaction and activities uninhibitedly.

b) Sensitivity: Language classroom and texts have a lot of scope to make students sensitive towards their surroundings, their neighbors, and their nation.

(You may refer to National Curriculum Framework - 2005 and the position papers teaching of English and Indian languages at www.ncert.nic.in)

4. Why this training package and How to use the module?

The module for the teachers of English at the senior secondary stage has been designed keeping in mind the needs and demands of learners and teachers. Each module presents (pedagogical) ideas on Reading, Writing, Listening, Speaking, Vocabulary, Novels, Textbooks ,activities/ tasks for classroom use and reflections. This will be helpful for teachers to develop their understanding on different pedagogical interventions and practice these in their classrooms. Also there are assignments and projects for self learning.

There are total six modules in this training programme, out of which each teacher has opted for any two of the following modules:

I. Listening and Speaking: Pedagogical Interventions and Assessment

II. Developing Reading skills

III. Enhancing Writing skills

IV. Grammar and Vocabulary Enrichment

V. Textbooks at a Glance

VI. Novel Ways to Teach Novels

It is expected that the teachers:

• read the modules well and have interaction with their colleagues during the training sessions;

• reflect on the activities and assignments in order to make use of them in their classroom and design their own activities for their classroom use;

• read further the materials / book suggested at the end of each module as resource materials; and

• form groups, both on line and off line to continue the discussion and share ideas and activities which they carry out in and outside the classroom with learners and with other teachers.

We invite suggestions and comments for the improvement of these modules. You may email your queries and suggestions at the following email ID.

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ENHANCING READING SKILLS

1. INTRODUCTION

Acquiring reading skill is the ability to read text, process it, and understand its meaning. There are two elements that make up the process of reading comprehension: text comprehension and vocabulary knowledge. Although this definition may seem simple, it is not necessarily easy to teach, learn or practice reading comprehension. Remember, reading is not just decoding, it is an N attempt to create meaning. Let's now understand what reading is and how one can be a good reader. Read the following points and reflect on them.

- Learning to read does not require the memorization of letter names, or phonic rules, or a large vocabulary. This is in fact taken care of in the course of learning to read.

- Learners will not be able to make sense of phonic rules without experiences of reading.

- Learners should not fully depend on doing exercises, drills and activities for developing skills of reading, because these tasks, if not relevantly designed, distract and perhaps discourage learners from reading texts.

It is a common class room practice that learners learn to read the way their teachers instruct them to do. Most learners at secondary and senior secondary stage read English texts as instructed by their teachers. This is a common practice in schools that teachers narrate the text, translate it in regional language and give them answers of questions. They do this to 'qualify them' for examination and for next class. Will this serve the purpose of making our learners learn to read with understanding? Let's first understand what reading is.

2. OBJECTIVES

- By the end of the module, teachers will be able to

- acquaint themselves with the concept of reading for meaning.

- strengthen their knowledge of various skills/ sub-skills associated with reading.

- familiarize themselves with the various approaches and process of developing reading skill among the students.

- develop insight into how to develop activities on reading.

- discuss how to go about assessment during teaching-learning reading.

Also, the teachers will be able to help students

i. read silently at varying speeds depending on the purpose of reading

ii. recognize the organization of a text

iii. identify the main points / ideas of a text

iv. understand relations between different parts of a text through lexical and grammatical cohesive devices

v. deduce the meaning of unfamiliar lexical items in a given context

vi. analyze, interpret, infer and evaluate the ideas in the text

vii. apply close reading techniques to any given text

viii. retrieve and synthesize information from a text using study skills such as skimming and scanning

3. UNDERSTANDING READING

What do we do when we read a text?

Reading is an interactive and constructive process. The interaction between readers and the text allows readers to construct their meaning according to their acquired knowledge and experiences. It is because individuals construct their own world-view as they grow and come into contact with their surroundings. Therefore each student's interaction with a particular text differs and that each student constructs meanings that are uniquely personal.

The meaning is embedded in the text. It is represented through symbols (letters, words) and in the forms of paragraphs, sentences etc. The reader uses his skills of reading (strategies) to reach the encoded meaning. These skills of reading are developed if

- learners have good exposure to print and other media of reading

- learners have been given opportunities of reading independently and in groups

- learners have the freedom to express their opinions about the text in the classroom

- there is a focus during the classroom translations on comprehending the text in other disciplines like - Science, Mathematics, Social Science etc

4. SUB-SKILLS INVOLVED IN READING

A skilled reader uses the following strategies for understanding the text:

- Recognizing vocabulary, picking out key words

- Deducing the meaning from familiar lexical items

- Understanding the background and foreground of the information

- Understanding the ability to determine the conceptual meaning of the text

- Understanding the communicative value (function) of sentences and utterances

- Recognition of literary devices used in the text

- Understanding cohesions between parts of a text through grammatical cohesive devices

- Ability to determine the writer's purpose, intent and point of view

- Analysing text by gathering information available beyond the text

Teacher Practice
Ms. Meena Kumari teaches in a government high school in Palam. She encourages learners to read in groups and discuss. Let's look at how she does it.

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She brought a one-page story from an English magazine published a week before. She divided them into groups of four and there were about nine groups in total. She supplied each group the story and asked them to read aloud in the group by taking turns. Each one in the group read out a paragraph and passed on to the next person. This went on for about ten minutes. She asked them some questions about the story of the text. and asked them to do it again, with the condition that each would read a different part of the text this time. Students read by taking turns. As they were reading, the teacher went around and students asked meaning of some words for which she had earlier asked them to discuss in the group and find out.

When they finished reading aloud the second time, she wrote some questions on the blackboard and asked them to attempt to answer in their groups. The groups started answering and they had to read some parts of the text many times. When they completed, she asked each group to answer one question. She then asked them to read the text again individually and silently which they did. She now gave meanings of some words which occur in the text and asked them to find the words.

What do you think of the activity? Can you do such a task in your classroom?

5. STRATEGIES FOR TEACHING READING

Though students face problems in Reading, the good news is that ninety percent of reading difficulties can be overcome if students are trained in appropriate strategies on how to deal with reading text questions. There are ways to follow while attempting reading texts.

i. Skimming

Skimming is a fast reading procedure to get the **GENERAL IDEA** of the text. In order that students are able to skim a text in the best possible manner, teachers are advised to help the students in the following way:

- Guide the students to take note of all 'important words' i.e. nouns, words that are capitalized, places, nationalities, scientific terms, medical terms, unusual words, dates, numbers, and percent in each paragraph. They will be their guide when the students try to attempt questions.

- Ask the students to read all words/phrases that have been repeated such as synonyms or associated words - e.g. Ecosystem, environment, ecology. Very often writers repeat words/phrases to emphasize and clarify a point in the text.

- Tell the students not to do all these separately. They should do all of these while they are skimming the paragraphs.

- Help them take a note of key words in each paragraph.

- In the beginning, encourage the students to do the above activities in pairs or in smaller groups. It would give students the necessary confidence to do the activities alone at a later stage.

ii. Scanning

Scanning is reading the text in order to locate **SPECIFIC DETAILS**. Remember, students should search only what they need and not scan each and everything. For this, guide them to follow the steps given below. Make the students read through the text once. And then

- Ask the students to look at the questions

- Caution the students to keep in mind what they are searching for

  - Tell them to be very clear about the kind of information they are looking for. Are they searching for a number? A date? A percentage? An opinion? A name? A place? A nationality? A medical or scientific term?

- Advise the students to locate the paragraph where they think the answer can be on the basis of skimming done earlier

- Then, let the students read the paragraph which they have identified and where they think the answer can be

iii. Dealing with new words and phrases

It's very important for students to have the ability to work out the meaning of a word from the context in which it appears. Guessing the meaning of the word from the context is an important skill for young readers to develop. To help the students guess the meaning of a word in a given context,

a) let students locate in the paragraph a few words which they think could be similar to the word given

b) ask them to read the sentences in which the words appear

c) now ask them to read sentences that come before and after the located words

a) encourage the students to guess the meaning of the right word through context

♦ **Read and Reflect**

Here are some ideas / points that emerged out of research and practices on reading. Read with your friend and reflect on them.

It is important to understand that

- reading should make as much sense as listening. Understanding the text sometimes requires going beyond the text.

- reading is equated to constructing a meaning and meanings are not always similar. at secondary stage reader is not dependent upon identification of word for 'Understanding'

- there might be a stage in the process of Reading in which the readers employ meaning to assist in the identification of individual words.

- reading would become a laborious task if the reader blindly makes effort to identify one word after another with no prior insights.

- linguists have also found that reading cannot be achieved step wise or in a structured manner. The reader's eyes may rest on one or all the words but brain responds to words in meaningful clusters.

- slow reading is not efficient reading because it puts unnecessary load on the memory bank and leads to confusion.

- just as learners, perceive spoken language by paying attention to meaning not the sounds of the words similarly independent learners always try to bring meaning to print and pay least attention to individual words and their meanings. This brings our focus to the importance of the context in which the words carry messages.

6. ACTIVITIES FOR READING COMPREHENSION

Here are some reading texts of different nature and genre. Please go through the text and the questions/tasks which follow them. Your task is to find the following about the activity. This activity aims at supporting you by working like a student. But remember our aim here is to know how to design quality reading texts and questions to promote reading and to provide effective assessment processes in reading.

After doing the activity please find

i. What is the nature of the text? Factual / literary / expository / argumentative /

ii. What is the genre of the text? Prose / poetry / travelogue / drama / any other/

iii. Whether the text is an authentic text? Whether the theme can be related to the lives / experiences of learners?

iv. How far the questions / exercise which follow the text cover the entire text? Or the questions are addressing ideas of some paragraphs?

v. Whether the questions are authentic?

vi. What, according to you, is the problem (if at all any problem) of the text and the activities?

❖ Activity 1 1.

Read the following passage and answer the questions that follow.

1. The advances in biological science and electronics have greatly changed the understanding of the human body and treatment of diseases. These advances have given great powers to medicine in prolonging human life using an array of gadgets - artificial respirator, pacemaker, synthetic valves, artificial bones and electronic implants - in addition to a vast array of new drugs. The hopeless medical case of yesterday is easily cured today. This has become a reality primarily because of the formulation of wonder drugs such as antibiotics, sulpha drugs, antiseptics, growth stimulants and rejuvenators. Thus, the pharmaceutical industries have become giants in every country, big or small.

2. "The desire to take medicine is perhaps the greatest feature which distinguishes man from animals," said William Oster. This desire has catalysed an awesome and uncontrolled development of drug industries all over the world. Taking drugs has become a veritable cult in this century. Even a healthy person swallows a few tablets a day in the hope of maintaining his health. The most extensively used medicines are painkillers, vitamins and antibiotics. Among these, aspirin is the number one drug in terms of quantities consumed. This has been in use for a century now. Over 30 million pounds of aspirin, or 150 tablets a person, are consumed in the U.S. alone each year. The worldwide production of this drug is a staggering 1, 00,000 tons a year.

3. We have now to ask whether this habit of taking drugs is being exploited by the drug industries. Are the doctors, at least some of them, in league with the drug industries in promoting unfair sale of drugs? A commonly-voiced criticism against the doctors pertains to over-prescription, directing the patients to take more drugs than what is necessary. This causes physician-produced diseases (called iatrogenic diseases). Some doctors are responsible for drug addiction among their patients.

4. There is a growing concern among the medical practitioners themselves that antibiotics are prescribed irrationally and recklessly. These medicines, though potent in curing diseases, are not totally free from side effects. A survey conducted in Kolkata recently had indicated that over-prescription of antibiotics had led to serious kidney and liver problems in patients. Some persons are allergic to antibiotics and cases of deaths are known by callous administration of these drugs to such persons. Mexaform and Enterovioform are anti- diarrheal drugs. Until recently these could be bought off the shelf of the drug stored without prescription. Today, consumption of these drugs has been proved to cause blindness and therefore these have been withdrawn from use.

5. A Swedish pediatric neurologist, Dr. Ollen Hansson, pioneered in fighting internationally against needless drug prescription. He, in spite of his affliction with cancer, campaigned against over-zealous prescription of drugs and succeeded in getting some harmful drugs withdrawn from use all over the world. May 24, the day he died is celebrated as the Ollen Hansson Day to keep alive his campaign against over-prescription.

6. Each drug we use, like a coin, has to two sides, namely-its potency and toxicity. The border line between these two effects is thin in some cases. Therefore, doctors have a great responsibility in carefully prescribing such drugs.

On the basis of your understanding of the passage answer the following questions.

1. The pharmaceutical companies have made great advances in

a. the understanding of the human body

b. playing a key role in the treatment of diseases

c. formulating wonder drugs such as antibiotics

d. helping prolong human life

2. Ollen Hansson Day is celebrated to

a. highlight advances made in biological science

b. fight against needless drug prescription

c. promote the sale of wonder drugs

d. prevent the use of Mexaform and Enterovioform

3. The writer says that 'the doctors are in league with the drug industries'. This means that doctors

a. promote over-prescription.

b. are responsible for drug addiction among their patients

c. encourage over-zealous prescription of drugs

d. all of these

4. According to the passage what causes blindness?

a. Antiseptics

b. Antibiotics

c. Sulpha drugs

d. Anti-diarrheal drugs

5. How has growth in medical science helped mankind?

6.According to the writer, what distinguishes man from animal?

7. Mention any one drug that is used all over the world.

8. What causes physician-produced diseases?

9. What are the side effects of antibiotics? (Any 2)

10. What does the writer mean by 'over-prescription'?

11. Pick out the words/phrases from the passage which are similar in meaning to the following:

a. carelessly (Para 4)

b. poisonous (Para 6)

Can you now read again the questions and say

i. Questions type: Whether the question is

(a) informative

(b) interferential

(c) extrapolative

(d) words attack

(e) language use question, etc.

 ii. Whether any problems with regard to

(a) Gender

(b) religion / caste, etc.

(c) violation of constitution values / ethos

❖ Activity 2

Read the following passage carefully and answer the questions that follow.

1. Many of us believe that "small" means "insignificant". We believe that small actions and choices do not have much impact on our lives. We think that it is only the big things; the big actions and the big decisions that really count. But when you look at the lives of all great people, you will see that they built their character through small decisions, small choices and small actions that they performed every day. They transformed their lives through a step-by-step or day-by-day approach. They nurtured and nourished their good habits and chipped away at their bad habits, one step at a time. It was their small day-today decisions that added up to make tremendous difference in the long run. Indeed, in matters of personal growth and character building, there is no such thing as an overnight success.

2. Growth always occurs through a sequential series of stages. There is an organic process to growth. When we look at children growing up, we can see this process at work: the child first learns to crawl, then to stand and walk, and finally to run. The same is true in the natural world. The soil must first be tilled, and then the seed must be planted. Next, it must be nurtured and nourished with enough water and sunlight, and only then will it grow, bear fruit and finally ripen and be ready to eat.

3. Gandhi understood this organic process and used this universal law of nature to his benefit. Gandhi grew in small ways, in his day-to-day affairs. He did not wake up one day and find himself to be the "Mahatma". In fact, there was nothing much in his early life that showed signs of greatness. But from his mid-twenties onwards, he deliberately and consistently attempted to change himself, reform himself and grow in some small way every day. Day by day, hour by hour, he risked failure, experimented and learned from mistakes. In small and large situations alike, he took up rather than avoided responsibility.

4. People have always marveled at the effortless way in which Gandhi could accomplish the most difficult tasks. He displayed great deal of self-mastery and discipline that was amazing. These things did not come easily to him. Years of practice and disciplined training went into making his successes possible. Very few saw his struggles, fears, doubts and anxieties, or his inner efforts to overcome them. They saw the victory, but not the struggle.

5. This is a common factor in the lives of all great people: they exercised their freedoms and choices in small ways that made great impact on their lives and their environment. Each of their small decisions and actions, added up to have a profound impact in the long run. By understanding this principle, we can move forward, with confidence, in the direction of our dreams. Often when our "ideal goal" looks too far from us, we become easily discouraged, disheartened and pessimistic. However, when we choose to grow in small ways taking small steps one at a time, performing it becomes easy.

On the basis of your understanding of the passage answer the following questions.

1. The main idea of the first paragraph is that

a. Big things, big actions and big decisions make a person great

b. Small actions and decisions are important in one's lives

c. Overnight success is possible for all of us d. Personal changes are not important

2. What does the writer mean by saying 'chipped away at their bad habits' (Para 2)?

a. gave up bad habits

b. produced bad habits

c. criticized bad habits

d. Did not like bad habits

3. Which of the following statements is true in the third paragraph?

a. Gandhi became great one fine day

b. He avoided responsibility

c. Every day Gandhi made efforts to change himself in some small way

d. Gandhi was the Father of the Nation

4. How did great people transform their lives?

a. Day-by-day

 b. In small ways

c. One at a time

d. All of these

5. How do small actions and choices impact our lives?

6. How does growth occur? Give an example from the text.

7. What according to the author is the universal law of nature?

8. How did Gandhi accomplish the most difficult tasks effortlessly?

9. What is the common factor in the lives of great men?

10. How can we achieve our 'ideal goals'?

11. Pick out the words/phrases from the passage which are similar in meaning to the following:

a. take care of (Para 2)

b. deep, very strongly felt (Para 5}

UNDERSTANDING POETRY

Poetry as reading comprehension text

1. Introduction

2. Strategies for poetry comprehension

3. Process to understand the poem

4. Reflections

1. INTRODUCTION

Poetry is a powerful genre which can increase the reading comprehension ability of the students in many ways. The benefits are obvious: poems are typically shorter pieces of text, which are more manageable for struggling readers and the rhyme patterns provide sound qualities helpful for predicting words and phrases. Poetry can also pose serious challenges such as,

a) Many teachers and students believe that poetry is not easily accessible to students because of its metaphorical language or culture specific content.

b) Some students start reading poetry but soon give up when they find the text quite challenging.

2. STRATEGIES FOR POETRY COMPREHENSION

Forest Fire

Someone dropped a burning match

 Unheeded by the way

It caught on fire some underbrush;

 Its user did not stay.

From grass to brush from brush to tree

So stealthily it ran,

That no one ever guessed or knew

Just where that fire began

Someone built a campfire

And failed to put it out.

 A breeze came and quickened;

The embers spread about;

And soon the woods were blazing.

The fire spread and spread;

The trees that took long years to grow

Stand blackened now and dead.

Someone saw a little fire

As he was passing by.

He did not stop to put it out;

He did not even try.

He had not started it, of course;

He had no time to spare;

That it might start a forest fire

He did not even care.

Myrtle Barber Carpenter

3. PROCESS TO UNDERSTAND THE POEM

Here are some processes suggested to understand the poem. How do you think they are relevant?

Step 1

Tell the students to preview the poem and read it aloud a few times. Assure the students that complete understanding of any poem will not come after one reading. Reading a poem aloud can help students get an overall feel for the language, rhyme, and rhythm of the poem.

Step 2

Ask the students to use clues from the title of the poem to identify the topic. Often the topic will not be stated explicitly in the poem.

What does the title 'Forest Fire' mean to you?

Step 3

Have students make a prediction about what the poem may be about. Students may then share their predictions with a partner or in a small group.

Step 4

Let the students visualize the images that are there in the poem. You can ask the students - Are there any pictures in the poem? Has the poet painted a picture in words and phrases? E.g. 'burning match'; 'stealthily it ran'; 'embers spread about'; 'woods were blazing'.

Someone dropped a burning match.
Unheeded by the way
It caught on fire some underbrush;
Its user did not stay.
From grass to brush from brush to tree
So stealthily it ran,
That no one ever guessed or knew
Just where that fire began.

Someone built a campfire
And failed to put it out.
A breeze came and quickened;
The embers spread about;
And soon the woods were blazing.
The fire spread and spread;
The trees that took long years to grow
Stand blackened now and dead.

Can you find some more images in the poem?

Use of images or 'pictures in poem'

Step 5

Discuss with the students the number of lines and stanzas, listen for rhyme and rhythm.

Someone dropped a burning match

Unheeded by the way

It caught on fire some underbrush;

Its user did not stay

This is the rhyme scheme of the first stanza of the poem. Is the rhyme scheme of the other stanzas similar or different?

Step 6

Discuss with the students the unfamiliar words used in the poem such as **'unheeded', 'stealthily', 'embers'**.

Step 7

Let the students consider, first, the literal meaning of the poem; that is, what is the concrete object or idea being discussed in the poem.

Step 8

Students should then identify parts of the poem that confuse them. Can they use the poem's context to interpret confusing parts?

Step 9

Ask the students to evaluate the poem's theme, and allow their own understanding to grow. Explain to students that when they make an inference, they are 'reading between the lines'. An inference is a logical judgment based on the writer's words as well as the knowledge and experience of the students.

Step 10

Discuss students' inferences in front of the class.

4. REFLECTIONS

Reflect on the following

i. Do you think the above activity would be effective in your class? Why? Why not?

ii. What difficulties do you anticipate while doing the above activity?

iii. Are your students going to enjoy going through the steps involved in the above Activity?

iv. Which part of the activity would you like to modify to suit your classroom situation?

Now let's do another literary text for comprehension. Having done the following two poems for reading comprehension reflect on the activities keeping in view the ideas given in 6.

Read the following poem and answer the questions given below.

ENCROACHMENT

By Neerada Suresh

One evening after work

groping in the mailbox

For messages, letters from nowhere,

My fingers encountered

sprigs, twigs and eggs.

 A bird had nested

right inside my mailbox.

Annoyed, I cleared it all

except for the eggs.

Later in the evening

A squall had me out

hastily gathering, clothes left drying.

In the garden, hopping

in clumsy hurry, was a mainah

balancing in its yellow beak

twigs and slender sticks

heading for my mailbox

laboriously to rebuild

the cosy nest I had wrecked.

My vision blurred in the heady showers

The message I had missed

Quite clearly I read

In the incongruous nest

hidden in the wooden box.

A trespass, an encroachment

that escaped prosecution,

A slow persecution

through a denuding of its habitat

leaving no room to nest

Except in wooden post boxes

nailed to concrete walls.

1. In the mailbox, the poet looks for

1. A nest

2. Letters

3. Bird's eggs

4. Sticks

2. Which one of the following statements is NOT true?

a) There was a storm in the evening

b) The poet missed a letter in the mailbox

c) Mainah did not have room to nest

d) Clothes were drying in the garden

3. How does the poet react to the bird's nest in the mailbox?

4. What does the poet do to the nest?

5. What does the poet do to the eggs in the mailbox?

6. The bird starts rebuilding the nest. Why?

7. The writer uses the phrase - 'a denuding of its habitat'. Whose habitat has been denuded?

8. Find words from the poem that mean

a) to search

b) warm and protected

STUDY SKILLS

NOTE MAKING

1. INTRODUCTION

Why note-making?

1. Introduction

2. Objectives

3. features of note making

4. Strategies

5. Reference and further reading

We, as students, teachers, professionals, workers and common public persons read newspapers, magazines, novels, short stories, and also listen to lectures, talks and news discussion on radio and television. We can't remember all ideas, events and the key words of whatever we read or listened to. We need to take notes while reading or listening in order to summarize and reproduce matter for further use. Note making is a special skill that is very useful to students and working professionals. It enables one to compress a large piece of information into a brief, organized and summarized

form which can be referred to when required. How is a note helpful to us? It helps us to

- remember important details

- note / jot down the main ideas to be used

- prepare for examinations by referring to the notes again and again

- use and reuse the notes to plan for debates, speeches and lectures; participate in them and take part in discussions

Note making is a practical skill that is (also) used in other 'content' subject areas. This reinforces language skills further which enables the students to develop higher order language skills moving from basic inter communication skills (BICS) to Cognitively Advanced Language Proficiency (CALP).

2. OBJECTIVES

Through this module teachers will be able to

- understand and develop a perspective on study skills;

- understand the importance of note making for enhancing language proficiency;

- understand and apply the features of making notes as given below

  o to select and extract information and record it in note form

  o to use appropriate Key/Abbreviations in the note

  o to write the Summary of the Note within the given word limit

3. FEATURES OF NOTE MAKING

Note making, as discussed earlier, is an instrument for capturing ideas to be used later for reference and reuse. Main purpose is to reuse the ideas for further academic activities viz. to write the summary of the ideas, to report it for a newspaper, radio, TV and so on. This requires some common format so that anyone can understand. The following indicates the common format for making notes.

FEATURES OF NOTE MAKING

i.   It should have a **TITLE/HEADING**.

ii. It should have proper **INDENTATION**.

iii. **INDENTATIONS** should be used to distinguish between **Main** and **Supporting** points.

iv. It should be divided into **SUB-HEADINGS** and **SUB-SUB HEADINGS**.

v.   The number of Sub-headings is usually **four**.

vi. It should have **ABBREVIATIONS** (such as NCERT, DOE and SCERT). Abbreviate wherever possible.

vii. It may have **SYMBOLS** (such as %, &, @)

viii. It may have **contracted form** such as govt., edu. (for education),

ix. Examples and quotations should not be a part of the Note.

x.   Notes should be brief: a key phrase for a sentence; a word to represent a phrase.

xi. Long and complete sentences should be avoided.

xii. Portions from passages should not be lifted to form notes.

As you know the format may go like this

3.1 Format of a Note

 1. Sub-heading

i. Sub-sub heading

a) Sub-sub-sub heading

b)Sub-sub-sub heading

 ii. Sub-sub heading

a) Sub-sub-sub heading

b)Sub-sub-sub heading

2. Sub-heading

3. Sub-heading

4. Sub-heading

3.2. Use of Abbreviations

Abbreviations and symbols should be used in notes as it is the requirement of the examination.

 Make sure students understand how to use abbreviations.

Abbreviations and Symbols can be used in the following manner:

a) Well-known abbreviations (WHO, SCERT, NCERT, CBSE)

b) Symbols (e.g., i.e., etc, &, %}

c) Self-created abbreviations (Govt., Pvt., Ltd., S.St.)

d) Self-created contractions (prblm. - problem; rqd. - required; edn. - education)

At the end of the note key/Abbreviations should be listed. It is expected that every note has at least four abbreviations.

3.3. Writing a Summary

Writing a summary is an important study skill. It is the shortened version of a passage written in one's own words. After making notes, students must write a summary of the essential ideas and facts of the passage using key words from notes as cue words. Summary should not include detailed explanations of the main points. A good summary should:

- include the Main and Supporting points
- take note of the when, where, who, what of the passage
- be in simple English and in the own words of learners
- be written in third person
- omit illustrations, examples and quotations
- be very brief and strictly follow the word limit (80 words)

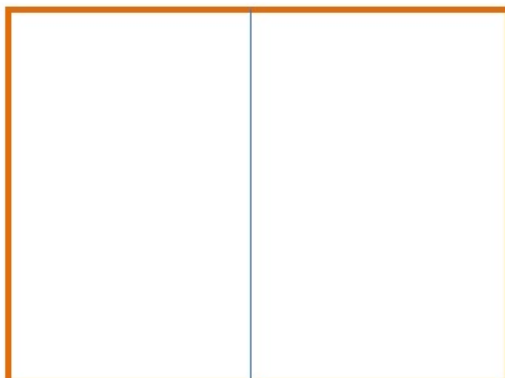## 4. STRATEGIES

It's time to practice note making now.

❖ **Activity 1**

For Class XI

This activity is best suited for students of Class XI who are not yet exposed to note-making. The activity will form the basis of all note-making activities in Class XI and XII.

Step 1

• Ask the students to vertically fold a notebook page in half.

Step 2

• Now, direct them to think of four most important things they learned from the text. These are the MAIN ideas. The main ideas are recorded on the left hand side of the dividing fold, with space in between each idea.

 Step 3

• Ask the students to take up the first main idea and find out two or three things about it from the passage. These are the SMALL details. Small details are then recorded on the right side of the fold, across the main idea.
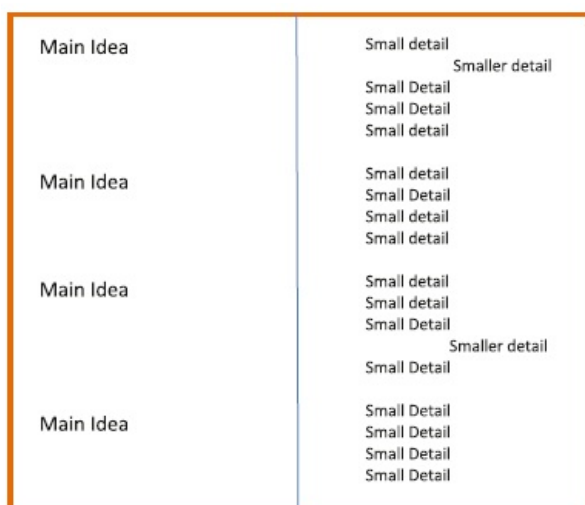
Step 4

• Students should repeat one by one the above exercise with rest of the main ideas.

Step 5

• Now ask the students to take up the small details one by one and note down any extra information that can be found in the passage regarding the small details.

Step 6

• Discuss the format of a good note making with the students.

Step 7

• Help the students to organize the main ideas and small details into notes.

Step 8

• Teach the students how to frame and use Key/Abbreviations.

Step 9

• Now discuss with students how to write a summary of the passage.

❖ **Activity 2 - For classes XI and XII**

We will read the passage given below and highlight its important points.

Nobody has the faintest idea when the first marbles rolled across the earth's surface, but small stones, deliberately chipped and rounded, have been unearthed at Stone Age excavations on three continents. Today, marbles from ancient Rome and GreeceM occupy places of honour in places like the British Museum and New York's Metropolitan Museum of Art.

Marbles are small, hard balls that are used in a variety of children's games and are so named after the 18th century practice of making them from marble chips. Marble games date back to antiquity and ancient games were played with sea-rounded pebbles, nuts and seeds of some fruits. The Emperor Augustus like other Roman children played games with nut marbles, and engraved marbles have been dug up from the earthen mounds built by some early North American Red Indian tribes. Early settlers in the USA found the Red Indians playing marbles with what archaeologists now refer to as "Game stones".

The purpose of marble games is to roll, throw, drop or knuckle marbles against an opponent's marbles, often to knock them out of a prescribed area and so win them.

Year after year, nearly 200 million marbles are turned out by the mixing, shaping and rolling machines of marble making factories. The demand for marbles is constantly increasing. In addition to children's games, like knuckling, marbles are also used in numerous other games.

In the 20th century, marbles have been made of a variety of materials: baked clay, glass, steel, plastic, onyx, agate. During World War II, engineers perfected the little glass balls to such a degree that these could be substitute for steel bearings tons of these glass balls go to the lithographers and engravers, to be used in smoothing the surface of copper printing plates. Special marbles are made for this purpose, to withstand the punishment of being rolled back and forth over the metal surfaces.

Many highway signs are made of marbles. Each glass ball has an individual reflector behind it so that headlights at night will spell out safety warnings. In the oil fields, refiners use acid proof marbles as filters and condensers. The glass balls are injected into old oil wells to prepare them for possible further use. Consequently, millions of dollars' worth of oil can now be recovered.

Some fish hatcheries place marbles on the bottom of pools, claiming better results during the spawning season. Paper mills now use glass balls in their manufacturing units. Only recently has it been found out that marbles are highly useful in the spinning of glass thread.

After reading the passage, let's ask ourselves the following questions and try to answer them:

i. What is the passage about? - Marbles

ii. What are they (marbles - small, hard balls, chipped and rounded

iii. Used since? Time? -since stone age

iv. Source of information - British Museum, New York's Metropolitan Museum of Art

v. Used by? - ancient Rome and Greece, North American Red Indian tribes vi. Made of? - baked clay, glass, steel,

plastic, onyx, agate

 vii. Uses of marbles? - to roll, throw, drop, knuckle marbles; smoothening surface of copper printing plates; making highway signs; as filters and condensers in oil fields; in fish hatcheries during spawning season; as glass balls in manufacturing units of paper mills; in spinning of glass thread

Once these questions are answered, we will rearrange the points in the given format:

Title: All about Marbles or any other appropriate/relevant title

1. What are marbles?

 i. Small, hard balls

 a) chipped and rounded

ii. Used in children's games

iii. Made from marble chips

2. Used in antiquity by people of

i. Stone Age

ii. Ancient Rome & Greece

iii. North Am. Red Indian tribes

3. Purpose of marble games

 i. to roll, throw, drop, knuckle marbles against opponent's

ii. to knock out opponents from an area

4. Marbles are made of

 i. baked clay, glass, steel, plastic, onyx, agate

5. Other uses of marbles

i. in smoothening surface of copper printing plates

a) used during World War II

 ii. to make highway signs

iii. as filters and cond. in oil fields

iv. in fish hatch, during spawning season

v. as glass balls in manufacturing units of paper mills

vi. in spin, of glass thread

An alternative format could be

Title: All about Marbles or any other appropriate/relevant title

1. What are marbles?

1.1 Small, hard balls

1.1.1 chipped and rounded

1.2 Used in children's games

1.3 Made from marble chips

2. Used in antiquity by people of

2.1 Stone Age

2.2 Ancient Rome & Greece

2.3 North America. Red Indian tribes

3. Purpose of marble games

3.1 to roll, throw, drop, knuckle marbles against opp.

3.2 to knock out opponents from an area

4. Marbles are made of

4.1 baked clay, glass, steel, plastic, onyx, agate

5. Other uses of marbles

5.1 in smoothening surface of copper printing plates

5.2 used during World War II

5.3 to make highway signs

5.4 as filters and cond. in oil fields

5.5 in fish hatch, during spawning season

5.6 as glass balls in manufacturing units of paper mills

5.7 in spin, of glass thread

Key/Abbreviations

1. Cond. - condensers

2. Hatch. - hatcheries

3. Spin.-spinning

4. Opp. -opponents

Summary

Marbles are small hard balls used for children's games. They are made of baked clay, glass, steel, plastic, onyx and agate. They have been used in antiquity by Stone Age people, ancient Romans and Greek and North American Red Indian tribes. The object of marble games is to roll, throw, drop or knuckle marbles against an opponent's and thus knock them out of a prescribed area. Marbles have other uses too. They are used to make highway signs, as filters and condensers in oil fields and in fish hatcheries during spawning season. Paper mills use glass balls in manufacturing units. They are also highly useful in spinning of glass thread.

❖ **Reflect**

- In what way was the activity useful to you?
- Have you tried out this activity before? If not, what could have been the reason? If yes, was your lesson successful?
- Has this activity added anything to your knowledge about note making and how would you promote it amongst your students?
- Do you think you could have done it better? How?

❖ Let's practice

1. Read the following passage carefully.

Salt, a miraculous gift of nature, is one of the most useful and amazing minerals on Earth derived from the sea and rocks. Do you know that it is the only rock the humans can eat?

Salt has seasoned our history, language and food, besides making nutritious food more palatable. Used in all bakery products, prepared foods, sauces, soups, spices, cereals, dairy foods, meats, poultry, it is also an extraordinary effective food preservative, retarding the growth of spoilage by micro- organisms and making food storage possible long before refrigeration.

How much salt is necessary for human consumption? Medical experts agree that everyone should practice some reasonable 'moderation' in salt consumption. For the average person, a moderate amount might run from 4-10 gm a day or roughly half to one and one-third teaspoon.

The equivalent of one to two gm of this salt allowance would come from the natural sodium in food. The rest would be added in processing, preparation or at the table.

Common salt, a chloride of sodium, is chemically represented by the symbol NaCI. The human body has a continual need for salt. Sodium chloride or the common salt is 39% sodium and 61% chloride. Forming a solution in the body, these two components separate into sodium and chloride ions, each with a different task. Chloride maintains the balance of water between the living cell and its environment, plays part in digestion, and pairs with sodium to maintain the blood's acid-base balance, critical for life. Sodium assists in regulating the volume of blood and blood pressure. It facilitates the transmission of nerve impulses and is necessary for heart and muscle contractions. Although the popular conception is that salt is a flavor enhancer, a recent American study suggests that it functions as a flavor filter on food, selectively enhancing and suppressing various tastes. Another study shows that the use of salt suppresses the bitter taste of dark green vegetables like bitter gourds. Salt's functions in the body are already elucidated. Deficiency signs include lethargy, dizziness, cramps and palpitation. In woman, excessive salt intake promotes fluid retardation. But what the good salt can do, in the right dose, is unequaled. Snorers should try spraying their nose with salt water to moisten mucous membrane. To invigorate the body when tired or to remove dead skin cells, rub a handful of salt all over your body before having your bath.

The recommendation that no one should exclude salt totally from the diet is awfully wrong. Scientists are of the view that salt is an invisible killer and therefore, a health hazard. As new evidence piles up alarm bells have started raining. And the next battle might be just against salt! Specialists are convinced that a diet high in salt causes high blood pressure, a disorder that afflicts one-third of people above the age of 60. Moreover, this is a risk factor for two great killers-coronary heart disease and stroke.

1. On the basis of your reading of the above passage, make notes on it, using headings and sub-headings. Also use recognizable abbreviations, wherever necessary (minimum 4). Use a format you consider suitable.

2. Write a summary of the above passage in about 80 words.

2. Read the following passage carefully and makes notes based on the ideas of the text.

Is there anything you can do to help yourself-and perhaps others as well - in a big fire? Yes, indeed, you can escape or increase your chances of rescue if you use your head and know what to do. Most important at such times is the pause when you first realize that there is a fire - the pause when you calmly decide what to do.

If the smell of smoke wakes you up at night, don't rush to the door and fling it open. First feel it cautiously. If it is hot, don't open it! Open your window, call for help and wait there to be rescued. The closed door will hold back heat, flames and smoke for quite a long time. If the door is not hot (feel the metal part that connects the front door-knobs, too), you can open it carefully, bracing your foot and arm against it so it will not fly open. Close your window before opening the door. Otherwise a smouldering fire, suddenly receiving a supply of fresh air, might burst into flames.

If the smell of smoke leads you to the cellar, feel that door very carefully indeed. If it is even warm, telephone for help immediately. Say 'Fire' to the operator, and tell her your address clearly. If you have no phone (or can't get to it) and have to go outside the house to phone, awaken the rest of the household before you go, so they can get out of the

house. If you must escape through a room filled with smoke, crawl on your hands and knees, with your face close to the floor where the air will be clearest. To avoid bumping into objects or to feel your way in a strange room, keep one fist raised in front of you, lightly clenched. If the back of your hand touch a live wire the shock will throw the hand clear instead of causing it to clutch the wire. Should you be lost in a smoke filled room, make for a wall and then continue around it until you reach the door.

In searching for flight of stairs, be careful about grasping a hand-rail which may be weakened by fire. Go down as close to the wall as possible, for that is where the treads will bear the most weight, and crawl down backwards for extra safety.

If you must escape through a window, do not 'jump out of the window'. You can reduce the length of your fall by 6 or 7 feet by dropping properly. Sit on the sill with your legs outside, turn around, grip the sill and lower yourself to arm's length before letting go. If you do not panic, you may easily have time to knot blankets and sheets together, tie one end to heavy piece of furniture and climb down much or all of the way.

(From 'Guided Comprehension and Summary Book 1' by Brian Blomfield and Dorothy Heapy)

1. On the basis of your reading of the above passage, make notes on it, using headings and sub-headings. Also use recognizable abbreviations, wherever necessary (minimum four). Use a format you consider suitable.

2. Write a summary of the above passage in about 80 words.

5. REFERENCE AND FURTHER READING

NCERT (2006). Position Paper of the National Focus Group on Teaching of English. NCERT: New Delhi

NCERT (2006) Textbook in English for class XI. NCERT: New Delhi

NCERT (2007) Textbook in English for class XII. NCERT: New Delhi

Following websites are useful to learn about and practice note making

http://www.learnhigher.ac.uk/research-skills/note-making/

https://www.youtube.com/watch?v=mKKiOUIrHsk
http://cbseacademic.in/web_material/Curriculuml6/SrSecondary/English.pdf http://tutorials.istudy.psu.edu/notetaking/

http://www.brighthubeducation.com/high-school-english-lessons/29074-modern-poetry- comprehension-strategy/

https://www.youtube.com/watch?v=XB9jYgkyrjY

SELECTING A READING PASSAGE

One of the most complex tasks facing English teachers is the selection of appropriate reading passages. **What should we consider when selecting a Reading passage?**

First and foremost, while selecting a Reading Passage, we should keep in mind the CBSE specifications for Class XI and XII.

CLASS XI

For Class XI, the specifications are as follows:

Two unseen passages (including poems) with a variety of questions including 04 marks for vocabulary such as words formation and inferring meaning. The total range of the 2 passages including a poem or a stanza should be around 900-1000 words.

1. 550-600 words in length (for note-making and summarizing)

2. 350-400 words in length (to test comprehension, interpretation and inference)

An unseen poem of about 28-35 lines.

The passages could be of any one of the following types:
- Factual passages, e.g., instructions, descriptions, reports
- Discursive passages involving opinion, e.g., argumentative, persuasive
- Literary passages e.g. extracts from fiction, biography, autobiography, travelogue, etc. In the case of a poem, the text may be shorter than the prescribed word limit

CLASS XII

For Class XII, the specifications are as follows:

Two unseen passages with a variety of very short answer/short answer or MCQ type questions to test comprehension, interpretation and inference. Vocabulary such as word formation and inference of meaning will also be tested.

The total range of the 2 passages will be between 1100-1200 words. The Passage will include two of the following:

a) Factual passages, e.g., instructions, descriptions, reports

b) Descriptive passages involving opinion, e.g., argumentative, persuasive or interpretative text

Literary passages e.g. extract from fiction, drama, poetry, essay or biography. A poem could be of 28-35 lines.
- The passages can be literary, factual or discursive to test comprehensions. The length of one passage should be between 600-700 words.
- A third passage of 400-500 words for note making and abstraction.

The next step is to understand what's the best way of choosing a reading passage? Choosing a reading passage is not a random activity. The procedures for selecting a passage have been well documented by many ELT experts.

According to Nuttall (1996; 1st edition 1982), the factors that decide the selection of a reading passage are:

1. Suitability of Content

2. Exploitability

3. Readability

4. Variety

5. Authenticity

 Hetherington (1985) suggests the following criteria to select a reading passage.

1. Interest

2. Background Knowledge

3. Topic

4. Format

5. Discourse and Rhetorical features

6. Lexical Difficulty

7. Sentence Complexity

Day (1994) provides an elaborate list which is as follows:

1. Interest

2. Exploitability

3. Readability

4. Background Knowledge

5. Syntactic appropriateness

6. Rhetorical Organization

7. Discourse Phenomena

8. Passage length

9. Topic

10. Political appropriateness

11. Cultural suitability

12. Appearance

13. Copyright In the Indian context and keeping the CBSE specifications in mind, it would be appropriate for us to consider the following six factors while selecting a text.

1. Interest

The most important factor in selecting a reading passage is 'Interest'. Interest is related to motivation. When the topic of a passage is not of interest to students, their motivation to read is reduced. Abundance of 'new' information will make a passage difficult to read. On the other hand too much 'given' information can be uninspiring. When selecting passages, we should strike a balance between 'new' information and 'given' information.

2. Exploitability

Exploitability considers learning objectives as a key factor in selecting a reading passage. Ask yourself this question - will the passage help you achieve the objectives of the reading activity? Suppose the objective of a reading exercise is inferencing, does the reading passage allow students to make inferences? If yes, then the passage falls within the range of Exploitability.

3. Readability

Along with Interest and Exploitability, the factor of Readability is also one of the most important considerations in selecting a reading passage. Readability refers to the grammatical appropriateness of language, lexical knowledge, logical ordering of ideas, and background knowledge of the reader. We will consider each of these in some detail here.

a) Grammatical appropriateness

A passage should be grammatically appropriate for class XI/XII students. If a passage contains grammatical constructions that the learners do not know, they might have difficulty reading it and may even reject the passage. And that would be demotivating both for the teacher and the student. Similarly, if the grammatical constructions are too easy, students may attempt the passage but the learning objectives would get defeated.

b) Lexical knowledge

Lexical knowledge is an important criterion that determines text's readability. If the number of new lexical items/words increases in a reading text, it would be difficult for students to read the passage. Likewise, if one of the objectives of a reading lesson is to teach learners to guess the meaning of unknown lexical items/words from the context, the passage must include some unknown words or phrases. Then, how should we determine the number of new words included in a passage? According to Nuttall (1982:26), new words should be less than three percent of the entire lexical items used in the passage. This recommendation is based on the assertion that the purpose of a reading lesson is reading and not vocabulary development.

c) Organization

It is important for us to examine a text very carefully to see how it is organized. We can consider a passage for use in a reading lesson when we understand whether our learners can deal with the flow of ideas and arguments in the passage; whether the cohesive markers and transition devices are within their linguistic competence. A passage that is not well organized might present problems for our students.

d) Background knowledge

Background knowledge is an important measure to test the readability of a text. Both comprehension and engagement are enhanced when students can activate relevant background knowledge as they read, connecting their personal experiences with new experiences. If a topic is unfamiliar, students might reject it altogether. We do experience this phenomenon very often in our own teaching learning situation. However, we cannot diminish the value of unfamiliar knowledge given the wide variety of situations and circumstances in which English is used throughout the world today. So, it would be appropriate to gradually expand the students' knowledge from the familiar to the unfamiliar.

e) Passage length

The length of the passage should be according to CBSE specifications.

4. Topic

The Topic of a reading passage is an important factor in deciding whether a reading passage is appropriate or not. A wide variety of topics would be helpful in maintaining student interest and motivation. Select some topics that are relevant and within the world view of the students. Then gradually, as learners develop reading ability, select topics that would widen the perspectives of the students provided the passages fulfill other factors such as Interest, Exploitability, Readability, etc.

5. Cultural Suitability

Cultural suitability is another factor to consider while selecting reading passages. We should not include passages that are culturally sensitive. We should also avoid using reading passages to put across our own beliefs and ideologies.

6. Copyright

Once a passage is selected, it has to be adapted for use in the class. Besides, you should be aware of and observe copyrights. Do acknowledge the writer or the source.

The factors discussed here should be of some help to all of us when we decide to select reading passages for our classes.

ASSESSMENT

• Develop lists of criteria for your own specific teaching learning situations.

REFLECTION

- Do you think the above criteria would help you in selecting appropriate passages for your students?
- Which part of the criteria would you like to modify to suit your classroom situation?

REFERENCE AND FURTHER READING

1. http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol32/nol/p20.htm

2. https://prezi.com/-mvowzxtdidl/selectine-a-passage-for-intensive-reading/

3. https://scholarspace.manoa.hawaii.edu/bitstream/10125/38569/l/Dav%20(1989) WP8 (1).pdf

ANNEXURE 1

Some useful sources for English language teachers

Sl. No.	Source	Description
Journals & Periodicals in English Language Teaching		
1.	**Journal of English Language Teaching (JELT), India**	Journal of the English Language Teachers Association of India (ELTAI)
2.	**English Teaching Professional**	A Monthly ELT magazine for teachers and anyone interested in ELT
3.	**English Teaching Forum**	A quarterly journal for professionals teaching English as a Foreign or Second Language, published by the Office of English Language Programs, Bureau of Educational and Cultural Affairs, USA.
4.	**FORETELL**	Digital journal of the FORETELL (Forum for Teachers of English Language & Literature).
5.	**Voices**	Digital newsletter of the International Association of Teaching of English as a Foreign Language (IATEFL)
6.	**AJELT Journal**	The Asian Journal of English Language Teaching (AJELT) is an international blind-refereed journal which reviews previously unpublished data-driven manuscripts that (1) link ESL/EFL theory, research, and pedagogy and (2) relate specifically to the teaching of English to Asians at the university level.
Websites		
1.	www.ncert.nic.in	This is official website of NCERT. It has lot of print and non-print materials for teachers, learners, teacher educators and researchers.
2.	TESS India	Teacher Education for School based Support (TESS)

	http://www.tess-india.edu.in/	TESS-India is a UKAid funded, Open University led multilingual teacher professional development programme whose aim is to support India's national educational policy by enhancing the classroom practice of primary and secondary school teachers through the provision of freely available, adaptable Open Educational Resources (OER).
3.	http://nroer.gov.in NROER- National Repository of Open Educational Resources.	National Repository of Open Educational Resources (NROER) is a solution developed to address the challenges faced by the education sector of our country. It intends to reach the unreached, include the excluded and extend education to all. It is a collaborative platform involving everyone who is interested in education. It offers resources for all school subjects and grades in multiple languages. It brings together all the digital resources for a school system such as educational videos, concept maps, audio clips, interactive objects, photographs, diagrams, charts, images, articles, learning objects, talking books, textbook pages and documents, any resource that can be served digitally. Anyone can contribute to it.
4.	teachingenglish@britishcouncil.org	This site gives you (i) resources for teaching English language at various levels. (ii) have debates on various ideas and issues related to ELT, (iii) Anyone can open our blog here and share ideas.
5.	http://www.englishteachingdaily.com	EnglishTeachingDaily.com is a website managed by a team of English Language students from India. This site features latest English Language Teaching articles, blog posts, videos and event details.
6.	http://www.pearsonlongman.com	This is a website of Pearson Longman publishers. It has lot of resources for teachers and students.

7.	ELTCommunity.com	Any teacher can join and share ideas.
8.	www.developingteachers.com	This sites is reached to you by mail & Provides resources for classroom teaching and new publications.

Professional Associations		
	ELTAI	English Language Teachers Association of India. It has large number of English language teachers as members and its (ELTAI) Chapters are spread across India. It is an associate of IATEFL.
	IATEFL – International Association of Teachers of English as a Foreign Language.	This is an association of English language teachers and an association of a lot of ELT associations across the world. Its annual Conference is held in April every year in the United Kingdom.

On line Television channels		
1.	TeachersTV.com	UK based – videos, classroom teaching, etc. (available for viewing in India-cannot download free)

Document Outline