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# UNIT 1 TEACHING STRATEGIES IN THE CLASSROOM

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## 1.0 OBJECTIVES

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After reading this Unit you should be able to:

- develop awareness about effective communication
- integrate language abilities with real life communicative tasks
- arrive at an understanding of ‘language through literature’ approach in the Indian ESL classes.
- identify language abilities to be focused on in the ESL classes.
- devise tasks to develop language abilities in the ESL classes.

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## 1.1 INTRODUCTION

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In order to communicate effectively in any language, it is important that one is able to listen with comprehension, speak with a degree of fluency and accuracy, read with comprehension and write effectively. These can be referred to as language abilities or language skills.

Reflect and list a few things that learners need to use English for in their day to day lives.

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You would have noticed that learners listen to commentaries, songs, dialogues, news in English; read the newspaper, course books, pamphlets, hoardings; respond to queries, greet people, apologize, introduce themselves to others; and write letters, takes notes, fill forms in English in their day to day lives.

Therefore, English teachers need to focus on the development of each of the four language abilities and effectively deploy strategies and tasks which will be meaningful in the classroom and enable comprehension and communication in their students.

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## 1.2 INTEGRATING LANGUAGE ABILITIES

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Now, let us closely examine exactly what an English teacher is required to undertake in an English class.

Go back to your school days and list the kind of tasks you were asked to complete in the English class.

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Traditionally, English teaching in India has focused on developing the learners' reading ability, possibly because English was perceived primarily as a library language which helped learners in accessing 'contemporary' knowledge. The teachers usually focused on writing along with reading, as writing was perceived as an indicator of one's knowledge of English. In the last decade or so, spoken English has also found space in the language classroom. Therefore, mastery of individual language abilities (reading/writing/speaking/listening) has been perceived as the key to successful language learning.

Now, let us take a look at how we use language?

Imagine a classroom situation where the teacher is teaching in English. The teacher begins by asking questions. The learners listen to these and respond in English. Next, the teacher distributes certain points of significance. The learners read the text (article, story, etc.) and make their notes. This is followed by a class discussion.

In such a situation, which of the following language abilities does a learner use?

- Listening
- Speaking
- Reading
- Writing

Most learners would have used all these abilities in the given situation. This is an example of integration of language abilities. Most of us use two or more language abilities together. A few examples are

- Responding to queries
- Chatting with friends
- Narrating a story we've read
- Sharing our understanding based on reading
- Telephonic conversations
- Filling forms based on given instructions.

Therefore, it is felt that language is best learnt in an integrated manner, in order to prepare learners for life.

### Check Your Progress 1

1) What is integration of language skills?

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2) Give example of tasks where more than one language ability is used.

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## 1.3 THE INDIAN CONTEXT: TEACHING LANGUAGE THROUGH LITERATURE

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India is a vast country. Approached ideally, it would be best to leave the means of developing the language ability to the learners and the teachers in English classes. However, textbooks have become a means for developing the language abilities of the learners.

Can you think of some reasons for the reliance on English textbooks for developing the English language abilities of the learners?

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Some of the reasons for using the English textbooks could be:

- They are prescribed in the syllabus.
- They provide easy access to texts that can help develop the language abilities of learners.
- Similarity in standards of learning English.
- It is difficult for an ordinary teacher to think of suitable material that can be used in class.
- All learners can access these easily.

The question that arises next is what should be done with the textbooks in class? Most textbooks include prose pieces such as short stories, extracts from

biographies, descriptions, newspaper reports, along with some selections from poetry and drama. These are samples of literature, but the idea behind their inclusion is:

- They seem appropriate to the learners’ age and context.
- Learners ought to be oriented to readings from different kinds of discourses.
- They present different aspects of humanity thereby broadening the learners’ perspective.
- Literary language is suited to the development of learners’ language abilities.
- Reading literary texts help learners in understanding and appreciating the multiple levels of meanings.
- Learners can become familiar with a range of styles of writing and the different purposes for which they can be used.
- Literature provides the learners with a concrete context for language use.

The ‘Language through Literature’ approach helps the learners in achieving their main aim – which is to improve their knowledge of, and proficiency in, English. Literary texts are perceived as a resource to stimulate language activities – especially for classes VI –X

A few tasks that can be undertaken in the class are listed here:

- Read untitled poems. Select appropriate titles from the list of titles provided along with discussion: reasons for choice of title.
- Predict ‘what happens next?’ after reading till a specific point
- Read a story and write dialogues for the same.
- Guess the meaning of the words from the given context.
- Read a scene from the play and devise role play on what happens next.
- Choose the most accurate review/ summary of a short story.
- Develop and complete a time line based on what they have read.
- Decide which traits suit a character best.
- Fill in the crossword with the help of the given clues. This task is based on the words from the text being read in class.
- Listen to the discussion and identify which characters from the story are being referred to.
- Assume that you are a character from the story and write a diary entry/ letter.....

**Check Your Progress 2**

- 1) List some more tasks that can be used to help learners learn the English language through literary pieces. Try to come up with tasks for developing their vocabulary which integrate language abilities.

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- 2) What, in your opinion, are the strengths of transacting language through literature?

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## 1.4 LANGUAGE ABILITIES

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As discussed earlier, language is a medium for communication. Communication takes place through a combination of listening, speaking, reading and writing. Besides this, other aspects that we need to focus on while teaching-learning English are vocabulary development and helping the learners in understanding and using the grammar of English.

Let us read the paragraphs given below. These paragraphs form a part of ‘Honeysuckle’ – the NCERT textbook for class VI.

### Tragedy in Space

#### U.S. Space Shuttle Columbia breaks into flames

In an unprecedented space tragedy, U.S. Space Shuttle Columbia, carrying India-born American astronaut Kalpana Chawla and six others, broke apart in flames as it streaked over Texas towards its landing strip on Saturday, 1 February 2003, killing all seven on board

The shuttle lost contact with NASA at about 9 a.m. (19.30 hrs IST) as it came in for landing. It was flying at an altitude of over 200,000 feet and travelling at over 20, 000 km. per hour when ground control lost contact with the shuttle.

Columbia had lifted off on 16 January 2003, from the Kennedy Space Centre, Florida. It had stayed in orbit for 16 days and the seven-member crew conducted 80 experiments before it began its downward journey, which ended in tragedy. This was Columbia’s 28th space flight and the shuttle was said to be good for 100 flights.

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- 1) Kalpana Chawla said that she never dreamed, as a child in Karnal, that she would cross the frontiers of space. It was enough that her parents allowed her to attend engineering college after she graduated from Tagore School.
- 2) After a Bachelor of Science degree in aeronautical engineering, despite great opposition from her father, she went for a master’s degree to the United States of America. She later earned her Ph.D. in aerospace engineering. Kalpana Chawla was the first Indian – American woman astronaut to blast

off from the launch pad at Cape Canaveral, Florida, and participate in a successful mission in space. Her family from India cheered along with staff at the Kennedy Space Center as they watched Columbia lift off.

- 3) Kalpana was born in Karnal, Haryana, but was a naturalized U.S. citizen, married to flight instructor Jean- Pierre Harrison. Besides being an astronaut, she was licensed to fly single and multi engine land airplanes, single-engine seaplanes and gliders. She was also a certified flight instructor. After qualifying as a pilot, Kalpana began to consider another challenge: applying to NASA's space shuttle program. She was first hired as a research scientist at NASA. In 1994 she was selected by NASA for training as an astronaut.
- 4) When asked what it was like being a woman in her field she replied, "I really never, ever thought, while pursuing my studies or doing anything else that I was a woman, or a person from a small city, or a different country. I pretty much had my dreams like anyone else and I followed them. And people who were around me, fortunately, always encouraged me and said, 'If that's what you want to do, carry on'."
- 5) Kalpana's first space mission in the space shuttle, Columbia, was 15 days, 16 hours and 34 minutes long. During this time, she went around the earth 252 times, travelling 10.45 million kilometers! The crew included a Japanese and a Ukrainian astronaut. The crew performed experiments such as pollination of plants to observe food growth in space, and tests for making stronger metals and faster computer chips – all for a price tag of about 56 million dollars.
- 6) On the Saturday night when the news about the Columbia disaster broke, there was shock and disbelief. The town of Karnal spent a sleepless night as thousands of households stayed glued to their television sets in the hope that Kalpana and the crew had somehow survived. A Journalist wrote:  
  
She was a heroine. It takes enormous ability to become an astronaut. You need to know a lot about everything, from biology to astrophysics to aeronautical engineering. In this age of super – specialization, you must have encyclopaedic knowledge to be an astronaut. Her achievement is awe-inspiring.
- 7) For millions of young Indians, the story of Kalpana Chawla, a girl from a small town who touched the skies, had become an inspiration. In a message that she sent from aboard the space shuttle, Columbia, to students of her college in Chandigarh, Kalpana said, "The path from dreams to success does exist. May you have the vision to find it, the courage to get onto it.... Wishing you a great journey." There will surely be many who start off on this journey to fulfil their dreams.

You will notice that this lesson comprises two distinct text types - (a) A News Report and (b) A brief account of Kalpana Chawla's life.

Do you see a connection between the two text types?

The first is a news report of the tragic end of Kalpana Chawla, whereas the second describes her journey to becoming a space scientist, her success, and touches upon the tragic end that she met with. It is a brief biographical sketch of Kalpana Chawla.

As this is part of a textbook, we automatically assume that it is meant to be read. Can you think of ways to develop the listening, speaking, reading and writing abilities of the learners of class VI with the help of this lesson? How would this lesson help in developing the vocabulary and grammar of the learners?

Let us read it again and notice a few things about the two text types.

Grammar

- What is the tense used?
- What are the aspects of grammar that this text lends itself for – prepositions, clauses, adjectives or any other?

Vocabulary

- Which words do you think the learners will have a difficulty with? (Remember, it is class VI) List these here.

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Listening

- Can some part of these texts or a related text be used for a near authentic listening activity / task in class? If yes, list your ideas here.

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Speaking

- What kind of speaking activity can be generated from this text – discussion, debate, panel discussion or any other?

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Reading

- How would the teacher be able to help the learners in comprehending the text?

For this, you need to decide the types of tasks which are suitable for the text.

Are there any connotative meanings attached? How would we help the learners in understanding these?

Writing

- What type of writing tasks can emanate from this text?
- Are your learners ready for this linguistically?

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Would they prefer academic /personalized/ content – based writing at this juncture?

Besides these, we need to think of

- Ways of introducing the lesson so that the learners are able to connect to it.
- Ways of helping the learners to stay connected with it – i.e., how does it impact their lives / personalities.

Is it possible to take up each of these areas in each and every lesson /unit?

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## 1.5 INTEGRATING THE WRITING TASKS IN THE LESSON

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Let us refer to the Lesson ‘Kalpana Chawla’ and try to examine the types of writing tasks that can be integrated with it.

The lesson on Kalpana Chawla has two distinct writing forms – the first part is a newspaper report, while the second part is a biographical sketch. Teachers can choose to work on either of the two or both of these with their learners.

Possible tasks that can arise from it are:

- Identifying the features of
  - a newspaper report
  - news headlines
- Identifying the format of a newspaper report.

These can be followed by controlled or guided tasks for framing newspaper reports.

A few examples are:

- Match the pictures to the newspaper headlines.
- Observe the given pictures closely. Discuss the nature of the events depicted in these. Small group discussions lead to a class discussion and the significant points are listed on the board. This can be followed by the learner’s attempt to write the news report in pairs/groups/individually.



- Watch this YouTube video and imagine yourself as a citizen journalist. What points would you like to include? Discuss in small groups and write a news report.
- Similarly, learners can be asked to file in a profile sheet based on the biographical sketch of Kalpana Chawla. This can be followed by a discussion on the features of a biographical sketch. Next, the learners in groups are supposed to write a biographical sketch of a famous sports person, actor, scientist or someone who inspires them. They could be asked to collect biographical details about a person of their choice and create a few profiles/ biographical sketches which can be displayed in class later.

It's important that writing is integrated with other language abilities. A few examples are: -

- Imagine that Kalpana Chawla, on her last visit to India met an old school friend. Based on the biographical piece you've read in 'Honeysuckle' write an imaginary dialogue that might have taken place between them.
- You have read Kalpana Chawla's biographical sketch and are inspired by her. Write a letter to your best friend saying how impressed you are (or you can write a diary entry expressing your feeling).
- You have read 'Kalpana Chawla's biographical sketch. Now listen to some of the people who've known her and write a tribute to Kalpana Chawla.
- Listen to the audio recording of people talking about Kalpana Chawla. Listen carefully and fill in the profile sheet based on this information.

### Check Your Progress 3

- 1) Select a prose lesson from any textbook. Frame at least three writing tasks based on it. Ensure that you integrate listening, speaking and reading when framing these.

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### 1.5.1 Giving Feedback on Writing

Writing is permanent and the written work stays the same over time. Therefore, learners' writing embodies not only the learning that has taken place over time, but it's a record of their mistakes as well. ESL teachers need to be extremely careful when giving feedback to learners on written work.

Learners need to be given suggestions on content, organization and style rather than focusing on spelling and grammar errors only. Marking a notebook red by encircling or underlining each mistake may demotivate learners. Therefore, it may be a good idea to limit red marks to individual mistakes made by learners.

This needs to be negotiated with learners and correction/ redrafting needs to be made a part of the follow up work. Redrafting can lead to a better grade in formative assessment.

Learners are usually open to learning from each other. Therefore, some amount of peer correction can be incorporated in the feedback process, provided the classroom atmosphere is congenial, supportive and encouraging. Peer correction and reviewing each other’s work in groups and contributing to its improvement as part of the drafting process can be incorporated in the classroom processes. Teachers must give comprehensive suggestion in order to help improve learner’s writing.

**Check Your Progress 4**

- 1) What considerations will you keep in mind when giving feedback to your learners on their written work?

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**1.6 INTEGRATING LISTENING TASKS IN THE LESSON**

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Let us refer to the passage on ‘Kalpana Chawla’ – from Honeysuckle.

Can you think of ways of developing the listening ability of your learners with the help of this unit? List your ideas here:

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Given below are three listening tasks based on “Indian- American Women in Space: Kalpana Chawla”. Read these carefully.

**Task A:** Listen to the news clip and complete the information grid.

- Date and place of lift off:
- Number of astronauts on board:
- Number of days it stayed in space:
- Number of experiments done by scientists:
- Date of return journey:

**Task B:** Listen to the interviews with three successful women and note down the odds they faced on their way to success.

Woman X

Woman Y

Woman Z

**Task C:** Listen to the reactions of these two budding astronauts to the news of Kalpana Chawla's sad demise and note their reactions.

As you noted, one of them would like to continue with the dream of becoming an astronaut, the other seems a little in doubt. What are your views?

Answer the following questions:

- 1) Try to identify at what point of transacting the lesson 'An India-American woman in Space: Kalpana Chawla' could these tasks be included?
- 2) What is the focus of each of the listening tasks?
- 3) Which of these would you prefer to use with your learners? Why?

You would have noticed that while tasks A and B can be used as an introduction to this lesson, task C can be used after the learners have finished reading the lesson.

The focus in Task A is the tragedy, Task B focuses on the difficulties one faces on way to success and celebrates successful women and Task C centres on the uncertainty and risk involved in the career choice of becoming an astronaut and this may lead to a debate in class.

Each of these tasks has its own merits and limitations. Task A is the simplest to deliver as the listening text, as the grid is given in the lesson. Therefore, it's easy to take it up in class. But it's a rather sad beginning / introduction to a lesson. Task B is extremely interesting and forward looking but the selection of the listening text may be a problem. Task C is reflective of the dilemma faced by children. But, once again the teacher will need to create a text and get it recorded by the learners.

Therefore, a while-listening task can be used at the beginning or the end of any unit / lesson. Ideally, it needs to be preceded by a simple pre- listening task and followed by post-listening tasks.

Listening tasks can be successfully integrated with grammar and writing lessons too. Prepositions can be reinforced with the help of a map-based activity where the learners are following directions.

Learners can strengthen their understanding of adjectives by identifying people on a worksheet with the help of descriptive words used in a text.

Learners could use listening cues in order to undertake a process – writing task.

### **Check Your Progress 5**

- 1) List the three aspects of a listening plan? How will you ensure that these are 'connected'?

2) Frame a sample listening lesson for your learners based on authentic listening material.

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3) Which text types would you like to use for listening? Give reasons for your choice.

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4) Devise pre- and post-listening tasks for any lesson of your choice.

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5) Choose a poem and devise a listening activity based on it.

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### 1.7 STAGES OF A READING LESSON

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Reading can be approached in several ways; however intensive reading calls for a set of steps to facilitate classroom transactions. These include pre reading, while reading and post reading. (similar to pre listening, while listening and post listening)

**Pre-Reading:** Pre- reading tasks are framed in order to stimulate learner interest and prepare them for the challenges (linguistic and semantic) that they're likely to face in the reading text. These help the learners in focusing on the text ahead. For

example, a possible pre-reading tasks for “An Indian- American woman in Space: Kalpana Chawla’ could be:

- A) Use a dictionary to find meanings of the given phrases:
  - a) Naturalised U.S. citizen
  - b) Exploring Space
  - c) Space tourism
  - d) India’s space exploration

This language task is suited to learners who are unfamiliar with these words. It would also familiarize them with the context and get them to look forward to this unusual life story.

- B) Can you think of people who’ve been to space or have contributed to our knowledge of space?

This question could initiate a healthy discussion in class, giving an opportunity to space- enthusiasts in class to air their knowledge. A discussion such as this would whet their appetite and they’ll look forward to the lesson. This discussion can also help familiarize the learners with the context and the vocabulary used therein.

- C) A discussion initiated with: Can you think of women who have broken barriers by choosing relatively unusual professions? Give the names of such women and mention why you consider their chosen work area as ‘unusual’?
- D) Read the news clipping “Tragedy in Space – U.S. Space shuttle Columbia breaks into flames” and discuss with your partner.

This can lead to a discussion of how the aspirations of Kalpana Chawla could not reach their natural conclusion.

Which of the above pre-reading tasks do you consider suited to your learners’ linguistic level and interest area? Why?

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**While Reading:**

The while reading stage can be called the meaning-making stage. The tasks designed for while reading stage help learners to comprehend the text at various levels.

These could include

- Comprehension questions

Where was Kalpana Chawla born? Why is she called an Indian–American?

- Tick the correct answer:

Kalpana Chawla

- a) often thought that she came from a small city in a different country.
- b) first became a space scientist in India.
- c) was encouraged by people around her to follow her dreams.
- d) could not qualify as a pilot.

- Put the following events in order

- The town of Karnal spent a sleepless night.
- Kalpana Chawla went to the States to earn her Master’s degree.
- She was licensed to fly single multi-engine land airplanes.
- Kalpana Chawla studied in Tagore School, Karnal.

- Match the words to their meanings

encyclopaedic knowledge

nowadays, in these times

in this age

having knowledge of a wide variety of subjects

awe-inspiring

set of jobs to be undertaken by a group of people in space

space mission

something that causes feelings of respect and wonder.

Read these carefully and try to identify how a learner would gain from each of these.

You would have noticed that comprehension questions help the learners in global comprehension of a text, and facilitate the comprehension of details and nuanced meanings. Reordering the events can help the learners arrive at the chronology of events (another kind of detail), and matching the words to their meaning can aid them in better comprehension of meaning of new words in the text.

Try to frame while reading tasks which encourage the learners to:

- differentiate between fact and fiction
- infer details.
- identify the main points of a text.

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**Post – Reading**

Post-reading tasks help the learners in building upon their previous knowledge, relating the newly acquired knowledge to what they knew before and connecting it with the world outside the classroom.

- A) Do you have a dream or something that you very much want to accomplish? Write a paragraph stating your wish. Next, write another paragraph on how would you accomplish it?
- B) Collect information on Space Missions that are currently in progress. Share the information with your peers by displaying it on the class board.
- C) Debate/ Discussion on girls must be given equal opportunity to pursue their dreams.

You would have noticed that each of the above listed tasks tries to connect the learners' interest areas as an extension of the lesson. These call upon the learners to use critical / creative thinking as much as the language skills (LSRW) and build upon their already existing knowledge base. Task C calls upon them to articulate their opinion.

**Check Your Progress 6**

- 1) List the stages of a reading lesson. Mention their significance

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- 2) Frame two tasks for each of the following:  
 Pre reading  
 While reading  
 Post reading

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**1.8 INTEGRATING READING WITH OTHER LANGUAGE ABILITIES**

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As mentioned earlier, integrating language abilities is important in a language class. Indian classrooms have chiefly focussed on reading ability, so much so that English classes have revolved around or been limited to the text books. As a result, we have been unable to optimize the opportunities to develop the listening, speaking and writing abilities of learners. Contemporary approaches to teaching English call for integrating language abilities in class in order to prepare learners to face real life situations.

Read the given list of tasks and activities that can be included as part of the reading lessons.

- 1) Talk in pairs / groups about the theme / context being taken up in the reading passage/ lesson. Share this with the class.
- 2) Show the class the pictures of a couple of characters from what is to be read. Ask them to imagine who they are, how are they related and what kind of conversation are they likely to be a part of. This activity is to be undertaken at pair / group level. Possible answers to be listed on board before reading.
- 3) Enact a role play based on the poem.
- 4) Work with a partner. Read the following extracts of poems and discuss the word pictures (imagery) that you read.
- 5) Imagine you are an interviewer from 'Times of India'. Interview the characters from the story to establish the truth about events. Work in groups of 4.
- 6) Read the newspaper clipping and compare the facts with the events in the story.
- 7) Complete these words puzzle with words from the passage.
- 8) Work in groups of four. Think of an alternative ending. What changes are needed in the story to accommodate this ending?
- 9) Which of the cartoons describes the meaning of the given passage best?
- 10) Given below is a partially filled table. Fill it on the basis of the given passage.
- 11) Convert this story /poem into a play.
- 12) Compare this play / story with the movie.
- 13) Complete the cartoon strip on the basis of the story / passage read.
- 14) Fill in the missing sentences of dialogues. Use your own words.
- 15) Write out the dialogues for the story you just read. Work in groups of four.
- 16) You've read the story. Now listen to two characters from the story. Identify who could these be based on the character traits displayed in the story. Give reasons for your answer.
- 17) Imagine you are one of the characters from the story. Write a diary entry / letter. Enact / Role play a scene from the text read.

Read the above listed tasks again, and try to identify which language skills are being enhanced through each of these. You would notice that Listening, Speaking, Reading and Writing are all being addressed through these. It's crucial for language teachers to recognize that a reading lesson can promote all language skills in an integrated manner as it prepares learners to meet the language demands they are likely to face outside the classroom.



## Check Your Progress 7

- 1) Choose a lesson from an English textbook. Read it carefully and frame pre-reading, while reading and post-reading tasks. Ensure that you've included at least one task for promoting each language ability.

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## 1.9 LET US SUM UP

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In this Unit, we tried to show you that any teaching- learning of language usually takes place with the use of strategies where more than one skill is used. This is known as integration of skills/abilities. It is also important for the teacher to be aware that the focus should not be on accuracy or correctness but also on fluency. The learners' views and ideas must be articulated first and only then correctness should be stressed upon. Using two types of text, we show you how various skills may be integrated with the lesson. These strategies will help learners to communicate effectively and meaningfully.

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## 1.10 HINTS TO CHECK YOUR PROGRESS

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### Check Your Progress 1

- 1) Even when a class is focusing on a particular skill, for example, Reading comprehension, other skills are also used, i.e. speaking/listening – when the learners are discussing in pairs / group. When answering comprehension questions as homework, the writing skill is used. Any language lesson/task will in most cases involve the integration of skills – i.e. multiple skills at the same time.
- 2) A writing task – which involves discussion as a whole class activity (speaking), getting points from the Internet (reading) and then the writing activity itself (writing).

### Check Your Progress 2

- 1) Do it yourself
- 2) - Helps learners understand and appreciate multiple levels of meaning.
  - Learners are exposed to different authors' styles and genres.
  - Learners gain critical thinking ability because literature lends itself to multiple and nuanced meanings.
  - Learner is exposed to metaphorical language.

You may add some more points.

- 1) Do it yourself.

### Check Your Progress 3

- 1) Do it yourself.

### Check Your Progress 4

- 1) - don't focus merely on spelling, punctuation or grammar but pay attention to content, organization and style as well
  - don't make red marks but suggest ways of redrafting
  - encourage peer feedback.

### Check Your Progress 5

- 1) The three aspects of a listening Lesson are Pre-listening, While-listening and Post-listening activities.

Pre-listening could be an introduction to the task. It may also involve revision of difficult vocabulary or structures so that learners may attempt the main task with ease.

While-listening is the main activity.

Post-listening is generally any project that may emerge from the main listening task. It may also involve expressing emotion as shown in Task C.

- 2) Do it yourself.
- 3) Do it yourself.
- 4) Do it yourself.
- 5) Do it yourself.

### Check Your Progress 6

- 1) **Pre- reading tasks** are framed in order to stimulate learner interest and prepare them for the challenges (linguistic and semantic) that they're likely to face in the reading text. These help the learners in focusing on the text ahead. While Reading:

**The while reading stage** can be called the meaning-making stage. The tasks designed for while reading stage help learners to comprehend the text at various levels.

**Post-reading tasks** help the learners in building upon their previous knowledge, relating the newly acquired knowledge to what they knew before and connecting it with the world outside the classroom.

- 2) Do it yourself.

### Check Your Progress 7

- 1) Do it yourself.