M.A. Sem IV - Professional Skills - 511 EC

(1) University written examination of Unit 1 to 4 shall be of 40 Marks (10 Marks per Unit)

(2) Viva-voce for Unit-5 shall be of 30 marks

Unit Topic

Unit – 1 Communicative Language Teaching

Unit – 2 Technology Assisted Language Learning

a) Computer Assisted Language Learning

b) Mobile Assisted Language Learning

Unit – 3 Professional Writing Skills :

Paragraph writing, Notice, Agenda, Minutes, Note Taking, Note Making, Summarizing, Project Reports

Unit – 4 An Introduction to Print Media and Writing for Mass Media

i) Elements of News- head line, intro, date line, lead, main body etc

ii) Characteristics of News- clarity, precision, simplicity, objectivity, credibility, authenticity etc

iii) Types of News- political, commercial, sports, social, cultural, local, regional, international etc

iv) Comparison of news appearing in different newspapers with special reference to language

v) Comparison of news items appearing in print and electronic media with special reference to language

vi) Difference between writing for Newspaper and Radio & TV with

31

reference to Language

Unit – 5 Viva –Voce will be based from the Unit I to IV

Recommended Reading :

_ Kumar, Sanjay, Pushp Lata, Communication Skills, OUP, New Delhi – 2011.

_ Brown, G. & G.Yule, Teaching the Spoken Language. Cambridge : Cambridge University Press. 1983.

_ English Language Teaching approaches Methods Techniques : Gita Nagraj

_ Methods of Teaching English : M.E.S. Elizabeth : Digumarti Bhaskar Rao

_ Communicative Language Teaching and Action : Klaus Brande

_ Effective Mobile Assisted Language Learning - Kimyayi Kiomars

_ Computer Assisted Language Learning – Edited by Stockwale Cambridge University Press

_ Technology Enhanced Language Learning - Aisha Walker / Goodith white – Oxford

_ Communication and Integrated Rural Development by J. S. Yadav

_ Developing Communication Skills – Krishna Mohan and Meera Banerjee

_ Techniques and Principles in Language Teaching : Diane Larsen &

Freeman Marti Anderson (Oxford)
_ News Writing and Reporting for Today's Media Itule Bruce
_ Television news Writing and Reading H.H.Mustafa Jaidi

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Unit: 1 Communicative Language Teaching

What Is Communicative Language Teaching?

Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention "communicative" as the methodology of choice. However, when pressed to give a detailed account of what they mean by "communicative," explanations vary widely. Does communicative language teaching, or CLT, mean teaching conversation, an absence of grammar in a course, or an emphasis on open-ended discussion activities as the main features of a course? What do you understand by communicative language teaching?

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Let us examine each of these issues in turn.

The Goals of Language Teaching

Communicative language teaching sets as its goal, the teaching of communicative competence. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence.

Communicative competence includes the following aspects of language knowledge:

[1] Knowing how to use language for a range of different purposes and functions

[2] Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

[3]J Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

[4] Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies.)

How Learners Learn a Language ?

Our understanding of the processes of second language learning has changed considerably in the last 30 years and CLT is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogs and performing drills, the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher.

In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as:

[1] Interaction between the learner and users of the language

[2] Collaborative creation of meaning

[3] Creating meaningful and purposeful interaction through language

[4] Negotiation of meaning as the learner and his or her interlocutor arrive at understanding

[5] Learning through attending to the feedback learners get when they use the language

[6] Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence

[7] Trying out and experimenting with different ways of saying thing

The Kinds of Classroom Activities That Best Facilitate Learning

With CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities and project work.

The Roles of Teachers and Learners in the Classroom

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning

The Background to CLT

In planning a language course, decisions have to be made about the content of the course, including decisions about what vocabulary and grammar to teach at the beginning, intermediate, and advanced levels, and which skills and microskills to teach and in what sequence. Decisions about these issues belong to the field of syllabus design or course design. Decisions about how best to teach the contents of a syllabus belong to the field of methodology. Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years, and

CLT prompted a rethinking of approaches to syllabus design and methodology. We may conveniently group trends in language teaching in the last 50 years into three phases:

Phase 1: traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current communicative language teaching (late 1990s to the present)

Let us first consider the transition from traditional approaches to what we can refer to as classic communicative language teaching

Phase 1: Traditional Approaches (up to the late 1960s)

As we saw earlier, traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. It was assumed that language learning meant building up a large number of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading and writing.

Techniques that were often employed included memorization of dialogs, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice. Great attention to accurate pronunciation and accurate mastery of grammar was stressed from the very beginning stages of language learning, since it was assumed that if students made errors, these would quickly become a permanent part of the learner's speech.

Methodologies based on these assumptions include Audiolingualism (in North America) (also known as the Aural-Oral Method), and the Structural-Situational

Approach in the United Kingdom (also known as Situational Language Teaching). Syllabuses during this period consisted of word lists and grammar lists, graded across level.

In a typical lesson, according to situational approach a three phase sequence known as the P-P-P cycle, was often employed: Presentation, Practice, Production.

Presentation: The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it.

Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises.

Production: Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern.

The P-P-P lesson structure has been widely used in language teaching materials and continues in modified form to be used today. Many speaking- or grammar-based lessons in contemporary materials, for example, begin with an introductory phase in which new teaching points are presented and illustrated in some way and where the focus is on comprehension and recognition. Examples of the new teaching point are given in different contexts. This is often followed by a second phase in which the students practice using the new teaching point in a controlled context using content often provided by the teacher. The third phase is a free practice period during which students try out the teaching point in a free context and in which real or simulated communication is the focus.

The P-P-P lesson format and the assumptions on which it is based have been strongly criticized in recent years, however. Skehan, for example, comments:

The underlying theory for a P-P-P approach has now been discredited. The belief that a precise focus on a particular form leads to learning and automatization (that learners will learn what is taught in the order in which it is taught) no longer carries much credibility in linguistics or psychology.

Under the influence of CLT theory, grammar-based methodologies such as the P-P-P have given way to functional and skills-based teaching, and accuracy activities such as drill and grammar practice have been replaced by fluency activities based on interactive small-group work. This led to the emergence of a "fluency-first" pedagogy (Brumfit 1984) in which students' grammar needs are determined on the basis of performance on fluency tasks rather than predetermined by a grammatical syllabus. We can distinguish two phases in this development, which we will call classic communicative language teaching and current communicative language teaching

Phase 2: Classic Communicative Language Teaching

(1970s to 1990s)

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence. This was a broader concept than that of grammatical competence, and as we saw earlier, included knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally. The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the subdiscipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching. The next question to be solved was, what would a syllabus that reflected the notion of communicative

competence look like and what implications would it have for language teaching methodology? The result was communicative language teaching. Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. New approaches to language teaching were needed rather than simply specifying the grammar and vocabulary learners needed to master, it was argued that a syllabus should identify the following aspects of language use in order to be able to develop the learner's communicative competence:

1. As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel

2. The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school

3. The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting.

4. The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion

5. The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach.

English for Specific Purposes

Advocates of CLT also recognized that many learners needed English in order to use it in specific occupational or educational settings. For them it would be more

efficient to teach them the specific kinds of language and communicative skills needed for particular roles, (e.g., that of nurse, engineer, flight attendant, pilot, biologist, etc.) rather than just to concentrate on more general English. This led to the discipline of needs analysis – the use of observation, surveys, interviews, situation analysis, and analysis of language samples collected in different settings – in order to determine the kinds of communication learners would need to master if they were in specific occupational or educational roles and the language features of particular settings. The focus of needs analysis is to determine the specific characteristics of a language when it is used for specific rather than general purposes. Such differences might include:

1. Differences in vocabulary choice

2. Differences in grammar

3. Differences in the kinds of texts commonly occurring

4. Differences in functions

5. Differences in the need for particular skills

ESP courses soon began to appear addressing the language needs of university students, nurses, engineers, restaurant staff, doctors, hotel staff, airline pilots, and so on.

Implications for Methodology

As well as rethinking the nature of a syllabus, the new communicative approach to teaching prompted a rethinking of classroom teaching methodology. It was argued that learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach. The overarching principles of communicative language teaching methodology at this time can be summarized as follows:

1. Make real communication the focus of language learning.

2. Provide opportunities for learners to experiment and try out what they know.

3. Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.

4. Provide opportunities for learners to develop both accuracy and fluency.

5. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.

6. Let students induce or discover grammar rules.

In applying these principles in the classroom, new classroom techniques and activities were needed, and as we saw above, new roles for teachers and learners in the classroom. Instead of making use of activities that demanded accurate repetition and memorization of sentences and grammatical patterns, activities that required learners to negotiate meaning and to interact meaningfully were required.

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Unit – 2 Technology Assisted Language Learning

a) Computer Assisted Language Learning

TEACHING LANGUAGES TODAY:

WHY USE COMPUTER IN LANGUAGE LEARNING

An increased pace of life, greater mobility of society and the development of high technologies has changed our life style. Today we can hardly imagine doing without high-tech gadgets either in professional life or in studying. Computer or ICT has been used in language learning for several decades now; the growing numbers of learners who use one or another form of ICT assisted studying require relevant feedback from professionals who get involved in tutoring. The degree of learner independence in the existing forms of Computer Assisted Language Learning(CALL) varies; this kind of learning deals with just one type of technology assisted learning – blended learning.

Keeping up with the world

Creating an e-society and ensuring access to modern technology have been adopted as the priority in educational institutions. If you want to be up with the current trends and the changing world you will open the doors of the traditional classroom to incorporate the new media and its vast possibilities. Due to some economic (insufficient funding, low salaries and extreme workload) and social factors, in many cultures schools in general and teachers in particular remain one of the most conservative social institutions and professions. Innovations in teaching and learning are directly related to new ways and new tools that correspond to the life style of learners and to those things that attract and motivate them. The Survey has shown that many teachers have a fear of being left behind and fall out of the context of modern life. Using ICT can facilitate keeping up with technical innovations and the changing learning environment.

Bringing variety to your work

ICT provides a wide range of sources of language, both in visual and aural forms. The sounds or images of the authentic environment can be easily brought into the session: the learner will find himself in the streets of a foreign town among the famous sights he has just read about and it will be more real than any photo in a text book; or he will hear native speakers' chatting and use the chance to get a word in. The application of ICT gives more opportunities for communication between learners: there could be tasks for exchanging information in real time or by participating in blogs, team work on projects and other forms of written communication.

This wide exposure to the language learning provided by ICT will give a better insight into the culture of the country and people whose language we study; by incorporating the Internet, the course may become an efficient way of getting to know traditions, specialties, cultural masterpieces and everyday life of the people that speak the target language. Reference materials (on-line dictionaries, e-encyclopedias) and various search mechanisms make it possible to increase learner's independent work and lead to the re-structuring of the process of learning: face-to-face classroom contacts are combined with individual studies, you can assign tasks to a group of learners, who will collaborate on-line or in another ICT environment. The application of ICT has considerably enriched the variety of methods, resources and a range of activities for learning languages. Among the most widely used tools and resources used in digital learning include CD-ROMs / DVD, on-line presentations / texts / pictures etc, also discussion panels, chat-rooms, e-mail and others.

There are numerous on-line resources that include various approaches to learning and can be creatively used in blended learning. The proportion of independent learning can be adjusted and brought into compliance with the teacher's actual time availability. Besides, ICT offers opportunities that cannot be developed within traditional learning: the increased amount of self-study adds to sustainability of learning skills, which is of primary importance in the rapidly changing world. There is no break- up in ICT development; almost every day new software products appear. The new innovative elements of a course, new ways of using a particular gadget stimulate creativity and encourage professional development.

Breaking the routine

No matter how good and motivated teachers and learners might be, there is always a moment when both parties feel as if they have had enough of it. What to do? How to break the routine and make learning more enjoyable? Computer based activities can solve the problem. On-line testing, computer based vocabulary or grammar exercises make the process of memorizing and routine checking up less boring and more effective. Common vocabulary development exercises when done on the computer take less time, involve various mechanisms (click and drag, type or tick, click on, listen and repeat, recognize the word you hear, etc), make use of various colours, shapes, photos and pictures. All these activities break the routine of learning words or grammar patterns and add to the positive attitude of both learners and teachers. Face-to-face sessions can be used for further customizing and clearing up more intricate language points.

Another way of escaping the routine of language learning is a variety of language activities that can be performed only through the application of IT. E-mail exchanges between learners or between learners and teachers, panel discussion, whiteboards and chats are most helpful in stimulating self-expression, in sharing ideas and impressions. The scope of exchange may vary from a limited number of course-mates to a much broader audience. The enhanced exposure to opinions and ideas breaks stereotypes and monotony; it enriches the process of learning and makes it more stimulating.

Getting new experience

Technology-assisted ways of learning languages offer new opportunities for professional development. As we have mentioned before, with the advent and spread of ICT, traditional teaching has turned into another type of activity with elements of advising, counseling or facilitating the process of language acquisition. That means that tutors have to apply other approaches to teaching, another perception of the learning process, another set of techniques, actually the whole interaction has changed. Tutors have to keep up with the rapid development of high technologies and software to be able to select the most appropriate ones and advise their learners on the best ways to use them. Of course, it is impossible to provide the training that would respond to every need or new tools that might appear, but basic initial guidance to this professional area is highly recommended.

Once again one should think in terms of acquiring not knowledge but rather some competences (like computer literacy, learning how to use DVD, data bases, search or some other mechanisms) which in combination with a basic knowledge of linguistics, pedagogy, methodology and psychology can provide for sustainable development of professional qualification. Becoming engaged in blended learning means for the tutor a constant movement ahead; the process itself is a most powerful motivation mechanism, where all the agents depend on and enrich each other.

Being creative

Another wide advantage of being engaged in blended learning is an opportunity to create your own teaching materials. High technologies do not only provide a huge bank of on-line resources for language learning, they also offer "Do-It-Yourself" possibilities: a tutor can not only update or complete the existing ready-made courses, but he can tailor the course according to the specific needs of his learners. What is more, a tutor can easily group and re-group learners according to specific tasks, levels or some other principles, which might open new possibilities in the deliverance of the course. Once you get the bug of creating your own teaching materials, you will find more and more opportunities for that, which will have a favourable effect not only on the course itself, but also a profound positive feeling of implementing your goals and wishes.

Getting new experience

Any language is a means of communication, it is a phenomenon of social life. Many on-line courses include communicative activities (discussion, correspondence, problem solving) that develop certain communication and socializing skills. No matter how exciting and attractive computer based learning is, most people express the need to combine it with actual, face–to-face individual or group sessions with instructors or tutors. These sessions may have different objectives and purposes depending on the frequency, participation, regularity and other factors, but they are needed by both tutors and learners to check or possibly adjust the progress and to take away the possible stress that a virtual environment may cause. The human communication in real environment sessions gives a

possibility to closer monitor the learner's psychological state and provides an opportunity to share concerns with either tutor or peer-learners.

An overview of the CALL in Language learning

The role of technological tools, scope of activities and techniques offered, and the degree of application in the language teaching syllabus, has undergone a number of changes alongside the evolution of technology. This brief overview of their use and development intends to show what impact they have made on the language acquisition process and the wide opportunities they offer for both the teacher/tutor and the learner. The computer offers educators immense possibilities and has been widely used in language teaching (CALL- Computer-assisted language learning). Originally the computer was used as a vehicle for delivering instructional materials to the student (mostly through drill and practice), the so-called '**computer as tutor**' model. The development of courseware and computer-based activities fostered learner-computer and learner-learner interaction and engaged the learner in a range of communicative tasks. In other words, the **computer** assumed the role of a **stimulus** in language learning. Moreover, the computer may not necessarily provide any material at all. It may rather give the learner an instrument to use or understand the language through spelling and grammar checkers, desktop editing programmes, etc.

This can be referred to as the **computer as tool** principle. The next step in the development of the ICT-based language teaching was made with the emergence of **Hypermedia**, i.e., multimedia resources, such as text, graphics, sound, animation, video, etc., linked together. Hypermedia provides a number of advantages for language learning that CALL missed. First of all, a more authentic learning environment is offered; listening is combined with seeing. Secondly, skills are easily integrated; reading, writing, speaking and listening can be combined in task-based learning. Thirdly, learners have greater control over their learning because they can go at their own pace or even their own individual path, skipping some parts or going back to revise the material. Finally, a major advantage of hypermedia is that the learner can focus on the content and use various links to get instant access to various learning tools like grammatical explanations or exercises, vocabulary notes or comments, pronunciation information, or questions or prompts.

The appearance of the Web gave rise to the use of the Internet in communication and learning. The **Internet-mediated communication** allows users to share not only brief messages, but also create lengthy documents - thus facilitating collaborative writing (learning). Furthermore, learners can share graphics, sounds and video. Even more crucially, using the Internet learners can search through millions of files from around the world within minutes to locate and access authentic materials (newspaper and magazine articles, news broadcasts, movie reviews, or books excerpts), they can use the Web to publish both texts and multimedia materials to share with their partner, classes or the general public. In other words, the Internet helps create an environment where authentic and creative communication is integrated into all aspects of the course.

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Unit – 2 Technology Assisted Language Learning

b) Mobile Assisted Language Learning

Mobile Assisted Language Learning

The access to sophisticated and affordable portable technologies over the past several years have brought with it a revolution in using these technologies for learning in both formal and informal contexts. It is not surprising, then, that language teachers have also adopted mobile technologies into their individual teaching and learning contexts. Mobile-assisted language learning (MALL) has developed over the past decade as a sophisticated field within its own right. MALL has been defined as the use of "mobile technologies in language learning, especially in situations where device portability offers specific advantages" MALL includes devices ranging from MP3/MP4 players, smart phones, and e-book readers through to laptop and tablet computers. Mobile-assisted language learning (MALL) has developed over the past decade as a sophisticated field within its own right.

Key Issues and Insights from Mobile-assisted Language Learning

Mobile language learning is a field that is quickly maturing and a growing body of research has highlighted that the various ways in which mobile devices may be used in the teaching and learning of languages. Research has shed a very positive light on the potential role that mobile devices may play. In an effort to characterize MALL coherently, we look at it from the perspective of a framework dividing the relevant issues across three domains: physical, pedagogical, and psycho-social. Although there are points that are clearly relevant to each issue, these categories do not exist separately from one another; rather, they are necessarily interrelated and overlapping.

Physical Issues

By the very nature of mobile language learning, the devices that are used are portable and relatively small. Along with these characteristics and the wide range

of functions that modern mobile devices now possess.   These devices are carried by learners, they also have the potential to limit the ways in which the devices are used. It is not surprising that the most widely cited physical issues relate to the screen size and the methods of inputting. Additionally, other issues such as storage capacity, processor speed, battery life, and compatibility of devices (in terms of both operating systems and transfer of large amounts of data) can be considered in implementing mobile devices in learning contexts. While mobile phones have typically been the device of choice for many learners in recent years, other devices such as tablet computers are also gaining popularity.

Pedagogical Issues

One of the greatest challenges with mobile learning is to ensure that tasks are suited to the affordances of the devices used. There have been a number of attempts to use specific functions of mobile devices in language teaching and learning environments. Mobile can be used to view the video recording function of their mobile phones to produce short English monologues. The learners were able to make increasingly longer videos over time. Mobile phones equipped with GPS capabilities can help them learn English vocabulary. The learners negotiated their way around a zoo and completed a number of games based on the different animals around the zoo. Using yet another function of mobile phones, QR (Quick Response) codes that were used in order to complete several information exchange tasks. QR codes are graphics that enable the phones to automatically link to online information.

An additional feature that mobile device can be used, is that of what has come to be known as push and pull mechanisms, to access learning materials lies with the learners themselves. In contrast, the push mechanism "pushes" information on to the learners, typically in the format of a text message sent directly to them through a mobile phone's existing SMS (Short Message System) tool or some other communication application, such as *WhatsApp.* Knowledge of how to use mobile devices for specific personal or social functions is not always a good indicator of knowledge of educational functions.

Psycho-social Issues

Mobile devices have certain features that distinguish them from many of the technologies that preceded them. Perhaps the largest distinction is the fact that unlike desktop — or even early laptop — computers, the primary function of mobile devices has been for personal and social purposes, as opposed to work or study purposes. When looking at the various applications installed on these devices, certainly almost without fail there will be applications for communication with others, either individually or in a group, such as LINE, Twitter, or Facebook. There is also a large range of games available for most mobile platforms these days, and the number of downloads of such games is steadily increasing. The existence of such a range of personal and social applications implies that learners may perceive their mobile devices as appropriate vehicles for learning.

Indeed, results regarding learner perceptions of social networking tools for language learning have been somewhat mixed. The learners embrace social networking service (SNS) sites to interact in the target language. It is found that learners participate in projects using Facebook if they were able to use an alternative account to their private account.

Key Issues and Insights from Mobile Learning and CALL

We have seen that there is a growing body of literature on mobile language learning and have described a three-part framework specifically devoted to it. We hope this perspective can aid researchers, developers, and practitioners in interpreting and applying the results of that literature. However, it is important to recognize that this field is not a fully independent one. Besides its obvious relation to second language acquisition (SLA), there are two major bodies of knowledge that we can draw on for guidance: mobile learning in general and computer-assisted language learning.

Elias (2011) reviews eight universal design principles and interprets them for mobile learning. Four of these principles are clearly of value to MALL:

☐ equitable use, "deliver content in the simplest possible format;"

☐ flexible use, "package content in small chunks;"

☐ tolerance for error "scaffold and support situated learning methods;"

instructional climate, "push regular reminders, quizzes, and questions to students"

As MALL often involves the use of personal communication devices, one element that seems particularly relevant is the carryover of the technology practices from the personal/social domain to that of language education. Indeed, as described above, there is a tendency to assume that existing personal uses will transfer to educational uses. Thorne (2003) captured this concept handily with the term "cultures of use" (p. 38). Operating within a sociocultural framework, he described the impact of learners' existing usage patterns and attitudes toward technology applications in language learning tasks.

Several important insights about the use of technology in language learning are broader and less attached to particular theoretical positions. Among the more useful for the MALL discussion are the recognition of individual and group differences, considerations for collaborative learning and the limitations of self-report in surveys, questionnaires, etc. The novelty effect during early uses and the importance of both learner and teacher preparation for effective utilization are also worth noting.

An important area of consideration for any new technology implementation is the user's readiness to employ it effectively. There are two complementary areas for this view: teacher education and learner training. Teachers planning to incorporate technology into their curricula need technological pedagogical content knowledge. For language teachers, such knowledge entails both technological and pedagogical skills and knowledge specifically for their discipline. Wong and Benson (2006) show that a single training course alone is not enough for some. In a case study contrasting two in-service teachers following the same CALL course, they found significant differences in the teachers' subsequent integration of technology in their classrooms. The degree to which teachers will appropriate mobile technology and the quality of learning that will result will depend on a variety of factors. We can anticipate that many learners working with MALL tasks or applications will similarly need focused training in order to use even familiar technology effectively for language learning.

Principles for Mobile Language Learning

Principle 1. Mobile activities, tasks, and apps should distinguish both 1) the affordances and limitations of the mobile device and 2) the affordances and limitations of the environment in which the device will be used in light of the learning target.

Principle 2. Limit multi-tasking and environmental distractions. Mobile environments, such as when commuting, by their nature are likely to be distracting, and multi-tasking is a natural part of that environment.

Principle 3. Strive to maintain equity. In a classroom or other formal language learning setting, important issues to be sensitive to include whether the learner has a mobile device.

Principle 4. Acknowledge and plan for accommodating language learner differences.

Principle 5. Be aware of language learners' existing uses and cultures of use for their devices. Studies have shown that students may perceive their mobile devices as being for personal and social use rather than as educational tools.

Principle 6. Keep mobile language learning activities and tasks short and succinct when possible.

Principle 7. Let the language learning task fit the technology and environment, and let the technology and environment fit the task.

Principle 8. Some, possibly most, learners will need guidance and training to effectively use mobile devices for language learning.

Principle 9. Recognize and accommodate multiple stakeholders. In the language classroom setting, adequate preparation and motivational support for teachers as well as learners must be provided.

Unit – 3 Professional Writing Skill

Minute Writing

Minutes are also referred to as **protocols or meeting notes**. Taking Minutes forms an essential part of most meetings and are the immediate written record of a meeting. Minutes characteristically describe the events of the meeting, includes a list of attendees, a statement of the matters considered by the participants, and related responses or decisions made about the matters discussed. Minutes are a summary of what has been discussed during a meeting. They are authentic documents which must be taken seriously especially because they can be used in a court of law.

Meeting minutes keep an official account of what was done or talked about at formal meetings, including any decisions made or actions taken.

They are taken during a formal meeting of the board of directors or shareholders of a corporation, such as initial and annual meetings. Taking minutes is a skilled job because the minute taker has to follow what can be confusing and inarticulate debates and summarise accurately what was said. Meeting minutes are effective contributor to successful meetings and must be appropriately written and distributed in time. The main problem with reports is that they take a long time to be written down and after the meetings they must be sent quickly to let everyone know their next projects or actions.

Functions of Minutes

1. To protect the organization and the staff.

2. To record Action Points, i.e., what actions have been decided upon, who is responsible and what the milestones and deadlines are.

3. They record summaries of the discussions held at the meeting.

4. Act as a grounding and authentic basis for decisions made.

5. Are legal documents and can be used in courts and in Banks.

6. It is helpful to record the meeting so the recording can be referenced for details and to clarify information later.

Stages in Minute Taking

1. Preparation/Planning

The taking of minutes begins with preparation to take the minutes in an upcoming meeting. Preparation for the meeting includes:

☐ gathering the agenda,

☐ minutes from the last meeting,

☐ any documents that will be discussed at the meeting and

☐ Writing material or tape recorder.

During the meeting

This is the time when the actual recording of minutes takes place. Minutes can be recorded on paper or on a laptop.

After the meeting

After the meeting the minutes should be checked with the chairperson to confirm accuracy and then circulated to all attendees and anyone else affected by any decisions taken at the meeting. One single email can be sent to everyone present at the meeting, plus anyone else who needs to be informed.

What to include in Munities

☐ Title: Name of the group meeting, Date, Time, Venue

☐ The names of the participants

☐ Agenda items

☐ Calendar or due dates

☐ Actions or tasks

☐ The main points

☐ Decisions made by the participants

☐ Record what is the most important points

☐ Future decisions

STEPS IN MINUTE TAKING

1. Start with the goal of the meeting

At the top of the meeting minutes, put the agenda below the title. It's easier to take minutes when you know what exactly you're expected to accomplish in the meeting. If you're not sure about the agenda of the meeting, ask.

2. List who is present at the meeting

List everyone who attends. Get names of people you don't know up front, since you'll need their names as you record the meeting. You should pass around an attendance sheet. Don't forget to include anyone who's attending the meeting remotely (via video or teleconference). And list that not in attendance.

3. Record the start time

By capturing the time start and date in the meeting minutes, you can begin to see if there is a systemic issue with timely starts and bring this concern to the participants after enough data is captured.

4. Capture key items

Taking meeting minutes is not like the 1960s movies where the secretary comes into the boardroom and sits quietly not participating in the meeting. You're expected to contribute, so you can't spend all your time capturing what's been said. The key items you want to get down are:

☐ What is discussed

☐ What is decided

☐ What is accomplished

☐ What are the next steps/actions

For important discussions/debates, provide all perspectives (using an anchor chart or some other shorthand). If a decision was made, state it before describing how it came to pass. In today's world of inattention, get to the point first then tell the story. The meeting minutes should not be a full transcript; they should just enough to trigger a recall of the meeting's most significant actions.

It's important to record not just what was decided, however, but how and by whom. Was the decision the result of a team vote, a consensus, or a "decider" who made the decision for the group? Oftentimes when an organization struggles, it looks for scapegoats to blame for certain outcomes. An accurate recording of the minutes helps ensure that individuals are not blamed for group decisions.

5. Describe the next steps/actions in detail

☐ **What actions need to be taken?** The actions must be specific so that when you or others look back at these minutes they know exactly what is expected.

☐ **Who is responsible for each action?** There should always be a directly responsible individual (DRI), even if a team is assigned to work on the action. A DRI control the actions, drives it forward, and ensures it doesn't fall between the cracks. That said, list all the team members participating in this action, not just the DRI.

☐ **Describe** what will the measurable outcome(s) will be.

☐ **What resources are needed?** Too often actions are initiated and decisions are made without the necessary resources to complete the actions. This is a great way to slow down the organization. The way to speed it up is to determine the resources required and provide advance approval for the them if possible.

☐ **When will the action commence and end?** Often leaders become annoyed because they remember making a decision and then forget when they should be seeing progress. By both putting a start date and end date, it creates clarity for all meeting participants about what is expected**.**

☐ **When will the DRI report back?** Indicate whether the DRI will be reporting back at a future meeting or to a specific party.

☐ **How should the DRI report Back?** Some organizations will want formal presentations, others a small blurb in a weekly report. In order to satisfy all participants find out the form the reporting back to the team should take.

Paragraphs

A paragraph is a group of sentences that work together in unity to explain an idea.

A **paragraph** is a group of sentences that work to develop a unit of thought.

A paragraph is a selection of sentence which is related because they are all talking about the same thing, or are dealing with a single topic.

Paragraphing permits you to subdivide material into parts and arrange those parts into a unified whole that effectively communicates its message.

Paragraphs can be classified as:

1. Topical

A topical paragraph is basically a paragraph made up of a group of sentences arranged around one main idea, or one topic. This is the type of paragraph you are most familiar with. Topical paragraphs are probably the only type most student think of as a paragraph. They are also called developmental paragraphs or body paragraphs. They are usually found after the introductory paragraph and before the concluding paragraph.Topical paragraphs consist of a statement of a main idea and specific, logical support for that main idea.

Characteristics of a topical Paragraph

i)Must have a topic sentence which should appear early in the first few lines of the paragraph preferably the 1st, 2nd or3rd line. The topic sentence tells you what the paragraph is about. Because there's only one topic developed in each paragraph, there should only ever be one topic sentence. The topic sentence of a paragraph is developed, or built on, by the addition of supporting information and details.

ii) Unity

iii)Coherence

iv)Grammatical

v) Order (Direction of Movement)

2. Special: Introductory, concluding and transitory

Introductions

Introductions or introductory paragraphs perform very important functions. First, they must attract the reader, influencing him/her to read the remainder of the essay. Second, they must not only introduce readers to the essay topic but they must also limit that topic and identify the writer's attitude toward the topic. Finally, they must provide readers with information regarding what is to be expected within the remainder of the essay.

Every paper you write should have a main point, a main idea, or central message. The argument(s) you make in your paper should reflect this main idea. The sentence that captures your position on this main idea is what we call a thesis statement. The thesis statement comes in the introductory paragraph and must be concise and well-written.

A thesis statement must come early in your essay, e.g. in the introduction. This will enable your reader to:

☐ Establish your position and

☐ Give your reader a sense of direction.

Your thesis statement should be

☐ clear

☐ specific

☐ Short

☐ In line with your argument

☐ Must indicate your position

Types of introduction Paragraphs

1. The introduction must be a road map for the rest of your essay

2. Anecdotal

3. Regular Triangular

4. Inverted Triangle

5. Summary

6. A wise word

7. Provoking question

8. Corrective introduction

9. Historical Review

Concluding Paragraph

This should be the last paragraph in the essay. Its purpose is to bring the essay to a graceful end. The concluding paragraph gives the writer one final chance to leave a lasting impression on the reader.

Ways of writing a concluding paragraph:

☐ A brief summary of the paper's main points.

☐ Restate the main idea of your essay, or your thesis statement

☐ A provocative question.

☐ A quotation.

☐ Evoke a vivid image.

☐ Call for some sort of action.

☐ End with a warning.

☐ Universalize (compare to other situations).

☐ Suggest results or consequences.

It is important to have a strong conclusion, since this is the last chance you have to make an impression on your reader. The goal of your conclusion isn't to introduce any new ideas, but to sum up everything you've written. Specifically, your conclusion should accomplish three major goals:

Transitional paragraph

The transitional paragraph marks a transition in the paper from one section to another, or from one thought to another, one sub-topic to another. It indicates to the reader either that there will be a change in idea or topic or that there will be a movement from a broad topic to a specific one. These types of paragraphs usually are small and consist of one double or multiple sentences which begins with a connector or a gerundive.

Unit – 4 Introduction to Print Media and Writing for Mass Media

Elements of News Article

An article is a written work published in a print or electronic medium. It may be for the purpose of propagating news, research results, academic analysis, or debate.

A news article discusses current or recent news of either general interest (i.e. daily newspapers) or of a specific topic (i.e. political or trade news magazines, club newsletters, or technology news websites).

A news article can include accounts of eyewitnesses to the happening event. It can contain photographs, accounts, statistics, graphs, recollections, interviews, polls, debates on the topic, etc. Headlines can be used to focus the reader's attention on a particular (or main) part of the article. The writer can also give facts and detailed information following answers to general questions like who, what, when, where, why and how.

Quoted references can also be helpful. References to people can also be made through the written accounts of interviews and debates confirming the factuality of the writer's information and the reliability of his source. The writer can use redirection to ensure that the reader keeps reading the article and to draw her attention to other articles. For example, phrases like "Continued on page 3" redirect the reader to a page where the article is continued.

While a good conclusion is an important ingredient for newspaper articles, the immediacy of a deadline environment means that copy editing often takes the form of deleting everything past an arbitrary point in the story corresponding to the dictates of available space on a page. Therefore, newspaper reporters are trained to write in inverted pyramid style, with all the most important information in the first paragraph or two. If the less vital details are pushed towards the end of the story, then the potentially destructive impact of draconian copy editing will be minimized.

Headline

A headline is text above a newspaper article, indicating its topic. The headline catches the attention of the reader and relates well to the topic. Modern headlines are typically written in an abbreviated style omitting many elements of a complete sentence and almost always including a non-copular verb.

Byline

A byline gives the name and often the position of the writer, along with the date.

Lead

The lead (sometimes spelled lede) sentence captures the attention of the reader and sums up the focus of the story. The lead also establishes the subject, sets the tone and guides reader into the article.[1]

In a news story, the introductory paragraph includes the most important facts and answers the questions: who, what, where, when, why and how. In a featured story, the author may choose to open in any number of ways, often using a narrative hook, possibly one of the following:[2] an anecdote, a shocking or startling statement, a generalization, pure information, a description, a quote, a question or a comparison.

Body or running text

For the news story, details and elaboration are evident in the body or running text of the news story and flow smoothly from the lead. Quotes are used to add interest and support to the story. Most news stories are structured using what is called an inverted pyramid. The angle (also called a hook or peg) is usually the most newsworthy aspect of the story and is specifically highlighted and elaborated upon.[3]

A featured article will follow a format appropriate for its type. Structures for featured articles may include, but are not limited to:[1]

chronological, where the article may be a narrative of some sort;

cause and effect, where the reasons and results of an event or process are examined;

classification, where items in an article are grouped to help aid understanding;

compare and contrast, where two or more items are examined side-by-side to show similarities and differences;

list, a simple item-by-item run-down of pieces of information;

question and answer, such as an interview with a celebrity or expert.

Conclusion

The conclusion will sum up the article, possibly including a final quote, a descriptive scene, a play on the title or lead, a summary statement, or the writer's opinion.

Characteristics of well-written news articles

The article is usually on a well-defined topic or topics that are related in some way, such as a factual account of a newsworthy event. The writer of a well-written article is seen as objective and showing all sides to an issue. The sources for a news story should be identified and reliable. The technique of show, don't tell is applied.

Authorship

Publications obtain articles in a few different ways:

staff written – an article may be written by a person on the staff of the publication.

assigned – a freelance writer may be asked to write an article on a specific topic.

unsolicited – a publication may be open to receiving article manuscripts from freelance writers.

Other types of articles

Academic paper – an article published in an academic journal. The status of academics is often dependent both on how many articles they have had published and on the number of times that their articles are cited by authors of other articles.

Essay some overlap with academic paper.

Scientific paper – an article published in a scientific journal.

Blog – some blog articles are like magazine or newspaper articles; others are written more like entries in a personal journal.

Encyclopedia article – in an encyclopedia or other reference work, an article is a primary division of content.

Marketing article – an often thin piece of content which is designed to draw the reader to a commercial website or product.

Usenet article – a message written in the style of e-mail and posted to an open moderated or unmoderated Usenet newsgroup.

Spoken article – an article produced in the form of an audio recording, also referred to as a podcast.

Listicle – an article whose primary content is a list.

Portrait – a portrait of a person (article).

characteristics of news reports

There are five characteristics that every good news report should possess. These are:

Fairness and balance

As a reporter you must learn to get the other point of view. This may mean calling a person late at night to get his side of the story or even holding back an investigative story for a day. But you must do so. This is the best way to bring balance in the copy.

There may be times when an individual may avoid making a statement. In such a case, state the point, indicating the efforts you made to get his point of view.

Fairness requires that you don't impute motives. Remember that your news report is going to be read by hundreds of people, and you can influence their thinking by using loaded words. It is always best to use neutral words.

Accuracy

This is the first requirement of a good news report. You must get all your facts right, starting from the name and designation of the subject to the statements made by him or her. You cannot hide behind the excuse that that there was not enough time to cross check the facts.

The facts that you need to check are:

Names and their spellings

Designations

Incident details. In case it is an accident you must know the exact number of people who were injured or killed.

Statements: The quote reported in the news report must be accurate, and in context. It should not be misinterpreted to imply another meaning.

If it is a science story you must make sure that all scientific names are correctly spelt, and explained.

If it is a sports story then you must make sure that the number of runs made or goals scored are mentioned accurately.

If it is a court story you must make sure that the court verdict is presented accurately.

Attribution

All news reports, with a few exceptions, must be sourced. The source can be identified as follows:

a. Individual: An individual, who witnessed an accident or survived an earthquake, can be quoted by name as an eyewitness.

b. Organisation: A spokesperson authorised by an organisation to brief the media on its behalf. The spokesman can be referred to by:

i) Name and designation

Mr N.Guruswamy, Police Commissioner, told the media…

ii) Designation alone

The Police Commissioner told the media …

c. Anonymous sources: There are occasions when a news source, who happens to be a senior government official or an important leader, does not want his or her name to be used. In such cases, the reporter can attribute the story to informed sources or well connected sources or official sources or sources who don't wish to be named. However, the reporter must know the source well, and should trust that the information provided is correct. (Read also: When should reporters use anonymous sources)

d. Exceptions: The reporter need not worry about attribution in those cases that he has witnessed. For instance, the reporter can report a cricket match or a rally stating what happened. This is because these are statements of fact that have occurred in public domain, and have been witnessed by scores of people. The same applies to the swearing in of a new government or historical facts.

Brevity

The importance of this characteristic cannot be overstressed. You must learn to write short stories without missing important facts. Please remember that today's reader is in a hurry. He does not have the patience to go through long news reports. Brevity does not mean writing a short story. It also means using short words, short sentences and short paragraphs.

Clarity

This is not easy to achieve. You are required to report an event in as few words as possible. You can do this if you use short and simple words and keep out irrelevant facts. The intro of your report must be short and crisp. The body must be made up of as few paragraphs as possible with each paragraph devoted to one point.

There should be no ambiguities. The facts must be sourced, and accurate.

Difference Between Print Media and Electronic Media

Print Media Vs Electronic MediaPrint media is that means of mass communication through which information is disseminated in printed form. As against this, electronic media is one in which electronic or electromechanical energy is employed to transmit information to the audience.

In general sense, media is a plural form of word medium. In mass communication, media refers to the fundamental means of mass communication, which helps in the spread of messages related to latest news, education, sports, entertainment and promotion of goods and services, to a large group of people, in a very short time. There are three major forms of mass media, i.e. print media, electronic media and broadcast media.

The basic difference between print media and electronic media rests on the accessibility and coverage.

Definition of Print Media

The means of mass communication, which uses printed publications, such as newspapers, tabloids, magazines, books, journals, pamphlets, etc. to disseminate information to the general public, is called Print media. It is one of the earliest and fundamental forms of mass media; wherein there is an in-depth analysis and reporting of any information or news.

The message presented in the form of print media has a direct and long-lasting impact on the reader's mind. It is a common way to spread awareness or any news about any particular event, of an area. It is also often used by the companies to advertise their products and services, due to its reach. However, the reach is sometimes limited, if the newspaper, magazine or any other form of print media is distributed in a specific region only.

Definition of Electronic Media

Electronic Media, as its name suggest is the means of mass communication in which electronic or electromechanical energy is required to disseminate news or any message to the audience.

The primary sources of electronic media are audio-visual recordings, multimedia presentations, online content and so forth. It is composed of all those devices, which are electronic such as television, radio, computers, mobile phones, tablets, etc. to communicate information to and from the audience.

One of the advantages of electronic media is that the message can be communicated to many people, in no time. Moreover, it uses a range of audio, video, text and graphics in one medium, which makes it the most preferred medium around the world. The content delivered through it, can be recorded or archived for future use. Live programming is another important feature of the electronic media, through which real-time broadcast of different events is possible.

Key Differences Between Print Media and Electronic Media

The difference between print media and electronic media are explained below, in points:

Print Media can be described as the means of mass communication, that is used to disseminated messages to the general public by way of printed publications, such as newspapers, journals, magazines, books and so on. Conversely, electronic media is the newly emerged form of mass media, in which electronic devices or electronic energy is used for the creation and dissemination of the news and information.

The first and foremost requirement, of the print media, is that the readers should be literate, to understand the written content. On the other hand, literacy is not the primary requirement in case of electronic media, because, it uses audio, video, images etc. through which it is easy for the audience to understand the content, even if they are illiterate.

In Print Media, there is always a time limit for the collection of news and any other information, as its publication remains due until that time. As against, in electronic media, there is no such deadline for the collection of news and information, as it can be updated anytime.

Print Media does not offer live discussion whereas electronic media offers a feature of live programming, through which live discussion is possible.

The coverage of print media is limited to a particular region, city, state or country. Unlike, there is a worldwide reach of electronic media.

The language used in various forms of print-media is reader-friendly, i.e. the information is provided in such manner, which is easily understandable to the reader. On the contrary, in electronic media, that language is used to convey the message, which is known and understandable to a large group of people.

When it comes to updating, print media is updated periodically, in the sense that newspapers are published daily, while journals and magazines are published weekly or monthly, etc. In contrast, in electronic media, the news and information can be updated anytime.

Conclusion

The two forms of mass media, i.e. print media and electronic media, is proved helpful in implementing change in people's habits, beliefs and attitudes. It also makes people aware of different types of crimes and wrongdoings going on in the society, as well as it also helps people in getting updated about the various government policies and changes in the process.

These have made the world smaller and closer, that news can reach billions of people in one go. Moreover, it has become the primary mode of promoting and advertising goods and services.