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2014

FULL PAPER

CERTAIN MORPHOPHONEMIC PROCESSES IN ENGLISH LANGUAGE

--MD.JALEEL

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INTRODUCTION

Usually in India English is taught as a second or third language at institutions. Very often English is an institutional language rather than a home language in India. English is taught as a science or a subject rather than a language. A learner tries to learn English with effort than natural way of learning. Learner is compelled to learn English as per the demands imposed by the society. In the aftermath of Globalization, English has become an essential part in students' life.

Even students from rural areas have been focusing to acquire various skills in English. At classroom English is taught as a language through *LSRW skills*. The syllabi designers pay special attention towards these skills in the prescribed text. Students drill the exercises prescribed in the text under the guidance of a teacher. This kind of method is designed in the purview of learning by doing.

Among *LSRW skills* learners seldom get confused towards Speaking and Listening skills, rather than Reading and Writing skills. The reason is lack of enough exposure towards these skills .Another reason for this is student's alienation towards R.P.

The present paper focuses broadly on the common barriers faced by the students of rural areas at under graduation level, regarding to Speaking and Listening skills.

When a student learns English, as second language, s\he does it so through his mother tongue. During the process, s/he may get confused to certain concepts as they are absent in

his \her mother tongue. In those conditions teachers have additional responsibility to introduce these concepts.

The paper here tries to trace certain morphophonemic processes take place in English language , which often confuse the learner .By learning these processes and concepts student develops his/her language skills. It helps him/her to come out from using erroneous language. On the whole the paper tries to throw light at rudimentary level of *morphophonemic processes* in English language.

MORPHOPHONEMIC PROCESSES

To begin the discussion, first we have to look into two terms, 'Phonology' and 'Morphology' of a language .Phonology is the sound system of a language. Every language has its unique phonology. Every language is restricted to certain sound system as its base. Based on this sound system the language is being n operated. Comparatively Indian languages phonology is richer than English language.

'Morphology' studies about the forms and structures of words in a language. Morphology observes how the patterns, combinations, derivations and changes take place in words in a Language.

Phonology and Morphology are interrelated. This interrelation leads to certain changes in language. The changes are called as *morphophonemic processes*. Here the paper studies the inter relation between Phonology and Morphology and its result morphophonemic processes. Morphophonemic changes are concerned to phonological changes that affect morphemes of English language.

Generally the term *morphophonemic* belongs to American tradition; Europeans prefer it as 'Morphology'.

To illustrate this relation we can take one example , the two words(allomorphs)'strong' and 'strength' are derived from the same morpheme 'strong'. Morpheme is a speech element that cannot be subdivided further with a specific meaning or grammatical function.

The morphophonemic process of every language is unique. Morphophonemic process is a part in learning the language. Eventually to learn English we have to be aware of the

morphophonemic process of English .It is also the responsibility of a teacher to introduce this process to the learner of the language.

Crystal says on morphophonemic process in English as *"a branch of linguistics referring to the analysis and classification of the phonological factors which affect the appearance of morphemes or correspondingly the grammatical factors which affect the appearance of phonemes"* (200-201).

There are plenty of instances in English, where two or more morphemes are represented in the same phonemic shape. For example 'week' and 'weak' are two different morphemes but they are represented in the same phonemic shape. 'Hare' and 'Hair' is another example.

There are different kinds of morphophonemic process are present in English language. Here we try to throw light into some of these processes.

Assimilation is one of the prominent morphophonemic processes in English. Assimilation refers to the change in sound. If a sound is changed by the influence of the surrounding sounds in a morpheme, then it can be said that Assimilation has taken place in that morpheme. For example in the word 'comfort', the sound to be produced by the letter 'm' remains silent because of the influence of the following letter 'f'. So now we can say Assimilation has taken place in the morpheme 'comfort'.

The process of Assimilation may take

i) Partial

ii)Total

In partial Assimilation a sound does not lose its total existence by the influence of the surrounding sounds. But it deviates from its original way. So in partial Assimilation the sound will be presented in modified form. For example in the word 'roommate' in colloquial speech the two 'm' letters merge with each other resulting into one/m/ sound instead of prolonged/m/ sound.

In total Assimilation one letter loses its total existence and transforms its sound to the preceding or following sound. For example in the word 'tenth' the second't' totally loses its

existence and merges with 'h' and produces different from its original sound. This type of assimilation is called as total assimilation.

For example in Telugu language the word 'rayi' becomes ('rayi+lu')'rallu' in plural. The vowel sound in 'rayi' /i/, converts into /u/ in plural.

Assimilation also takes place according to the direction. In this type there are three types of Assimilations, if one phoneme affects the features of the following phoneme, that case may be considered as *progressive Assimilation*. If one phoneme affects the features of the preceding phoneme that may be considered as *regressive Assimilation*

If simultaneously two sounds affect each other that case may be considered as *reciprocal Assimilation*.

In speech 'Am not' changes as 'amn't'. Here the two morphemes 'am' and 'not' are influencing each other. Hence it is a *reciprocal Assimilation*.

There is a reverse process in Assimilation. Exactly the opposite process to Assimilation is called *Dissimilation*. In dissimilation sounds in one morpheme become unlike those of another morphemes, whenever these morphemes are combined.

Apo cope is another kind of morphophonemic process that takes place in English language. This process is evident in speech. In continuous speech Apo cope occurs frequently. For non-native speakers it is a big barrier to listen and to understand the native speakers.

The loss of final sound is considered as Apo cope. It seldom occurs with consonant sounds. It is very common phenomenon in colloquial speech. When two or more morphemes occur one after another, sometimes both or one morpheme may lose their near consonant phonemes. Thus the consonant sounds are being elided. For example in 'ask someone', in colloquial speech the phoneme produced by 'k' is elided and remain as 'as ('k)someone'. In 'next summer' the sound produced by the letter 't' demises in speech and becomes as 'nex(t)summer'. In the word 'withdraw' also Apo cope takes place. The middle consonant sound (d) loses its existence in speech.'

In continuous and rapid speech, vowel sounds too elide. In 'tea and coffee', 'bread and butter' vowel Apo cope may be observed, as 'and' joins with the first morpheme

as/n/. Native speakers are habituated to elide final consonant 'r' in words ending with 'r' as in 'teacher', 'father', 'letter'. But we Indians tend to pronounce prominently the last letter 'r'.

Syncope is another kind of morphophonemic process in English. Syncope too as *Apo cope* refers to elimination of a consonant or vowel sound. But in Syncope the elimination takes place in middle position. In 'half an hour' the Syncope takes place in the middle. If this expression is observed as morpheme wise then the process is *Apo cope*. In the word 'perhaps' Syncope takes place in the middle of the word. The consonant sound /r/ is eliminated. In 'handbag' the middle consonant sound /d/ is eliminated in speech.

Epenthesis is another type of morphophonemic process usually happens with non-native speakers. Epenthesis is a type of intrusion. This intrusion takes place eventually by the influence of mother tongue. In Epenthesis certain sounds that are not present in the R.P. join in the morphemes. Speakers of Hindi and Urdu feel difficult to pronounce the initial sound /s/. They intrude the sound like /i/ as initial sound which begins with /s/ consonant sound. For example to pronounce 'smile', they intrude the sound /i/ as the initial sound. The same thing happens with words such as 'school', 'student' etc.

Though it may not be considered as Epenthesis when south Indians give more prominence than required for the initial consonant sounds like /t/, /b/, /p/.

Metathesis a morphophonemic process in English refers to a structural change in morpheme. During the historical journey of English language, Metathesis took place in a period of time. In metathesis the elements of morphemes are reversed in positions. For example 'bren' has become 'burn' from the period of Anglo-Saxon. In the same way 'brid' became 'bird'. These days in SMS language, though not acceptable users are widely using short forms for words. Even they do not hesitate to use symbols, numerical to convey their ideas. For example they use 'u' letter for 'you' and numerical '2' for 'to'.

Gemination a kind of morphophonemic process which refers the identical segments with in a single morpheme. For example in Telugu language the word 'nakka'(fox) and 'nibbaram'(courage) illustrate the process of gemination. Here we can observe identical segments overlapping with each other to produce a stressed sound, which may lead to

confuse regarding to stress. In gemination it seems as an instance for long consonant or a long vowel. So gemination provides us an opportunity to form two different sounds of two separate syllables. A reverse process to gemination is known as *degemination*.

Suppletion is another process in morphophonemic process. It tries to establish a general rule for the relationship between morphemes as they have different roots. For example in grammar the two words 'bad' and 'worse' belong to same grammatical function but their roots are different. 'Go' and 'went' though have same grammatical function in the past-present relationship, their roots are different. In English 'am', 'is', 'are', 'was', 'were' are suppletive variants of 'be' form.

Syncretism another morphophonemic process refers to identity between two forms of the same word. In 'I sold' and 'I have sold' the same lexeme 'sold' performs two different grammatical functions, past and past participle.

Zero morphemes in morphophonemic process have no physical realization in speech but in analysis they are recognized. For example in some words the plural forms are unchanged as in fish, sheep, salmon, deer etc. This modification is treated as zero since there is no change in two forms.

Process morphemes refer to a phonological change in the morpheme without adding any affix to it. As in 'tooth -teeth' and 'foot-feet.'

The above morphophonemic processes illustrate how speaking and listening skills are influenced. Native speakers have no difficulty in using these processes. When Non- native speakers interact with them or listen to them they feel difficulty in understanding them. It confuses the learners to learn the language. Teachers have to pay special attention towards this process. It may help the learner to learn flawless language. It also helps the learner to improve his/her speaking and listening skills.

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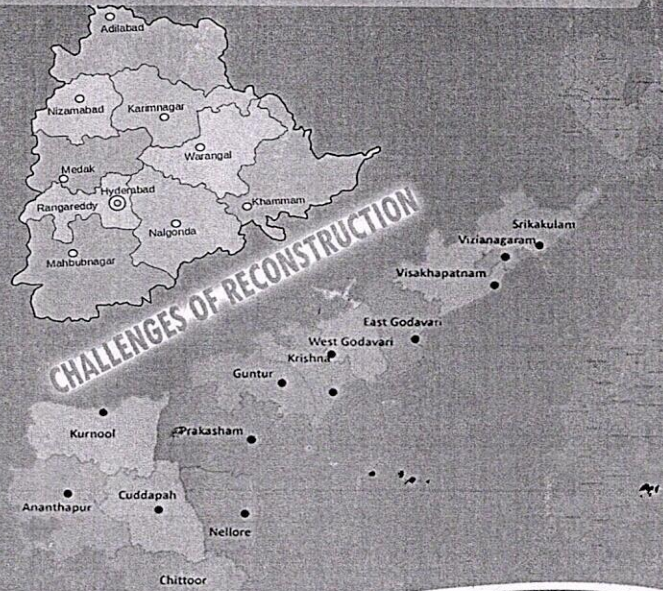
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TWO DAY NATIONAL SEMINAR



On

States Reorganization : Challenges of Reconstruction in Telangana State



CHALLENGES OF RECONSTRUCTION

On 23rd and 24th January, 2015



Organized by
Department of Public Administration
TARA GOVERNMENT COLLEGE
SANGAREDDY, MEDAK DISTRICT,
TELANGANA STATE.



Editor : Dr. A. Shankar Kumar

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Challenges to the Reconstruction of Telangana State

P. Sujatha

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GDC, Zaheerabad

Medak District

The movement for a new state of Telangana gained momentum over the decades. There have been hundreds of claimed suicides, strikes, protests and disturbances 'to public life demanding separate state hood. Development could not be achieved in the bigger state of Andhrapradesh because the voice of the disadvantaged sections of Telangana region was fragmented. After a prolonged struggle Telangana formed as the 29th state of India on June 2nd, 2014. People of Telangana elected the TRS chief KCR as their chief minister .There would be high expectations from the common people for their economic betterment and for opportunities to participate and shaping their destinies .There is a number of challenges waiting for the newly elected Government.

Objectives :

- To know the history of Telangana movement
- To understand the challenges to the reconstruction of Telangana state
- To suggest the measures to the development of Telangana state

Methodology :

For the preparation of this paper secondary data is used.

Challenges and measures to the reconstruction of Telangana state

The single biggest reason for the bifurcation was that people from Andhrapradesh took away majority of the jobs in the Telangana region. It is the time to give employment to the youth of Telangana .heartily welcomed step was taken by the government that is establishment of TSPSC and there is a need to conduct number of recruitments like Group-I,II, Gazetted and non Gazetted posts ,it is possible only after the division of employees between the two states. Therefore, Government of Telangana should speed up and take the necessary initiatives to solve the problem and meet the aspirations of Telangana youth.

Not only in the government sector, government should take up some measures in private sector .The barren north Telangana districts should be

was fully utilised in setting up of industries which need huge lands, but this time again, with the complete acceptance of the farmers and the stakeholders there. If only the government could, come up with proper rehabilitation and also promise to give a job to every person who gives his piece of land, should also be able to tackle the problem of unemployment in the less educated districts.

Telangana is now deficit in power. Whereas Seemandhra has a surplus. This happened despite the existence of huge unexploited coal resources in Telangana suited to power generation, some power plants in Seemandhra get the coal transported from Telangana, whereas it is far more economical to locate the power plants near the pitheads. The present supply-demand gap for power in Telangana arising from long standing neglect and discrimination in the creation of capacity in the region, can be met, in the short run only through special measures from the centre. State government also take initiatives to convene the central government for power generation. Telangana state also have natural resources to produce wind energy, government should setup wind energy plants on Ananthagiri hills in Bangareddy, Rakhi hills in Mahaboobnagar. Like Gujarat and Rajasthan, government encourage the people to use solar energy, For this government should provide solar energy technology based infrastructure and conduct awareness programmes in Telangana.

Another challenge to the reconstruction of Telangana state is illiteracy according to 2011 census Telangana region literacy 65.50%. Compared to the other states in India the literacy rate of Telangana state is average. Now the government has to take measures to improve the literacy level by implementing various programmes like adult literacy programmes with the help of educated unemployed youth. No doubt this also decreased the unemployment for the effective implementation government quality of education

There is a growing demand for education in Telangana but the cost of education in Telangana has been rising because of increasing privatisation consequent to inadequate public provision. What is worse, the rise in the cost of education has been accompanied by deterioration in its quality. The dropout rate for students at the primary level is quite high in Telangana. Indeed, the increasing demand for education through private institutions is explained basically by the deterioration in the quality of education in govt schools and colleges. The major victims of this process of privatisation are students from low income groups, especially the SCs, ST's many of whom cannot afford costly education. It has adversely affected their competitive

position in the job market. This is reinforced by high equality as except in Hyderabad, Rangareddy districts. The provision of education is inadequate in the rest of Telangana. Therefore, to ensure affordable and quality education to students at all levels in large part of Telangana. There is a need to rise in public expenditure on education. It also calls for greater accountability of school management to the stakeholders through the local elected institutions for the provisions of essential services like sanitation ensuring proper attendance of teachers as well as their periodic training.

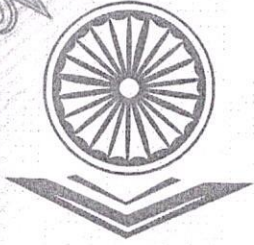
There has been a neglect of health services on the public account while the private sector gained ascendance. One of the major challenges of Telangana state will be to substantially set up public expenditure on health services, especially on primary healthcare in rural areas, by making them accountable to the stakeholders. At the sometime, there is a need for the regulation of the private corporate sector with a view to ensuring minimum standards and for preventing questionable practices.

Deprived sections should be acquiring equitable positions in the society. Women of Telangana actively participated along with men in Telangana movement. Number of women also contested and elected to the post of MLAs in Telangana government, but there is no women minister in Telangana. It seems to be political inequality in democracy. Therefore, Government of Telangana should give one third of ministry to the women. It reflects equal participation of all sections in policy formulation.

Therefore, Telangana should take careful steps towards development and the TRS party which championed the cause of the Telangana movement must rise to the occasion and deliver keeping in mind the challenges it has to overcome.

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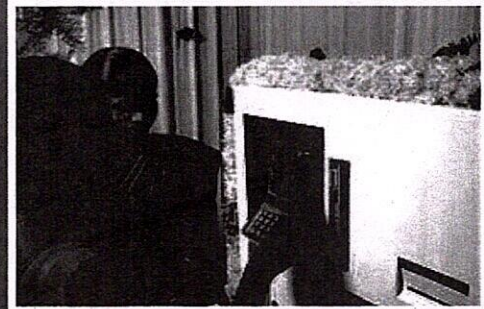
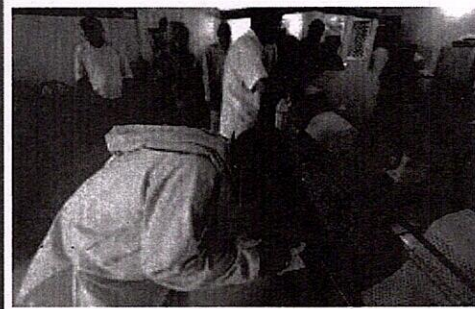
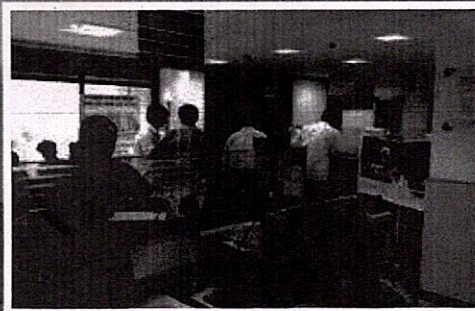
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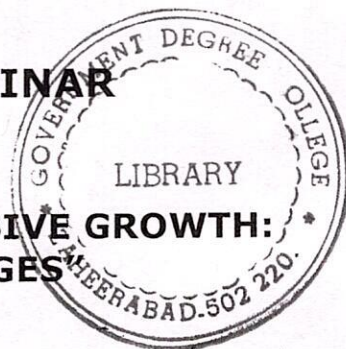
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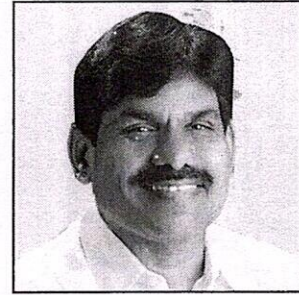
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MESSAGE

I am happy to learn that the Department of Commerce, Government Degree College, Zaheerabad is organizing UGC sponsored two day national seminar on “FINANCIAL INCLUSION FOR INCLUSIVE GROWTH: OPPORTUNITIES AND CHALLENGES” on 22nd & 23rd August, 2014.

I hope that this seminar will become a best platform for encouraging scholarly discussions and interaction on the said topic, which will have great significance in banking services. I appreciate the Department of Commerce of this college for their efforts to conduct the seminar to bring awareness on the issues among the students.

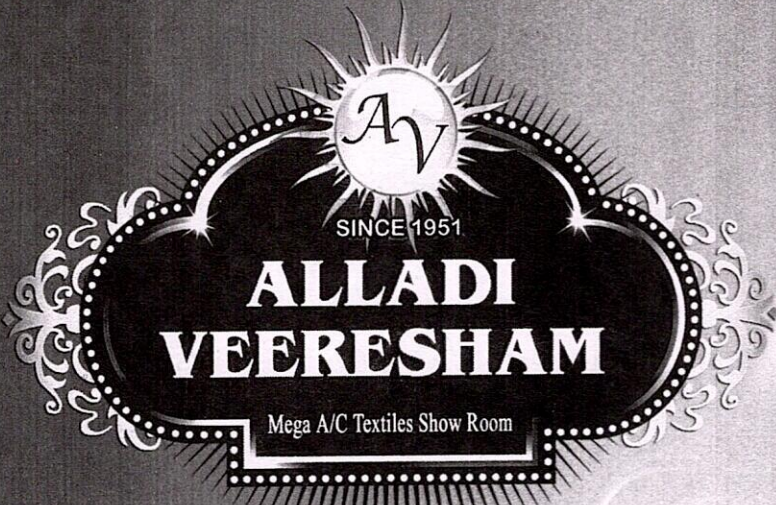
I convey my best wishes to the organizers of the seminar and wish grand success.

Sd/-

(B.B. Patil)

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Introduction to **English Grammar**

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Preface

In Modern times, knowledge of English is required in all spheres of life, not only in commerce and business but also in performing day-to-day activities. English is a life skill and so, much emphasis is given to the teaching of English at the college level.

This book has been prepared, keeping in mind the diverse backgrounds that they came from. The **Graduation** is a crucial period in a student's life where he/she is being prepared to face the challenges of the world. The skills in English play a vital role during this period, preparing the student with the confidence. Hope this book helps the students to achieve their goals.

ABOUT THE AUTHOR

Farhath Naazneen, Assistant Professor, Dept. of English, Govt. Degree College Zaheerabad has 13 years experience of teaching English to Intermediate and Undergraduate students, completed her M. Phil and is pursuing her Ph.D from Osmania University

ABOUT THE BOOK

This book has been designed for the SSC , Intermediate and first , second year Undergraduate students. It is an attempt to present grammatical facts as simple and to lead the student to assimilate them as thoroughly as possible.

The book begins with describing a sentence. Then moves to parts of speech, noun phrase-clause, adjective phrase-clause, adverbial phrase -clause, degrees of comparison. These topics are followed by detailed study of verbs-Modals, Transitive and Intransitive verbs, Finite and Non-finite verbs, Tenses. The next chapters focus on vocabulary. The remaining chapters are about writing skills-Formal letters, Report Writing, Book review, Note making, Resume. It concludes with phonetics.

An effort has been expediently made to maintain simplicity of language so that the students may understand and retain easily.



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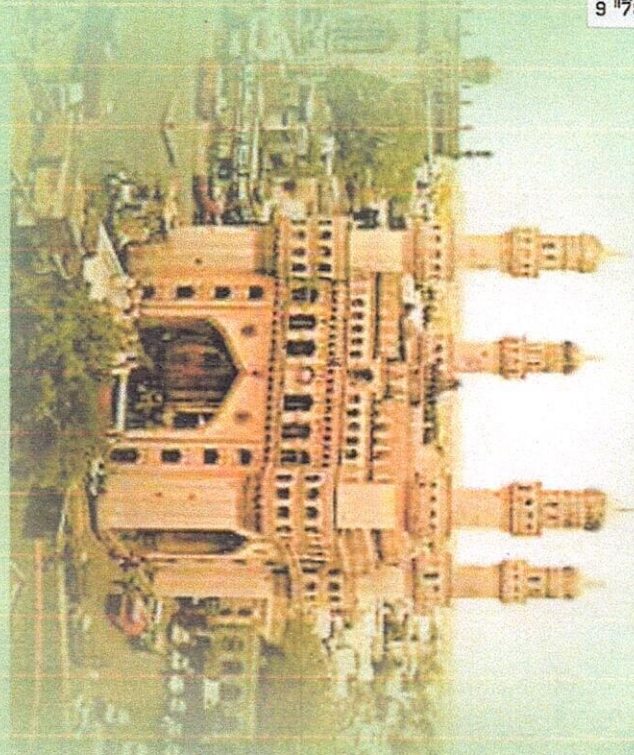
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CONTEXT OF GLOBALIZATION**
Issues, Concerns and Challenges



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ABOUT THE BOOK

Globalization is generally understood as an economic, political and cultural process which is reshaping the role of many nations in relation to global markets, agreements, and traditions. Now it has become seldom analyzed in the context of education. However, there is a little work done on the implications of globalization on teaching and learning process. It is particularly true in the case of English in India.

Globalization brought into being many new situations to be addressed. Teaching English is among one of them. Globalization posed many new challenges worth of concern in this regard.

The modern student of higher education in India is constantly conditioned to be part of the world. English stands as an undisputed link to relate the pattern of globalization.

Teachers of English have been endowed with additional responsibilities to equip their pupils to act according to the new demands. To fit in the scenario of globalization to eke out their livelihood they are compelled to have mastery over English. Thus teaching English has become a thing of concern. Particularly teaching English to rural students is involved with many issues which are to be addressed. The present volume tries to contribute to the discussion on this issue.

ABOUT THE EDITOR



MD. JALEEL was Post graduated with gold medal from Kakatiya University, Warangal, Telangana. He has been involved in teaching English for the last 15 years at various levels. He was also trained from EFLU, Hyderabad in this regard.

At present he is working as Assistant Professor of English at Government Degree College, Zaheerabad, Medak(Dt)Telangana.

He participated and Presented research papers in various Seminars, Conferences, Workshops and also published research papers in reputed journals.

He guided and supervised numerous study projects of his students. He is ever earnest in the issues related to teaching English in India.

The present volume is the first edited volume as editor to his credit.



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THE NECESSITY AND IMPORTANCE OF REFLECTION IN TEACHING & LEARNING ENGLISH AS SECOND LANGUAGE

MD. JALEEL

Head, Department of English
Government Degree College
Zaheerabad, Medak (Dt)

ABSTRACT

In learner centered classrooms, John Dewey an American pragmatic pioneered Teaching methodology in the United States of America during the early decades of twentieth century. This methodology even today remains one of the effective teaching logics in teaching learning process.

Reflective Teaching is something that involves in self observation and self reflection. In this methodology, a teacher assesses him/her self for the betterment of teaching process. Donald Schon suggests in his "Reflections of Actions" (1998) that Teaching is not momentary but a continuous process involving professionals and learners. The present paper here focuses on a particular kind of Reflective Teaching process, Reflective writing. Reflective writing is interconnected to Reflective thinking and Reflective Teaching.

Reflective writing is on what one is reflecting about to select just the most significant events or ideas. This paper broadly studies the salient features involved and their use of Reflective writing with the special reference to the students of under graduation who want to learn English as a second language.

Introduction

Believing in learner centred classrooms, John Dewey an American pragmatist introduced revolutionary ideas in teaching learning processes, which routed out the traditional notions of the classroom rubrics. The result was shift of classrooms from teacher centric to learner centric. This shift caused the emergence of new trends in teaching learning process. New trends emerged in fields like curriculum, methodology etc. As the ways of traditional learning process became irrelevant, new kinds of teaching learning processes came into existence. The emerging demands in classroom teaching created the need to invent new trends in classroom teaching.

In the process many new trends, techniques, strategies, methodologies are being developed to cater the emerging demands. During the early decades of twentieth century John

Dewey pioneered many of these inventions. *Reflection* is one of the inventions during the course of time.

Jenny Moon defines Reflection as "*Reflection is a form of mental processing that we use to fulfil a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and, possibly, emotions that we already possess.*" (2005)

In India seldom English is taught and learnt as second language. Usually learners learn English to fulfil their academic needs. Unfortunately till today in India English is treated as an elites' language rather than a house hold language. The status of English in India is an additional language besides mother tongue.

In the above circumstances the present paper focuses to trace out the necessity and importance of *Reflection* in teaching and in learning English as second language. The paper also tries to find out how reflective strategies such as *Reflective teaching* and *Reflective writing* contribute in learning English as second language. *Reflective teaching* is broadly concerned to teachers where as *Reflective Writing* is concerned to both the teachers and the learners as well.

To begin the discussion first we take one of the reflective strategies, *Reflective Teaching*, and to study how it is useful to teach English as second language.

Reflective Thinking

Reflective Teaching is one of the extended branches to reflective thinking. In reflective thinking one reflects one's point of view of experiences, situations, events that were encountered. Reflective thinking does not suggest the good or bad way of thinking but it examines the situation as it is. Thus reflective thinking provides an opportunity to analyze the situation. The analysis presents the total picture of the situation. Thus reflective thinking can be used as an instrument to examine the foundations like beliefs, values, attitudes etc.

Reflective thinking always adds new a finding to the existing knowledge. It is an inbuilt technology in every person. Reflective thinking teaches lessons, things to be remembered, and mistakes and so on, which guide a person to act accordingly to the situation.

Reflective Teaching

As said earlier, Reflective Teaching is one of the extended branches of reflective thinking. Donald Sachon suggests in his "*Reflections of Actions*" (1998) that Reflective Teaching is not momentary but a continuous process involving professionals and the learners. Sachon introduced and contributed to the concept of reflective practice as a critical process. Many scholars combine John Dewey and Donald Sachon in the birth of Reflective Teaching as a teaching and learning process.

In Reflective Teaching a teacher involves in self observation and self evaluation. In methodology the teacher sets a self analysis of all aspects related to teaching and learning. Reflective Teaching is based on the principle of "Learning to teach and Teaching to

Reflective Teaching

Generally a Reflective Teacher follows the following step. The first step in Reflective Teaching is *planning*. To realize the set objectives, a teacher initially plans systematically a classroom teaching. In planning the teacher considers factors such as classroom size, content, methodology, use of technology etc.

The next step after planning is to *Act*. This is an execution phase. In this step the teacher executes his plan into action. The hypothetical part is being brought into action. This plan may or may not realize in total.

After the step "Act", the next step is "*Collection of evidence*". This is the very last step in Reflective Teaching.

The success of reflection depends on how a teacher devises effectively in collecting the evidence. The evidence is to be collected depending as per the requirement of reflection. The evidence may be taken orally, written or technology based. It can be collected from the teacher or peer group teachers. If it is collected from learners it may be done so from all the learners or selected group of learners as per the requirement. The collection process may be oral or written or be intimated to the class. The use of modern technology makes reflection more effective and reliable. With the help of modern electronic devices the teacher can record every activity and happening of a classroom.

The next important step is, "*analysis*". In this step the teacher has to analyze the evidence that have been collected. The analysis is to be done in a coherent and logical way. The analysis not to be done with a pre occupied mind.

The final step in Reflective Teaching is *Reflection*. Here the reflection takes place after the analysis of evidence. The reflection may examine the perceptions of planning and execution. The reflection also considers experience, ideas, observations etc. The reflections are made to identify the confusions, difficulties, obstacles etc. that are encountered during the process of executing planning. The reflection enables the teacher to know the success rate. It also throws light on the mistakes occurred and the areas to be improved. Thus resulting in a new way of teaching and learning process.

Reflective Teaching is a very useful methodology where English is taught as a second language. Generally in second language classrooms students prefer to observe to express. By using reflective teaching methodology in these classrooms, teachers may notice the short comings and can focus on the solutions. Reflective teaching provides an opportunity to reflect on their teaching particularly when they are teaching sound system of English. While teaching

phonetics teacher can collect evidences on the ways of articulation. By analyzing these ways teacher may advise the students for the betterment. By reflecting the total classroom teacher may improve the performance of classroom teaching. This methodology is also useful for teaching communication skills in English.

Reflective Writing

Reflective Writing is too like reflective teaching a useful strategy to teach English for second language classrooms. Among the various reflective strategies Reflective Writing is one of the prominent strategies. Reflective Writing is very much popular in the fields of Medicine and Law. Though Reflective Writing is widely used by the professionals, it is also useful to non-professional courses students. Reflective Writing as a strategy is useful to both the teachers and the learners. Reflective Writing contributes to explore the learning process. The systematic way of registration of data or content and its analysis provides students an opportunity to have clarity regarding to the learning process. It gives a better understanding of the learning process.

In India students who learn English are not much exposed to writing. When they have to produce something new in English they feel difficult to do so. Especially in examinations they try to reproduce the text that has memorized. When they are asked to reproduce something new they do not feel comfortable. To fill the gap teachers may assign Reflective Writing assignments to them. By verifying their responses teachers can advice where ever needed. It leads to the betterment of learning English as second language. Reflective Writing provides an opportunity to learners to improve their writing skills.

Reflective Writing involves four steps,

- 1) Responding an experience
- 2) Relating the experience to previous knowledge
- 3) Analyzing the causes
- 4) Reconstructing thinking.

Uses of Reflective Writing

- To make connections between previous and preset knowledge. . Reflective Writing helps to establish clarity in the connections between theory and practice.
- To examine learning process, Reflective Writing s very much useful.
- To integrate and relate knowledge Reflective Writing functions as an instrument.
- To reflect mistakes in learning process Reflective Writing is helpful.
- Reflective Writing keeps a learner always an active learner.

Reflective Writing

Four types of Reflective Writings are present to learn English as second language

Journal: Based on language content weekly entries may be made. Learners may enter their reflections through these entries.

Group Diary: A group is formed and the group enters their reflections individually. It may be communicated to all the group members. It gives a scope for peer sharing.

Source Diary: In this, one can reflect source of evidence in one's essay. And also reflect one's writing.

Lab Book: Generally for experiment based work reflections can be entered. This kind of Reflective Writing is useful in English language labs.

Peer Review: Students are involved to get feedback from their peers. It shows the peer group opinion.

Self Assessment: it is one's self critical comments on one's own work.

Conclusion

Students can be encouraged to adopt various Reflective Writing practices. These practices will enrich student learning abilities. Since Reflective Writing is mostly subjective, teachers should take additional care to incorporate Reflective Writing in writings like logical, analytical, hypothetical, critical and creative. For English language teaching Reflective Writing is such useful in teaching grammar, communicative skills, phonetics etc.

References

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