

Mesthrie does not sound convinced with the idea of a continuum though. He argues that the 'caught' and the 'taught' comprise the two obvious approaches to learning a language. Ritt finds the native and non-native distinction significant enough for an empirical research on the subject. In his opinion, native intuition is directly correlated with the speaker's grammatical judgment and, Singh's proposal may be problematic for an empirically sustainable position. Lele finds Singh's position subject to a critical analysis vis-à-vis power and hegemony. Rajgopalan's response to Singh's position on Indian English and the question of a native speaker is in total contrast with that of Langu and Chaudhary. Martina Ghosh-Schellhorn on the other hand is in agreement with Chaudhary that some of these questions must be examined in the context of multilinguality and speech community. A careful reading of the response suggests that Singh does not appear to leave the contexts of multilinguality and speech community out. Dickinson is uncomfortable with Singh's claim that the speakers of Indian English are competent speakers of that variety.

This book is a unique example of an extremely well presented compact argument. It combines a large variety of responses to a stand adopted in the target paper. The last section of the book is again uniquely innovative in the sense that it gives a summary of the questions asked from Singh and his responses to all of them.

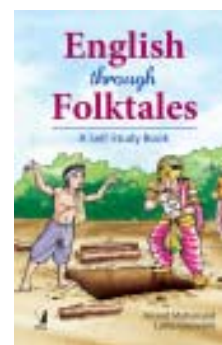
Rajesh Kumar (PhD, Illinois) is an Assistant Professor of Linguistics and English at the Indian Institute of Technology Patna. He teaches graduate and undergraduate courses in Linguistics and English Language. His research and teaching interests lie in syntactic theory, sociolinguistics, language and education, and cognitive sciences (language and human mind).

thisisrajkumar@gmail.com

English through Folktales: A Self-Study Book.

by Mahanad, Anand & Goswami, Lalita (2011)
New Delhi: Viva Books.
ISBN: 978-81-309-1472-5,
pp. 97

Reviewed by: Kamal Kumar Choudhary



This book consists of sixteen folk tales from different parts of India. It is written in very easy language, and some scenes of the story are depicted through pictures, which makes it interesting for the children. As the authors point out, this book, intended for middle school children, is designed to improve not only the basic skills of language (reading, writing, speaking and listening), but also teaches them the basic grammatical structures. To meet this goal, each story is followed by different exercises (notes, comprehension questions, language study and communication skills). Notes give the word-meanings (difficult words in the text), and also demonstrate the use of a particular word in a sentence. Following this, there are comprehension questions based on the story. This is followed by language study and communication skills. Thus, this book is really good for improving English, particularly for children. The stories are interesting to read, and at the same time, they also improve the language skills of the children.

Learning English in a country such as India is important both for children and adults. It has been observed that the students who have studied throughout in Hindi or a regional language, face several problems when they join college or an institute, particularly if the courses are offered in English. Even in institutes such as IITs, remedial classes are offered to 1st year students, as some of them really face problems

in following the lectures. There are several methods of language teaching, and in the past decades, various materials and methods have been developed. But the role of folk tales in teaching a language remains unbeatable. I believe that teaching through folk tales will definitely be fruitful. Therefore, this kind of a book can be really important for children since the stories are interesting, and they can be easily understood. Further, it will also improve the vocabulary and usage of different words/phrases. The exercises provided are good, and will definitely help children improve their English. Also, since most of the stories are known to people, it becomes easy to understand the language.

The stories selected in this book are good and interesting too for children. It would have been better if the level of these stories had been taken into consideration. The elementary nature of some of the stories may have an adverse effect on the total impact of this book. Further, the exercises provided are not consistent. For example, all the chapters do not have only four tasks (as mentioned above), some chapters also include critical appreciation, written skills, etc.; and some chapters do not include language skills. Therefore, these exercises should have been made more systematic. These points can definitely be improved in the future editions. The book fills a gap in pedagogical materials available for teaching a language.

Kamal Kumar Choudhary (PhD, Leipzig) is an Assistant Professor in the Department of Humanities and Social Sciences at the Indian Institute of Technology Ropar, Punjab. Dr Chaudhary works and teaches courses in the areas of Neuro/Psycholinguistics, Syntax, Cognitive Science, and Natural Language Processing.

kchoudhary1@googlemail.com

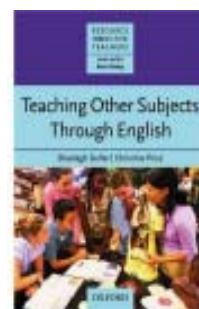
Teaching Other Subjects through English

by Sheelagh Deller & Christine Price, 2007.

London: OUP, 168 pages, paperback

ISBN: 978-0-19-442-578-0, pp. 168

Reviewed by: Ramesh Kumar Mishra



The rise of English as a world language has led to its increasing acceptance as a medium of education at different levels. The contribution of British imperialism and now globalization towards this phenomenon is well documented. Sheelagh Deller and Christine Price, in their book “Teaching Other Subjects through English,” emphasize on the use of English in teaching and learning of different subjects and in various classroom situations. The book particularly uses the framework of the “Content and Language Integrated learning” to demonstrate how school teachers can use English as a medium of instruction to train pupils in different subjects. In contrast to conventional methodologies of teaching a language, CLIL gives prominence to the complete involvement of the learner in the acquisition process where interaction in the language is considered pivotal. This means, one must be able to think and conceptualize successfully in English while indulging in the teaching of different subjects. Most teachers whose native language is not English, find it difficult to teach subjects in English, for they lack proficiency in the language. This book systematically introduces several teaching strategies across a range of subjects that such teachers can use while interacting with students. Thus, this is a resource book for those teachers who teach in an English medium school, and who would like to enhance their teaching proficiency