



# Teaching of English

**Priti Srivastava**  
**Preeti Sharma**

# Teaching of English (2<sup>nd</sup> Edition)



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# Teaching of English (2<sup>nd</sup> Edition)

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## **PREFACE**

Language is a means through which a child contemplates the past, grasps the present and approaches the future. Language plays an important role in the mental, social and emotional development of a person. So each language is the pride of the people who use it. The fact is that the English language is used in almost all the countries of the world. It occupies an important place in all the spheres of life.

The content of the book presently in your hand has been presented according to the latest syllabus of B.Ed. of GGSIP University (Delhi ). The subject matter to this book has presented sequentially, judicially and logically in very simple language to avoid the confusion of abstract terms.

The authors shall feel highly obliged for the readers and their valuable suggestions that will help in the future modification and improvement of this text book.

## **ACKNOWLEDGEMENT**

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**Dr. Priti Srivastava**

**Dr. Preeti Sharma**

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# UNIT- I

# FUNDAMENTALS OF LANGUAGE

## 1.1 LANGUAGE NATURE, SCOPE AND FUNCTIONS

**Introduction:** - Language is a unique possession of human race. Without language we cannot think of human society. Language is the only means of communication of thoughts and ideas either in speech or writing. It is an essential part of humans and can be termed as the life and blood of our culture. Language is the divine gift of God bestowed only on humans and differentiates humans from animals. A person can either win other's heart by using a language or can lose his dignity and degrade himself in the society

Communication; Language makes conversation possible between any two individuals. Conversation; collecting information about speakers. Enables people to convey their feelings, desires, and emotions to others.

**Origin:** -The English word "Language" is derived from the Latin word "LINGUA" which implies "TONGUE". French words "LANGUE" and "PAROLE" also bear an expression of language.

### Definitions

"Language is the instruction whereby human communicate and interact each other by means of habitually used oral-auditory arbitrary symbol." –**R.A. Hall (1964).**

"Language is a set of human habits the purpose of which is to give expression to thoughts and feelings." –**O. Jespersen.**

"Language is a mean of communicating thoughts."

"Language is a means of social control."

"Language is a social activity rather than a means of individual self-expression." –**Allen**

"Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." –**Edward Sapir (1921)**

**Oxford English Dictionary** defines language as "Words and the methods of combining them for the expansion and expression of thought.

**John Dewey** says, "Language exists only when it is listened to as well as spoken. The hearer is an indispensable partner."

**Sweet Defines**, "Language is the expression of ideas by means of which speech sounds are combined into words, words are combined into sentences and combination of sentences gives answering to ideas and thoughts."

According to **Block and Trager**, "Language is a system of arbitrary vocal symbol by means of which a social group cooperates."

### Characteristics of Language

- Language is not a parental property but an earned property which people earn from society
- Language is based upon social contact and environment.

- Language is conventional and traditional and a result of evolution.
- Language is ever changing and is a dynamic process.
- Language is not complete in its form.
- Language goes from synthesis to analysis and from simple to complex.
- Language has the character of universality.
- Every language is unique.
- No two languages are identical as they grow in different cultural background.
- Language is a system of sound which is based upon a certain degree of pitch, stress and intonation.
- Language is arbitrary and conventionalized thing which is not static and permanent. It is arbitrary because it is the product of long process of development.
- Language is a symbolic system in which the expressed experiences become widened, enlarge and embrace all the impressions of human beings.

### **Scope of language**

- Language makes existence of society possible.
- Language makes it possible to understand the speaker.
- Language delimits social groups.
- Language connects one with the external world.
- It helps to get Employment.
- Globalization in the Indian economy expanded the scope of newly acquired languages
- Academic Qualifications.
- Improves the professional life of an individual.
- Gives a person the chance to know a new culture.

### **Functions of language**

- Development of skills: Reading, Writing, Speaking, Listening
- Communication: express his feelings, ideas, or concepts.
- Acquisition by imitation
- Practice: requires continuous practice for effective communication
- National Development
- International Connectivity: Diversity
- Interaction between individuals

## **SPECIFIC FUNCTIONS**

### **Primary**

- The primary function of language is as a function of expression of ideas, feelings, and thoughts
- Nothing is possible without expression whether it is communication or interaction. A person can express his views in oral, verbal, or symbolic form.

### **Directive**

- It helps in giving direction to cause actions.
- It can be related to stimulus-response function of our body

### **Communicative**

- Language provides an expression of our thoughts, feelings, needs, and opinions.
- It could be in oral, written, or other forms.

### **Aesthetic**

- When we have some feelings but we are not able to express them. Later those feelings or experiences are expressed by someone else; it gives us a sense of aesthetic satisfaction.

### **Preservative**

- Through the means of language, a person can preserve his ideas, experiences, knowledge, observations, findings, etc. for the coming generations in the form of a journal, diary, and books. Language is the major reason why we are able to form societies and preserve our culture.

### **Cultural**

- Language is a key component of culture as well as a central network through which other components are expressed.

### **Informative**

- Language helps in passing information between people. Without language, we cannot even imagine our life.

## **NATURE OF LANGUAGE**

1. **Language is a system:** - Language is an organized way of behavior, which can be described in an orderly way. Each language is a unique system and meaning is conveyed with the help of it. Just as the system of the human body functions through different organs which are inter-connected and work in co-ordination, similarly the system of a language functions through sounds, words and structures. When someone says, “My friend is reading a book, he uses language, sounds (m, f, r, e n d, etc) and words (my friend, is reading, a book) and an accepted sentence pattern (S.V.O.). Hence language is a system which should be taught and learnt as a system.

2. **Language is learnt:** - Language is a form of behavior which is learnt and not an automatic process. The infant knows no language. He has to learn it over a long period of time. He begins learning by making various isolated sounds like pa-pa, ba-ba, da-da. Later on, he develops his babbling sounds into the speech sounds of his group by imitation and practice. Thus language learning is an activity and it has to be learnt through efforts.
3. **Language is a system of systems:** Language is a system of systems which includes phonemes (sounds), morphemes (words) and syntax (structures) as body has blood circulatory system, nervous system and bone structure system, if any one of the three systems fails to operate individually, the language will not be correct. If pronunciation is correct but order is not correct, it will not be understood.
4. **Language is system of symbols:** - Language is a system of symbols. The railway guard uses certain symbols, the green flag, the green lamp, the red flag or lamp. The red flag or the red lamp is the symbol of “danger stop.” This system works effectively because their symbols are known. Symbols stand for things and they are not things themselves. The word ‘table’ is only a symbol for the object which we call table. Symbols make the system of language.
5. **Symbols of language are arbitrary:** - It means that there is no necessary relation between any language item and what it indicates. There is no visual similarity between the symbols ‘man and the actual man. In English a certain animal is called ‘horse’. In French ‘Cheval’, in German ‘Pferd’, in Hindi Ghoda’. There is no logical or a scientific explanation why we call these words so. We call these so because it has been called so from earlier times.
6. **Symbols of Language are vocal:** - A language system does not exist in a vacuum. It is primarily used in speech. Writing is graphical representation of speech. There are many languages, which are only in spoken form & don’t have any written form. There are other types of symbols, which cannot be called vocal symbols. For example gestures, signal flags, green or red etc. are visual symbols and beating of drum, singing of bells are auditory symbols. They do not form language. All the sounds produced by human vocal organs cannot be included in linguistic symbols. For example sneeze, cough, etc. have no symbolic value.
7. **Language is unique:** - No two languages are alike. They differ in words, sounds and structures. The grammar, which is true for Latin, may not be true for French. There are geographical and cultural diversities and that is the main reason why one language differs from the other.
8. **Language is a skill subject:** - “A skill is described as knowledge put to active use.” Learning a language is performance based while learning about a language is knowledge based. Language learning is essentially skill based. There should be a lot of repetition in speaking, reading

## 1.2 LINGUISTIC STRUCTURE AND ASPECTS OF ENGLISH LANGUAGE

### What is Language

English word Language has been derived from Latin word *lingua* which implies tongue, French term *Langue* means *Parola*. In Hindi the word of language or 'Bhasha' is originated from Sanskrit root 'Bhash' meaning, sound or speech. Language is something that help us in communicating ideas, thoughts, knowledge to others. This communication helps in bringing people close and unites us as a social group.

### Definition

- Language is something that helps us in communicating our ideas, thoughts, knowledge to others. This communication helps in bringing people closer and unites us as a social group.

"Language is the expression of ideas by means of which speech sounds are combined into words, words are combined into sentences and the combination of sentences gives answering to ideas and thoughts" Linguists have identified four basic components found across languages.

- Phonology
- Morphology
- Syntax
- Semantics

**1. Phonology:** "Phono" means "Sounds" while "Logy" means "Study". It means "Study of Sounds". Phonology is the study of the way different sounds are combined together to form words. In phonology we study the movements that take place in the vocal tract in order to create sounds. Phonetic and Phonology are closely related.

**2. Morphology:** - Morphology is the study of words. It appears on the surface that English words are irregular and idiosyncratic good vs went himself/herself, their selves and themselves. Every human language depends on sounds. When specific sounds are put together in a specific way, words, phrases, and finally sentences can be created. This is how messages are sent and received. In order to understand morphology, you need to know the term morpheme, which is the smallest unit of a word with meaning. That meaning is how language conveys messages. Morphemes are more than just letters. When a number of letters are put together into a word part that now has meaning, then you have a morpheme. A Morpheme is the smallest linguistic part of a word that can have a meaning. In other words, it is the smallest meaningful part of a word. EXAMPLE of morphemes would be the parts "un-", "break", and "-able" in the word "unbreakable".

**3. Syntax:** In linguistics, "syntax" refers to the rules that govern the ways in which words combine to form phrases, clauses, and sentences. The term "syntax" comes from the Greek, meaning "arrange together." The term is also used to mean the study of the

syntactic properties of a language. Syntax is the order or arrangement of words and phrases to form proper sentences. The most basic syntax follows a subject + verb + direct object formula. Syntax deals with the tools available in languages for putting words together in sequence and make sentences. Thus, we could say syntax is the study of sentence structure and its rules. Syntax is the proper order of words in a phrase or sentence. Syntax is a tool used in writing proper grammatical sentences. Native speakers of a language learn correct syntax without realizing it.

**Semantic:** -"Language without Meaning Is Meaningless"... (Roman Jakobson)

Semantics is the technical term used to refer to the study of meaning, and, since meaning is a part of language, semantics is a part of linguistics. Semantics is the branch of linguistics that deals with the study of meaning, changes in meaning, and the principles that govern the relationship between sentences or words and their meanings. Semantics is the study of meaning in language. It is a wide subject within the general study of language. An understanding of semantics is essential the study of language to acquisition (how language users acquire a sense of meaning, as speakers and writers, listeners and readers). It is also essential to the study of language change (how meanings alter over time). To understand language we need to know the meaning of words and the morphemes that compose them. We also must know how the meanings of words combine into phrases and sentence meanings. Finally, we must consider context when determining meaning. The study of the linguistic meaning of morphemes, words, phrases, and sentences is called Semantics. Subfields of semantics are lexical (of or relating to the vocabulary, words, or morphemes of a language) semantics, which is concerned with the meanings of words, and the meaning relationships among words; and phrasal or sentential semantics, which is concerned with the meaning of syntactic units larger than the word. Lexical meaning refers to the sense (or meaning) of a word (or lexeme) as it appears in a dictionary.

**Example:** The word "run" has many meanings physically running, depart or go (I have to run, spent (it has run its course), or even a snag in a pair of hose (a run in my hose).

### 1.3 PSYCHOLINGUISTIC AND SOCIOLINGUISTIC PERSPECTIVES OF LANGUAGE

- **Language:** - Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts. Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.
- **Linguistics:** - Linguistics is the scientific study of language. Linguists do work on specific languages, but their primary goal is to understand the nature of language in general.
- **Psycholinguistic:** - Psycholinguistics is the study of language in the mind. People who study psycholinguistics are referred to as psycholinguists. The subfield of psycholinguistics is focuses on the acquisition, use, comprehension, and production of language in the mind. For example, a psycholinguist might study how children acquire the sounds of their first language to the exclusion of all other possible human speech sounds.

**There are two theories of how children learn language:**

#### Theory: 1

A child must try and learn all languages.

#### Theory: 2

The Abstract system of language cannot be learned. However humans possess an innate language faculty, or an access to what has been called **Universal Grammar**.

- Language Comprehension
- Language Production
- Speech Is Planned In Advance.
- Here Research Focused On How The Brain Process And Understand The Sounds (Phonology)
- Morphology

**Socio Linguistics:** Socio cultural environment influence language and language influence society. There are various causes of variations in language. These can be due to change in contact situations due to social pressure and due to a cultural change in society. These variations may be of accent, lexicon, morphological, syntactic and some of socio-cultural variation.

**1. Geographical Location:** Geographical locations may isolate a region to another region. People of that region or state use the same language think that they are separated from another region.



**2. Political Causes:** Politics play a vital role in creating linguism. To get vote from different political groups they instigate to promote local language or dialect.

**3. Love of Literature or Blind Loyalty:** A particular group is sometimes rigid and strengthens a sense of loyalty towards its linguistic group.

**4. Historical Causes:** Linguism in India is a byproduct of India's struggle for national freedom.

**5. Psychological and Emotional Causes:** There are some psychological and social causes for the development of Linguism. It invokes the feeling of ethnocentrism to a homogeneous group.

**6. Economic Causes:** The government promotes certain languages and makes provision to spread the languages through monetary inducements.

## CONCLUSION

Sociolinguistics is the study of language use in relation to society. People who study sociolinguistics are known as sociolinguists. The subfield of sociolinguistics focuses on concepts such as speech communities, language prestige, and social networks. For example, RP (Received Pronunciation) English is considered a high prestige language in comparison to the low prestige of Cockney English by many speakers of British English.

Psycholinguistics is the study of language in the mind. People who study psycholinguistics are referred to as psycholinguists. The subfield of psycholinguistics is focuses on the acquisition, use, comprehension, and production of language in the mind.

## 1.4 ROLE OF LANGUAGE IN LIFE INTELLECTUAL, EMOTIONAL, SOCIAL, AND CULTURAL DEVELOPMENT

**Role of Language In Life:** Language has a crucial role in the life of every individual. The role of language in our lives is incomparable. It is not just restrained to being a means of communicating one's thoughts and ideas to the rest, but has also become a tool for forging friendships, cultural ties as well as economic relationships.

### Few important roles of language

1. Language is a primary vehicle to socialize a child.
2. Language reflects both the personality of the individual and the culture of the society.
3. Languages make possible the growth and transmission of culture, the continuity of societies, and the effective functioning and control of the social group.

### Definition is given by linguists: -

**According to H.A. Gleason,** "Language is one of the most important and characteristic forms of human behavior."

**According to Benjamin Whorf** "Language shapes thoughts and emotions, determining one's perception of reality".

**According to Wardhaugh** "Language is a system of arbitrary vocal symbols used for human communication "

- **Intellectual Development:** It is about how individuals organize their minds, ideas, and thoughts to make sense of the world they live in. Language helps us in thinking and learning from the world around us. It let us ask questions and develop simple thoughts into complex and creative ideas. The child learns language from his surrounding,
- Linguistic development starts from hearing first which slowly and gradually makes them learn what they heard and then ultimately use them. Language is the only bridge that helps us to communicate with each other.
- Intellectual development is all about learning. In the era of globalization, learning many more languages or any second language can provide developmental and social benefits.
- **Social Development:** language also is key in the social development of children. Social and linguistic development begins long before humans are mentally developed enough to speak.
- **Social interactionist theory:** Social interactionist theory is an explanation of languagedevelopment emphasizing the role of social interaction between the developing child andlinguistically knowledgeable adults. The process by which infants gain the use of language depends almost entirely upon interaction with their parents or caregivers.

- **Foundations of conversation:** This practice seems to teach infants much about the foundations of conversation, and thus by the time infants learn enough to begin speaking, they're much better able to participate in conversation.
- **Emotional Development:** As languages are affecting us emotionally, sometimes it is enough to say just only one sentence to upset somebody or make somebody happy. Each and every word has a strong power whether it is small or it is big. We can notice easily when words can affect us emotionally, but it is important to notice to consider the emotions too, which can control language.
- Language is a means of making sense of emotions, and as such can be used as a starting point to explore the world of emotions in different languages as well as in different "language games".
- **Cultural Development:** Language is a medium of social interaction specific to each culture passed down as a legacy from one generation to another to give identity and pride with a sense of belonging to a community or even a nation that maintains distinct culture.
- In a multicultural society, the dominant language in the majority group becomes the social interaction with the minority cultural groups who however maintain their own language to interact with their own community.

## CONCLUSION

Since times immemorial has been a tool of bringing people closer. It is a powerful tool to be used with caution. If it can create symphony, it, then, is very much capable of creating a cacophony. Teachers must inculcate responsible use of words in students that it is a boon to the society at large rather than a bane.

## 1.5 DIFFERENCE BETWEEN LANGUAGE ACQUISITION AND LANGUAGE LEARNING

**Language:** Language is something that helps us in communicating our ideas, thought knowledge to others. This communication helps in bringing people closer and unites us as a social group.

- **Language Acquisition:** Language acquisition is the subconscious development of language that takes place as a result of interaction.
- It is similar to the way children learn their native tongue, a process that produces functional skill in the spoken language without theoretical knowledge.
- The acquisition approach praises the communicative act and develops self-confidence.
- No formal teaching is done.
- Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language (in other words, gain the ability to be aware of language and to understand it), as well as to produce and use words and sentences to communicate.
- The process of acquiring language is important because it's what makes all other learning possible. This is why learning all the skills we will need for communicating with other people throughout our lives is one of the main developmental tasks of early childhood.
- **Features of Language Acquisition:** Communication is given more importance than vocabulary or grammar.
- Communication relies on sense of what facts are correct and what feel wrong.
- May not score marks but can speak and understand.
- No formal teaching is done.
- **Language Learning:** Language learning focuses on the language in its written form and the objective is for students to understand the structure and rules of language.
- It is a learned process.
- Formal teaching is done.

### Feature of Language Learning: -

- Learning vocabulary or grammar is given more importance.
- May not result in good communication.
- Not suitable for all age groups.
- **A) Theory of Uniformity** – A child is capable to acquire grammatical expression of the words and symbols.
- **B) Theory of Diversity** – A child is able to perceive different forms of an object or symbols to guess.

**Theory of Diversity Is Divided Into 3 Parts –**

- 1. Environmental Diversity –The surrounding environment plays important role in language
- 2. Individual difference – this plays important role in language acquisition and language learning.
- 3. General cognitive facilities – uses of language is generally linked with cognitive facilities like thinking, intelligence.
- **Difference Between Language Acquisition and Language Learning:**

Sr.No.	LEARNING	ACQUISITION
1.	Artificial	Natural
2.	Technical	Personal
3.	Priority on the written Language	Priority on the spoken language
4.	Theory (language analysis)	Practice (language in use)
5.	Deductive teaching (rule-driven; top-down)	Inductive coaching (rule-discovery; bottom-up)
6.	Pre-set syllabus	Learner –centered activities with room for improvisation
7.	Translation and use of L1 included	No translation; no L1
8.	Activities ABOUT the language	Activities IN the language
9.	Focus on form	Focus on communication
10.	Produces knowledge	Produces an ability

## 1.6 MULTILINGUALISM AS RESOURCE TO SECOND LANGUAGE TEACHING - LEARNING

### Introduction

Multilingualism is the natural potential available to every normal human being rather than an unusual expectation; it is only the environmental factors which may fail to provide the opportunity to learn another language that produce monolingual speakers. It ..... Says that a small child learns language by imitation, and it can learn all those languages that are being used in his environment. Thus, a child is able to grasp all those languages that may be used before him. If a Bengali child lives in Delhi, he can pick up the mother tongue (Bengali) and the language being spoken in his environment (which may be Hindi or Punjabi) in addition to English. He is able to shift from using one language to another without losing any time. Thus, childhood is the right age to teach several languages, but this can be done not by pedagogy, but by giving suitable multilingual environment. This will also help to bind the whole country in a single cord.

**Multilingualism:** Multilingualism may be defined as a state or condition or an ability of either of an individual or of a society where an individual speaker or a community of speakers use two or more languages.

### Multilingual Classroom:

- A multilingual classroom is a class where the learners from various linguistic backgrounds can be found under one roof.
- Reasons could be globalization, immigration, choice, geography. Religious or personal reasons.

### Importance of Multilingualism:

1. Language is carrier of culture, thus it helps to expose children to other or alternate cultures
2. A child approach to his/her own language becomes more nuanced.
3. Appreciation of different linguistic culture and background is installed in a child
4. Once a child picks of another language, a whole by gallore of opportunity open up to him or her
5. For a teacher it becomes slightly easy to explain complexity of language to be taught as comparison or relative approach can be used.

### Multilingualism as a Resource:

#### 1. Flexibility of mind

The learning of more languages men's mind of a child more flexible as proved by research. They can understand and analyze concept by using more than one language system.

**2. More Opportunities**

Knowledge of more language provides more opportunities in professional front. The more languages a child speak, the more means of access to different countries are possible to him.

**3. L1 helps to learn L2**

L1 and L2 are interwoven in the mind in vocabulary, syntax, phonology and pragmatic and so L1 helps in learning L2.

**4. Helps in Developing Creative Thinking**

As multilingualism is not restricted to single worldwide but also possesses a better understanding of outlooks.

**5. Social Development**

The state of multilingualism makes an individual better communicator and helps him to attract more easily in a multilingual society.

**6. Need of globalisation**

With the ardency of globalization, it is important to possess the skill of communication in different languages. This skill helps an individual to meet the challenges in the society.

**7. Important for National Integrity**

In a society which is divided on the basis of language is itself a big threat to the integrity of the country and to resolve this issues it is necessary for all citizen to respect all languages equally.

**8. Ensures Feeling of Security**

Multilingualism as a resource ensures feeling of security and no one feels neglected on the grounds of status of one's language.

**Implications:**

1. Use of multilingualism as a medium of instructions.
2. Respect to one's mother tongue.
3. Translation
4. Exposure to multiple languages.
5. Multilingual programs and approaches
6. Counseling of parents
7. Creating awareness
8. Peer interaction

**Demerits of Multilingual Classroom:**

1. If a teacher resorts to a common language to teach a new language then proficiency in a new language is always lacking
2. Learning as well as teaching is hampered because of constant switching of languages

3. A teacher might not be competent enough in the language with students are also so many languages in a classroom when employed wastage of time is bound to be.

## **CONCLUSION**

Multi-lingualism is a great resource in language learning as well as it helps to open up various opportunities. Though, excessive dependence on it can also prove to be a hindrance in learning new language. It is a resource to be practiced with caution and precision.



## 1.7 LANGUAGE ACROSS THE CURRICULUM

### What Is LAC?

- A LAC approach is one that integrates language learning and content learning.
- LAC is an approach to learning that focuses on improving language proficiency in all subjects in order to enhance students learning outcomes.
- LAC emphasizes that language development is the responsibility of all teachers.
- LAC helps the learners to attain better conceptual clarity as well as facilitate them to acquire linguistic capabilities.

### National Curriculum Framework (NCF)-2005

- Language –as a constellation of skills that cuts across school subjects and disciplines.
- Speech and listening, reading and writing are all generalized skills.
- Children’s mastery over them becomes the key factor affecting success at school.
- Language education is not confined to the language classroom.
- A Science, Social Science or Mathematics Class is ipso facto a language class

### Role of Language Teachers in LAC

1. Provide Reinforcement- The language skills are developed step by step among students. A good language teacher provides time to time reinforcement to students during classroom interaction.
2. Integrated Language with subject- it is very important for teaching language through linking with other subjects.
3. Provide opportunities to students- language teachers provide opportunity for language learning during classroom interaction.
4. Knowledge about language skills- the language teacher develops language skills among students. Reading, writing, speaking and listening are basic skills of language.
5. Beginning of teaching Languages- language teachers teach language orally in the beginning of teaching language.
6. Helpful in development of communication skill- a language teacher plays an active role for students to become good communicators.

### Role of Subject Teachers in LAC:

- Revision of language skills- A subject teacher before starting a new concept, evaluates their previous knowledge. For evaluation, he asks questions, gives instructions, listens to students’ responses and also checks their writing skills.
- Focusing on subject-specific vocabulary
- Highlighting the underlying conceptual framework.
- Analyzing subject specific word formation.

### **Importance of LAC for Students:**

- LAC approach helps students to improve their communication skills.
- It helps students to expand their ideas and explore things.
- It helps students to learn language and its content effectively.
- It helps in education enhancement and memory improvement.
- It helps students to collect different technical terms related to different subjects.
- It helps students in foreign universities.
- It opens a vast career options to students.
- It helps learners to discuss different issues in a secondary language.
- It increase travel opportunities whenever student go abroad.

### **Importance of LAC for Teachers:**

- Teachers achieve the aim of education through LAC, that is enhancing the learning of student and change the behaviour of student and focus on holistic development of student.
- Teacher teaches their subject more effectively because learning in all subjects is dependent on language. Language and content are closely interrelated.
- Teacher gets satisfied and feels motivated because their result improves because of LAC.
- Teacher gets new experience from LAC approach which is helpful in updating their knowledge.

### **Difficulties in Implementing LAC Approach:**

- Negative attitude of Teachers.
- Non-Language subject teachers do not consider LAC seriously.
- The mental level or cognitive level of student is very low in some classroom.
- Shortage of teacher and teaching material in the school may cause failure in LAC approach.
- Rigid environment of the society.

### **CONCLUSION**

In almost, all mixed language background classrooms that were observed, teachers used the standard dialect or the local variant of the language that is dominant language in that area. In grade 5, the standard language is used for instruction in almost all schools. The basic assumption is that students have by this stage, acquired proficiency in the standard language. The 2001 census recorded that 57 languages had more than one million speakers, including 27 'mother tongues' listed under Hindi. Hindi, with all its mother tongues formed the largest language group with 422 million speakers. The census does not provide information on young children's language proficiencies.

## 1.8 Principles and Maxims of Language Teaching

**Language:** A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. Learning a second or a foreign language is more than learning a description of it. It is developing the ability to use the language on habit level. This is true of not only second language learning but also of first language learning. Fundamentally, all language learning involves the processes of listening, speaking, reading and writing. These processes involve both linguistic and psychological aspects. This leads us to understand that all language learning is based on certain well-defined principles derived from linguistic science as well as psychological science.

**Henry Sweet**, an English phonetician and language scholar, stated: “Language is the expression of ideas by means of speech-sounds combined into words.

## PRINCIPLES AND MAXIMS OF LANGUAGE TEACHING

### General Principles of Teaching English

(Principles Derived from the Linguistic Science)

The modern approach to all language learning and teaching is the scientific one and is based on second linguistic principles. The principles discussed below in no way claim finality: they are subject to change in the light of new facts exposed by linguists and language users. These principles are general principles and are applicable to English language.

**Principle 1. Give Priority to Sounds:** The sounds of English should receive priority. Sounds should be given their due place in the scheme of teaching. Sounds should not be presented in isolation. They should appear in proper expressions and sentences spoken with the intonation and rhythm which would be used by a native speaker.

**Principle 2. Present Language in Basic Sentence Patterns:** Present, and have the students memorise basic sentence patterns used in day to day conversation. From small utterances the students can easily pass on to longer sentences. In case of learning mother-tongue, the student's memory span can retain much longer sentences than those of a foreign language. The facility thus gained in a foreign language enables the learners expand the grasp of the language material in respect of sounds and vocabulary items.

**Principle 3. Language Patterns as Habits:** Real language ability is at the habit level. It does not just mean knowing about the language. Make language patterns as habit through intensive pattern practice in variety of situations. The students must be taught to use language patterns and sentence constructions with appropriate vocabulary at normal speed for communication. In fact the habitual use of the most frequently used patterns and items of language, should take precedence over the mere accumulation of words.

**Principle 4. Imitation:** Imitation is important principle of language learning. No learner by himself ever invented language. Good speech is the result of imitating good

models. The mode should be intelligible. Imitation followed by intensive practice helps in the mastery of the language system.

**Principle 5. Controlled Vocabulary.** Vocabulary should be kept under control. Vocabulary should be taught and practiced only in the context of real situations. This way, meaning will be clarified and reinforced.

**Principle 6. Graded Patterns:** “To teach a language is to impart a new system of complex habits, and habits are acquired slowly.” (R. Lado) so, language patterns should be taught gradually, in cumulative graded steps. This means, the teacher should go on adding each new element or pattern to previous ones. New patterns of language should be introduced and practiced with vocabulary that students already know.

**Principle 7. Selection and Gradation:** Selection of the language material to be taught is the first requisite of good teaching. Selection should be done in respect of grammatical items and vocabulary and structures.

Selection of language items should involve

**Frequency** (how often a certain item or word is used)

**Range** (in what different contexts a word or an item can be used)

**Coverage** (how many different meanings a word or an item can convey)

**Availability** (how far an item is convenient to teach)

**Learnability** (how far an item is easy to learn)

**Teachability** (how far and item is easy to teach—in the social context)

Gradation of the language material means placing the language items in an order. Grading involves grouping and sequence. Grouping concerns (i) the system of language, and

(ii) Its structures. Grouping the system of language means.

What sounds, words, phrases and meanings are to be taught.

Thus we have:

**Phonetic Grouping**, i.e. grouping according to sounds. For example, words having the same sound are placed in the one group as, cat, bat, mat, pat, fat, sat; it, bit, fit, hit, kit, it, etc.

**Lexical Grouping**, i.e., grouping according to lexical situations. Example: school, teacher, headmaster, peon, class-room, library. All these words are grouped around “school.”

**Grammatical Grouping**, i.e., grouping according to similar patterns as, my book/his book, (pattern grouping): in the room, in the corner/ in the class/in the garden, etc. (phrase grouping)

**Semantic Grouping**, i.e., grouping according to meaning. Example school, college, university; bicycle, rickshaw, car, tanga, train, aeroplane, etc.,

**Structure Grouping**, i.e., grouping in the structures means show the selected items fit one into the other—the sounds into the words, the words into phrases, the phrases into the clauses and sentences, and the sentences into the context.

Sequence meant what comes after what. Sequence should be there in the arrangement of sounds (phonetic sequence), phrases (grammatical sequence) words (lexical sequence) and in meaning (semantic sequence). Sequence of structures implies direction, expansion, variation and length of the structures.

**Principle 8. The Oral Way.** Experts believe that the oral way is the surest way to language learning. Prof. Kittson rightly observes. “Learning to speak a language is always the shortest road to learning to read and write it.” Prof Palmer also writes, “We should refrain from reading and writing any given material until we have learnt to use its spoken form.”

**Principle 9. Priorities of Language Skills:** Listening—(with understanding), speaking, reading and writing are the four fundamental skills. Listening and speaking are primary skills. While reading and writing is secondary skills. Reading and writing are reinforcement skills. They reinforce what has been learnt through understanding and speaking. Infact, understanding and speaking speed up the reading process. Writing should be introduced after reading.

**Principle 10. Multiple Line of Approach:** “The term multiple line implies that one is to proceed simultaneously from many different points towards the one and the same end. We should reject nothing except the useless material and should select judiciously and without prejudice all that is likely to help in our work.” In teaching a language, it implies attacking the problem from all fronts. Say, for example, there is a lesson on ‘Holidays’ in the text book. The teacher can have a number of language activities connected with the topic such as oral drill, reading, sentence writing, composition, grammar, translation, language exercises etc.

**Principle 11. Language Habit through Language Using:** A language is best learnt through use in different context and situations. Prof. Eugene A. Nida rightly observes, “Language learning means plunging headlong into a series of completely different experiences. It means exposing oneself to situations where the use of language is required.” Another expert expresses a similar opinion by saying: “Learning a language means forming new habits through intensive practice in learning and speaking. The emphasis should always be on language in actual use.”

**Principle 12 Spiral Approach:** The “spiral” approach to language learning should be followed. Previously taught vocabulary and structures should be reintroduced in subsequent units when ever logical or possible. This is “spiral” approach.

**Principle 13. Use Mother-tongue sparingly:** The mother-tongue should be sparingly and judiciously used during teaching English. Of, course, at the early stage, some explanations, will have to be given in pupil’s mother tongue. It is important that students do not use their mother-tongue in the classroom.

## Psychological Principles of Language Teaching

It will not be out of place to list down certain principles which have been derived from the series of psychology.

**Principle 1. Motivation.** Motivation is an important factor in language learning, particularly in learning a second language. It creates interest as well as the need to learn the language in hand. If the need for the language we use is felt, it is learnt easily. Pupils' interest can be aroused in a number of ways, and language learning can be made increasingly interesting and attractive. It can be done with the help of Pictures and, charts, models, flash cards, black board sketches and similar other visual devices. The use of tape-recorder can be most effective in the teaching of pronunciation. The aim is to have the students maximally exposed to the target language in variety of contexts and situations, not in isolation. The teachers should prompt connections, feed back and correct errors, if any. The rule is teach, test, re teach, retest. The teacher should make continual and significant use of language material in class-room situations. Palmer suggests the following six factors which lead to motivate and create interest among children:

**Principle 2. Immediate Correction.** Do make corrections. Corrections make all the difference. They help in improving pupils' responses. But remember, when corrections are made, they should be made immediately. Moreover, the corrections should be made in such a way as will bring about learning and not frustration or discouragement.

**Principle 3. Reinforcement.** Immediate reinforcement is an important principle. It has been experimentally proved that reinforcement of correct responses helps in better learning. The student should be told his response is correct immediately after it is given by him.

**Principle 4. Frequent Review:** An important psychological principle is the principle of frequent review. Frequent review and re-entry of the same material is necessary for retention. During the process of reviewing, variations in material should be essentially be introduced and practiced.

**Principle 5. Correct Responses.** It is an important psychological principle that classroom activities should strengthen the language skills. The techniques used by the teacher of English should encourage the maximum rate of correct responses. This will give children the feeling of success, achievement and assured progress.

**Principle 6. Practice in Everyday Situations.** A language is best learnt when its need is felt in everyday situations. So, English should be practiced in everyday situations with which children can easily identify.

Arousing techniques such as inducing anxiety and curiosity.

**Expectancy techniques** – A person only gets motivated when there are goals to achieve and expectancy to achieve them.

- i) Incentive techniques, such as prize, punishment, praise, report grades. Competitions. etc.

**Principle 7. Learning by Doing.** This principle lays stress on acquiring knowledge or skill by doing it. For a foreign language, acquisition of written work, pronunciation, reading, spelling, writing, hearing are essential activities students should be given a good practice of these.

**Principle of Interest.** This is very significant principle of learning a language. Students learn things quickly and fast in which they are interested. In the learning of English as a foreign language, this principle should be kept in mind by the teacher, as the student does not have an innate interest in learning of this language. For this teacher should try to remove the atmosphere of terror and create an atmosphere of love and arouse their interest towards the learning of English. Interest can be aroused by:

- Treating students in friendly tone and acting as their guide.
  - Making use of audio visual aids.
  - Using meaningful material which are related to life
  - Doing different types of activities e.g., speaking, reading, writing, etc.
9. **Principle of Individual Differences.** While teaching, writing, etc. principle of individual differences should be kept in view because these differences are found in students. Some students learn the subject-matter easily and early, where as others take much time to understand. In such a situation, The English teacher should try to encourage the slow and weak students and should deal with them sympathetically. The brilliant students should also be properly guided. It is believed that a teacher can not give enough time to each student for individual practice or guide to each and every student but the Teacher should spare some time for weak students to achieve the mission of teaching.
10. **The Principle of Concreteness.** This principle is based on the assumption that knowledge can be stored in mind permanently, if it is gained through practical experience. While teaching about any object, if a teacher as shown it in the class, then the child can remember it for more time. So the teacher should begin to teach by concrete things, e.g., desk, chair, table, pen, pencil, book etc. He must say these words and point to the things he names. For this the teacher can use either classroom material or should bring with them handy material. All parts of speech should be taught in the class, keeping in view this principle of learning.
11. **The Principle of Correlation (relating) with life:** As education is an aimful process, so while teaching about a language (English) this principle should also be kept in mind. Language is used in every life. Where-ever man goes, he uses some language to perform the activities in classroom, home, market or any office, So, English teaching should also be related with life, customs, traditions, peculiarities and characteristics of the particular society to which the students belong. In this way, teaching can be more meaningful and learning can be transferred to real life situations.

**1. Principle of Motivation**

- Motivation is an important factor in language learning, particularly in learning a second language.
- Pre-requisite for learning language.
- Plays an important role in the development of language.

**2. Principle of Imitation**

- A child imitates their teachers. Thus, a teacher must become a good model for the students.

**3. Principle of Natural Order of Learning**

- Listening, speaking, reading and writing are four basic skills of a language
- These skills should be taught in their natural order (LSRW).

**4. Principle of Activity**

- The child is active by nature.
- Learning by doing

**5. Principle of Planning**

- Good-teaching is always well planned.

**6. Principle of Diagnostic and Remedial Teaching**

- Good teaching is diagnostic and remedial. The difficulties faced by children are diagnosed and resolved

**7. Principle of Individual Differences**

- Students should be dealt according to their individual differences.

**8. Principle of Democracy**

- Teacher should adopt democratic attitude towards children.

**9. Principle of Flexibility and Co-Operation**

- Rigid planning is harmful for good teaching. The plan of lesson should provide scope to make necessary changes.

**MAXIMS OF LANGUAGE TEACHING****1. Known to Unknown**

The purpose of this maxim is to impart new knowledge (unknown) to the students on the basis of acquired knowledge (known). To teach many things, teacher should make use of this known material. Children gain many experiences in their life, but these experiences are in a disorganized way. Teacher should give them a definite shape and move from known to unknown. An English teacher, before starting a lesson, must know as to how much the students are known to the subject what he is going to teach. New knowledge is given to the students and on the basis of it; the students grasp the subject-matter easily. So, first a teacher should introduce the children about a new chapter.



## 2. Simple to Complex

By learning simple things learners feel encouraged and confident and thus they can easily understand complex things. Under this maxim, the students are taught easy subject matter or course of study first and after complex matter. Some topics are easy to learn and others are difficult. So subject-matter is arranged in such a manner that easy and simple lessons come first, then comparatively difficult or complex lessons. The acquired knowledge from the simple lessons prepares base for the knowledge of complex lessons. It enables the students to learn and understand complex lessons easily. The use of this maxim in teaching helps, the students to secure self-confidence and to maintain their interest in the lesson. So, firstly they should be taught simple lessons and with the increase of vocabulary, should be taught complex lesson.

## 3. Concrete to Abstract

Those things that can be felt with our five senses are known as concrete (real) whereas things that can be imagined are called as abstract things. It is general principle of learning that child learns concrete material or thought first, then after he learns abstract material or thought. A child learns those thoughts faster which are related to the concrete examples. The formation of a thought in a child is based on the external stimulus present before the eyes. A child sees a thing at first then he acquires necessary characteristics leaving aside unnecessary characteristics of a thing. Then he forms a concept and thus thought is developed. If a teacher wants to educate about a new thought he can do it by relating it to a concrete object, e.g. Two and one make three is an abstract thought. This thought will be simplified if two books and one book are asked to be counted separately and then added on to. Let the child see himself that they become three. A teacher can take help of maps, charts, pictures of rivers, mountains, lakes etc. to clarify abstract thoughts of enhancing vocabulary of the students.

## 4. Induction to Deduction

In induction, few examples are given first then a conclusion is drawn. In deduction, first a rule is made to known and then examples are given. This maxim is very useful for both student and teacher, because it helps the students in, learning and understanding the subject-matter while it provides an easy, interesting and effective way of teaching English. The teacher teaches the subject-matter to the students through example, and then he proceeds to the rule. Examples are put before the students and they are asked to derive general rule or principle on the basis of analysis and classification. The knowledge of the students is not so developed at the initial stage that they may understand the facts by rules directly, for this purpose, induction method is very useful whereas deduction method is very useful for higher stage.

## 5. Whole to Part

First the whole lesson should be taught and then its parts should be analyzed and studied intensively. A child sees a thing in whole. It is the nature of his brain to gain a thing in its whole form than in its parts. Gestalt psychologists have proved it by experiments that anything is seen and understood as a whole. Here word 'whole' is being used to see a thing in its whole form. Teacher should proceed from the whole to the part while teaching a lesson. As soon as a thing comes before our eyes, we see it in

its whole form then pay attention to its various parts. A child does not see a bud but the whole flower at a glance.

### **6. Particular to General**

First, particular statements should be given and then a general rule should be formed. It is based on the inductive method. By this maxim is meant that an example should be presented at first and the students should be able to form a conclusion by himself. The students do not take interest in general principles. General laws and principles are necessary for the growth and development of mental powers, but they should come after specific things and activities. A successful teacher is the one who can enable the students to observe specific objects to draw generalization by themselves. This Principle can be easily observed in teaching grammar. When a word order of a tense has been made understood, the student can be enabled to form the word order of other tenses in the same way. With differences of verb forms, they know that a sentence should normally start with a subject and that an interrogative sentence should begin with a question.

### **7. Analysis to Synthesis**

This simply means, from detailed to summary. A complex problem when divided into different parts can be understood easily.

### **8. Near to Afar**

A learner is acquainted with their immediate environment. Thus, examples from their own environment should be given first.

### **9. Actual to Representative**

For efficient teaching, actual objects should be shown to the learner's as far as possible. This helps in concrete learning.

### **Advantages of using Maxims**

- Simplifies the process of teaching.
- Purposeful teaching.
- Develops critical thinking
- Creates creativity among students.

## 1.9 HISTORY AND STATUS OF ENGLISH LANGUAGE IN INDIA- AIMS AND OBJECTIVES OF TEACHING ENGLISH LANGUAGE AT SECONDARY AND SENIOR SECONDARY LEVEL

### History and Status of English language in India

- The English language has become *Lingua Franca* in the process of colonization that happened in many corners of the globe.
- Several countries suffered from great humiliation, insult, restlessness and slavery due to the imperialistic powers of the Europeans and especially that of Britisher. And all these countries got a great and priceless gift of the modern world and that is nothing but the 'English Language' as if a remuneration or compensation for all the sufferings that they suffered
- **Beginnings and Growth of English in India:** The 'Queen's Language' English stepped into the Indian subcontinent along with the British people with the purpose of business and trades. British East India Company was established on the 31<sup>st</sup> of December, 1600. This marks the beginning of the English language in India.
- English education in India was carried out from two different sources.

### Timeline of Major Development in English during British India

- The **Charter Act of 1813** had several major influences and impacts on the growth of the English language in India.
- It promoted the spread of English literature in India. The learned natives of India took interest in the newly arrived literature.
- It also encouraged the translations of the great Sanskrit and Arabic works of art that were present and popular in India to reach the world outside India.
- It paved the way for the education of western subjects among Indians which broadened the horizons of scholarship.
- Christian Missionaries and English Education: The Baptist Mission College at Srirampore in 1818 made important step forward to the spread of English education. In a similar way the missionaries founded many schools and colleges for the promotion of English education.
- Macaulay is famous for his Minute on Education of 1835. In the Minute Macaulay brilliantly argued for the introduction of English education.
- In 1835, English replaced Persian as the official language of the East India.
- Indians trained in English language and appointed as Indian (Babus) clerks to work for them.
- In 1840s and 1850s most high schools offering English language instruction in some subjects.
- In 1857, English used as the medium of instruction in Bombay, Calcutta and Madras in universities.

## The Infamous Macaulay Speech

- The *Minute* acknowledged the historic role of Sanskrit and Arabic literature in the Sub continent, it also contended that they had limitations. “A single shelf of a good European library was worth the whole native literature of India and Arabia,” Macaulay wrote in the *Minute*.

## Development of English after Independence and It's Current Status:

- By the time India achieved independence, English had been acquainted by most of the people in all the corners of the country. So it had become a Pan-Indian language during the mid twentieth century.
- It was decided in the Constitution of India on 26<sup>th</sup> January, 1950 that the English language was to be continued as the official language for fifteen years mention in the Article 343, Clause 2.
- The plan was to set Hindi as the official language at the Union as well as in states after these fifteen years and to dispose of the English language for the good. But these prospects were opposed by the non-Hindi speaking states like the South Indian states, especially Tamil Nadu and the state of Bengal. They said that the removal of English would mean the isolation of India from the main current of the knowledge of science and technology.
- The Secondary Education Commission (1952-53) emphasized the importance of English: as it is a language which is rich in literature – humanistic, scientific and technical.
- The Parliament in 1963, enacted the Official Language Act which state the continued use of English for official purposes along with Hindi. English is allowed to be used in official purposes such as parliamentary proceedings, judiciary, communications between the Central Government and a State Government.
- The Secondary Education Commission (1964-65): Proposed the three language Formula till class X.
- National Curriculum framework (2005) : state that English in India as a global language in a multilingual country. The aim of English teaching in the creation of multilingual that can enrich all our language.

## Status of English in India

- A little course on Indian English is my advice. A sneak peek: “Myself Harish. And brother, what is your good name? I am understanding your surprise completely. You are wanting to meet Mr Singh but he has gone to native. For your kind information only, sudden death in the family. Life is like that only.” Nissim Ezekiel’s ‘Goodbye party for Miss Pushpa’ is a good starting point for your Indian English course. Please note that “Miss” does not refer to her marital status. In India, we address sweet old grandmothers and nubile nymphets as ‘Miss’; we are quite feminist that way. Here’s an extract from the poem:
-

“What sweetness is in Miss Pushpa.

You are all knowing, friends, I don’t mean only external sweetness but internal sweetness.

Miss Pushpa is smiling and smiling even for no reason but simply because she is feeling.”

Whenever I asked her to do anything, she was saying, ‘Just now only I will do it.’ That is showing good spirit. I am always/ appreciating the good spirit.”

- On a side note, we often say ‘yes’ when we mean ‘no’ because it is so rude to say ‘no’. But please don’t think we will do it just because we said ‘yes’. It may be rude to say ‘no’ but it is perfectly okay to say ‘yes’ and not do it. You may be wondering how we get things done in India. Let me assure you we do. Often and we do it well; otherwise we won’t have contributed that nifty word to the English language – ‘Bangalored’. Another word we are proud of contributing is ‘preponed’. Come to think of it, we have gifted a number of words to the English language.
- The revolutionary developments in science, technology, travel, trade, communications and entertainment, English got a new role as the international language of communication. These developments have affected the English language teaching in India. Previously, English was taught from fifth standard in the school. Now it is taught from the first standard.
- In the past the syllabus was literature based but now it is skill-based.
- Earlier the evaluation is centred on the written skill, but from the year 2006-07 the oral test is introduced in the secondary and higher secondary schools. People are aware of the importance of English. They are interested in learning the spoken English.
- One third of the Indian School was English Medium between 1970 -1980. As English continue to play an important role in India today, the reason for this are as follows:
  - Important books and most resource material are written in English.
  - English is the language of trade & Commerce.
  - Proficiency in English is the maker of a dignified & distinct personality.
  - English used as a medium of education.
  - English is the state language of two states in North Eastern India, Meghalaya and Nagaland.
  - It is the main medium of instruction at the post graduate level, and it is taught as a second language at every stage of education in all states of India.

**➤ Aims & Objectives of teaching English language at Secondary level:**

- To understand English when spoken, the student standard of speech should approximate the native speaker, so that if a native speaker speaks English which is not above his level he should be able to understand it.
- Acquire the reading ability that is appropriate for his level.
- Acquire vocabulary, which though limited, is enough to help him in the use of language. (eg. Trodden etc)
- Students must be able to form short simple sentences to express himself through speech & writing.
- To speak with correct pronunciation, which shows his command over the language, with proper stress & intonation?
- To write English that is eligible with correct punctuation, capitals & spellings.
- Students at the end of secondary stage should be able to speak English fluently & accurately, which implies the acquisition of a reasonable standard in speech.
- Students should be able to think in English & can express themselves with ease.
- Able to compose their ideas, thought, opinion & imagination freely & independently in writing & speaking form.
- Respond to short conversational question & can raise questions when needed.
- Able to use reference material, eg. Encyclopedia, dictionaries & research paper.
- At this level the vocabulary, should be around 2500 words, including frequently used words, phrase and idioms.

**CONCLUSION**

English has been considered as a major foreign language in India since independence. As the world is getting globalized, there has also been a sense of English as a global language. The changes in the functions and benefits have brought about change in the status of English from that of a foreign language to a global language. In the of field English language teaching is growing day by day in India because of good and dedicated researchers. The realization of delicacy of learning the language and should put in much endeavour to master it for a better future and a better tomorrow. Self practice can make language learning quicker. That practice with interest and motivation is an independent exercise and has no substitute. In order to teach English correctly and properly English teacher must know the aims and objectives of teaching English.

# **UNIT- II**

## **LANGUAGE DEVELOPMENT SKILLS: SPEAKING, READING AND WRITING SKILLS**

**2.1 WHAT IS LISTENING:** Listening is the ability to accurately receive and interpret messages in the communication process.

- Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood.
- Listening is one of the most important skills you can have.
- An active process of getting information, ideas.
- “Listening is the process of receiving, constructing meaning from, and responding to spoken.
- Listening is not just about being quiet while someone else is speaking.
- Listening is with the Mind.
- Hearing with the senses.
- Listening is conscious.
- To improve our interpersonal & oral exchange.
- Just Listening to words is not enough; a good Listener focuses on the non-verbal communication of the speaker.

## PROCESS OF LISTENING

- **1. RECIEVING:** Is the intentional focus on hearing a speaker’s message and relates to the sensory perception of sound. The listener further processes the perceived sound. For learning to be effective, hearing needs to be done with attention and concentration.
- This stage is represented by the ear because it is the primary tool involved with this stage of the listening process.
- **2. UNDERSTANDING:** In the understanding stage, we attempt to learn the meaning of the message, which is not always easy.
- This step involves sensing and filtering of heard sounds. The heard message is categorized as wanted or unwanted, useful or useless. The unwanted message is discarded. In this step, the sense of judgement of the individual comes into play, that is, the filtering process is subjective, and a person chooses to retain what makes sense to him.
- **3. REMEMBERING:** Remembering begins with listening; if you can’t remember something that was said, you might not have been listening effectively.
- However, even when you are listening attentively, some messages are more difficult than others to understand and remember. Highly complex messages that are filled with detail call for highly developed listening skills.
- **4. EVALUATING:** The fourth stage in the listening process is evaluating. The listener understands or interprets what the speaker has tried to convey. This activity



can be described as absorbing, grasping or assimilating. In order to grasp the meaning of the message, the listener uses his knowledge, experience, perception and cognitive power. The verbal and auditory message is coupled with non-verbal communication to understand it.

- The stages two, three, and four are represented by the brain because it is the primary tool involved with these stages of the listening process.
- 5. RESPONDING:** sometimes referred to as feedback—is the fifth and final stage of the listening process. Your reaction to the message can be emotional or intellectual. For example, you are giving positive feedback to your instructor if at the end of class, you stay behind to finish a sentence in your notes or approach the instructor to ask for clarification. The opposite kind of feedback is given by students who gather their belongings and rush out the door as soon as class is over.
- This stage is represented by the lips because we often give feedback in the form of verbal feedback.

## TYPES OF LISTENING SKILLS

- **1. ACTIVE LISTENING SKILL:** Active listening is when the listener is fully engaged and reacts to the ideas presented by the speaker. This is usually through non-verbal cues such as nodding, smiling, facial expressions in response to the ideas of the speaker, making eye contact, etc. The listener can also ask questions, clarify ideas, and even comment on certain points that have been presented. In active listening, the listener engages in analytical listening and also deep listening. The listener does not merely listen, but also analyzes the ideas, evaluate and assess them while listening.
- In day-to-day life, we all become active listeners. For example, when listening to a friend, we not only listen but also react according to the situation. In counseling, active listening is considered as one of the core skills that a counselor must develop. This allows the counselor to have a better relationship with the client. Carl Rogers, a humanistic psychologist stated that in counseling the counselor should expand his active listening skills to include empathetic listening as well. Carl Rogers defines empathetic listening as “entering the private perceptual world of the other.” This highlights that active listening allows the listener to completely endorse in the communication by not only understanding the speaker but also reacting to it.
- 2. PASSIVE LISTENING SKILL:** In passive listening, the listener does not react to the ideas of the speaker but merely listens. In this case, the listener makes no attempt to interrupt the speaker, by asking questions and commenting on the ideas that have been presented. This, however, does not mean that the listener is not paying much attention to the speaker. On the contrary, even though he is listening he makes no attempt to react.

For example, imagine you are at a seminar with hundreds of people. You are engaged in passive listening because there is less opportunity to form a two-way communication. The listener does not make any eye contact and has less room for asking questions and

clarifications. However, passive listening can also be helpful. In counseling, it is believed that passive listening allows a breathing space for the client to vent out his bottled-up emotions.

## IMPORTANCE OF LISTENING SKILL

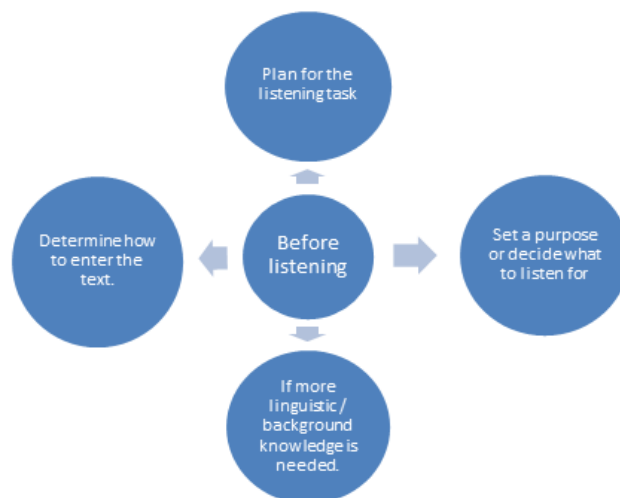
- Listening skills improve language.
- It gets you prepared.
- It makes you empathetic.
- It makes you become more productive.
- Enhanced listening skills promote better socialization.

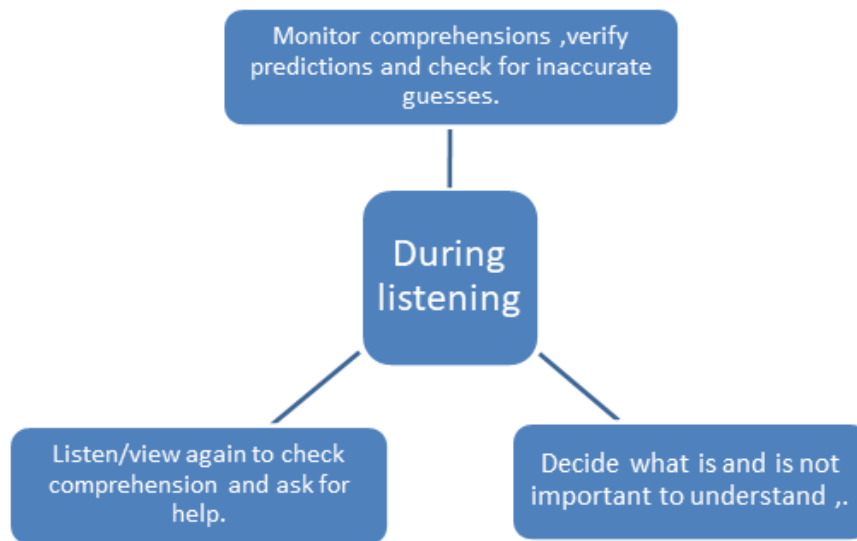
### • Goals of Teaching Listening

The basic goal to teach listening is producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non relevant information by comprehension.

- 1) To accomplish this goal, teachers focus on the process of listening rather than its product.
- 2) They develop student's awareness of the listening process and strategies by asking them to think and talk about how they listen in their native language.
- 3) When working with listening tasks in class, they show students the strategies that work best for listening purpose and type of text.
- 4) They have students practice listening strategies in class and encourage them to do so outside of class as well.
- 5) They encourage the development of listening skills and the use of listening strategies by using target language to conduct classroom business: making announcements, assigning homework etc.

## Procedure to Teach Listening.





### After Listening

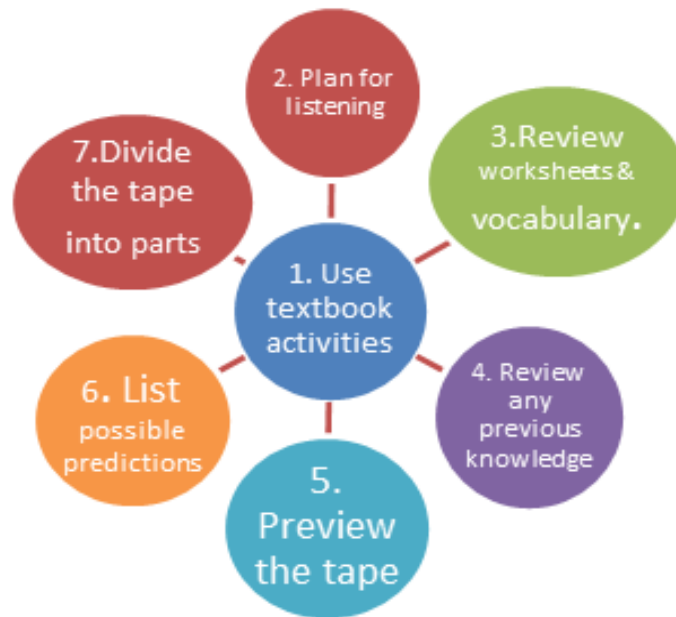
- ✓ Evaluate the comprehension and strategy used in any/ a particular area.
- ✓ Evaluate overall progress in listening tasks.
- ✓ Decide if strategies used were apt. and modify them if necessary.
- ✓ Use authentic materials and situations as they prepare students for the types of listening they will need outside the classroom.

For e.g. using speeches and lectures, radio and television programmes.

### Additional Role of Teacher

- Help students identify the listening goal: to obtain specific information, decide whether to continue listening / to understand most or all messages.
- Help students outline predictable sequences in which information may be presented: who-what-when-where etc.
- Help students identify key words / phrases to listen for.
- Select top-down and bottom-up strategies that are appropriate and use them flexibly.
- Check comprehension while listening and monitor it on completion of the task. This enables us to detect and correct discrepancies.

## How To Evaluate/ Monitor Listening Activities



### Role of Student during the Process

- ✓ Jot down key words you understand.
- ✓ Answer the worksheet questions pertaining to various sections.
- ✓ Write short summaries.
- ✓ Monitor your comprehension and check
  - a) Does it fit within your predictions?
  - b) Does your summary for each section make Sense in relation to other sections?
- ✓ Lastly, evaluate your progress.

### How to Listen Effectively?

- Stop Talking – Be Silent
- Show Interest
- Empathize
- Ask Questions
- Maintain Eye Contact
- Take notes
- Listen Creatively
- Send feedback
- Avoid or eliminate distraction
- Try to gather information about the topic to develop interest and familiarity.

**Benefits of Effective Listening**

- Enhances productivity
- Improves relations
- Avoids conflicts
- Improves understanding
- Improves negotiation skills
- Adds to your Image & Personality

**Activities to Develop Listening Skills**

- Voice blogging
- Stand up/sit down workout
- Listen and draw a story
- Blindfold walk
- Listening dialogs
- Mindful Meditation

**Evaluation of Listening Skill**

- Use self - assessments
- Recognizing Literal Meaning
- Comprehension questions
- Writing summaries
- Discussions

**2.2 SPEAKING SKILLS****Concept of Speaking Skills**

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address.

Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner.

Speaking skills also help to assure that one won't be misunderstood by those who are listening.

## FEATURES OF CONNECTED SPEECH

### Linking Sounds

- **Consonant to Vowel Linking** – when the first word ends with a consonant sound and the second word begins with a vowel sound. E.g. Fried egg / a boxov eggs / cupov tea /doyer?
- **Vowel to Vowel Linking** –when the first word ends in a vowel and the next words begins with a vowel sound. We add a ‘w’ or ‘y’ sound.E.g.’ go in’ / say it/do it/two eggs/ hiya! / Cudyer?
- **Consonant to Consonant Linking** – when the first word ends in a consonant and the next one begins with a consonant sound. We don’t hear both separately, we just hear one. E.g. We only hear one /t/ E.g. A bit tired / lot to do

### Disappearing Sounds

- In rapid speech the /t/ or the /g/ sound at the end of the word often disappears completely if there are consonant sounds either side. E.g. next week / can’t swim/ going for .
- This also happens with the /d/ sound. e.g. sandwich – san(d)wich. Fish and chips – Fish an chips/bread an cheese.
- The /h/ sound is often deleted. E.g. You shouldn’t (h)ave told (h)im/ We could (h)ave.
- The unstressed schwa (ə) is often lost. E.g. t(o)night/ got t(o)ave.

### Weak Sounds

- There are a large number of words in English which can have a ‘full’ form or a ‘weak’ form. This is because English is a stress timed language, and in trying to make the intervals between stressed syllables equal, to give us rhythm, we tend to swallow non-essential words. Thus, we lose pronouns, conjunctions, prepositions, auxiliaries and articles. E.g.
- And – a table ‘n chair
- Can – She c/ə/n speak English
- Of – A cup ov coffee
- Have – Av you finished?
- Should – You sh/ə/d av told me.

The verb ‘to be’ – I’m He’s

### Changing Sounds

- Listen to two words said individually, then listen to them in a sentence – Can you hear the difference?
- Sometimes the sound at the end of the first word takes on the quality of the Sound at the beginning of the second word. e.g. She’s a good girl.

- This is to do with the place in the mouth where we make the sounds. E.g. When We say /b/ or /p/ we can feel that both your lips are pressed together.
- When we say /t/ or /d/ or /n/ we can feel that our tongue is touching above our top teeth.
- When you say /k/ or /g/ or the –ng sound, we can feel the back of our tongue touching the roof of our mouth.

**Punctuation:** Punctuation is used to create sense, clarity and stress in sentences. You use punctuation marks to structure and organize your writing. Punctuation is the name for marks used in writing. They are to help understanding and correct reading. These are some common punctuation marks used in English.

- **Rhythm:** Rhythm is the sense of movement in speech, which is marked by the stress, timing, and quantity of syllables.
- As you know, spoken English words with two or more syllables have different stress and length patterns. Some syllables are stressed more than others and some syllables are pronounced longer than others.
- It is important for non-native speakers to understand and master the rhythm of English. If the wrong words are stressed in a sentence or if all words are pronounced with the same length or loudness, the speech will be difficult to understand.
- To know whether the words are stress or not, we can consider it from the categories of the content and structure words as we have discussed in the previous subject.
- **Rhyme:** It is the repetition of the last stressed vowel sound and all the sounds that follow it in two or more words.

Earth – birthWorth -treasure – pleasure – leisure

Twinkle, twinkle, little star How I wonder what you are Up above the world so high  
Like a diamond in the sky.

Star– are, high – sky

### Types of Rhyme

- **Eye Rhyme:** words that look alike but sound different. Examples: Bough, Cough, Through, Enough.
- **Slant Rhyme:** Also known as near rhyme (or half rhyme, weak rhyme, or imperfect rhyme), these rhymes aren't quite... rhymes. Example: sun- noon, dear-door (The words sound similar, but they aren't close enough to make a full rhyme).
- **Double Rhymes** (formerly called "feminine rhyme"): Rhymes using words of two syllables in which the heavy stress falls on the first syllable. Also called trochaic rhymes. Examples: Seasons Reasons, Habit Rabbit
- **Masculine Rhymes:** rhymes that are a single stressed syllable at the very end of a line in poetry. Examples: thee spree, produced- reduced.

## Intonation

- Intonation is The Pattern of pitch changes that occurs.
- As we know, that intonation of a sentence is the pattern of pitch changes that occurs.
- The part of a sentence over which a particular pattern extends is called a tone group.
- Because vowels and many consonants are voiced, they possess the tonal quality of pitch, for pitch is necessary concomitant of the vibration of the vocal cords.
- In English, we make use of this pitch as a part of our signaling system. Although we employ many degrees of pitch in speaking, we use only four levels of relative pitch as phonemes, that is, to make distinctions in meaning.

## Modulation

- I cannot emphasize enough, the power of pausing. When you pause, you are able to catch your breath. Your pauses will also make your audience lean forwards in their chair, and wait eagerly for your next message. Pausing is the best way to improve audience involvement and attention.
- **Stress on Certain Words:** When you increase emphasis or stress on certain words, you draw your audience's attention. Choose powerful words to stress on, so that your message is captivating and clear.
- **Speak Quietly:** Use this effect when you want your audience to calm down, or to hang to your every word. A certain way to grab the attention of someone is through an assertive voice, rather than a loud authoritative voice.
- **Copy others:** Look at videos of powerful orators, politicians, celebrities etc. Observe the way they modulate their voices. Practice, practice, practice!
- **FACTOR AFFECTING SPEAKING SKILLS**
- **Lack of Subject Matter:** One common problem seen in the learners is that they think they have nothing to say on a particular topic.
- In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in it actively.
- **Solution**
- Assign some students to share anything about current news, events, opinions, etc. in front of the class. At least, 2-5 students every day.
- Bulletin board display: Posting paper articles, facts and trivia would enable them to keep abreast with the recent trends.
- **Improper Listening Skills:** Listening plays an extremely important role in the development of speaking abilities.
- Usually, one person speaks and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a dual role-both as a



listener and speaker. If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely interwoven with listening skills.

- **Solution**

- Try to avoid conversations in noisy surroundings. Eliminate the source of noise whenever possible; turn off cell phones, radios or television sets etc.
- **Lack of Proper Vocabulary:** ESL (English as a second language) learners often have to search for an appropriate word. They don't find one to fit into the context/content. This is because of lack of exposure to a variety of vocabulary.
- This also leads to failing in communicating fluently in English language, which again leads to losing confidence and lack of motivation to speak. As a result learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements.

- **Solution**

- Learn new words, at least 1-3 words a day! Use it
- Socialize and converse.
- **Anxiety:** Speaking a Second/Foreign language in public, especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners.
- Unlike children, adults are very cautious about making errors in whatever they say. For them making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak in English.

- ❖ **Solution**

- Figure out what scares you.
- Practice.
- Visualize success.
- Get enough sleep and have a good meal.

❖ **Strong and Quick Learners Domination in the Class:** A large and mixed ability class is another factor affecting the language acquisition process. In these classes we have both strong and weak learners, where the strong and quick learners are often seen to be dominating and overtaking the slow and weak learners. The weak learners don't get opportunity in the presence of the strong ones, which results in the shrinking of the weak learners.

- ❖ **Solutions**

- ❖ This is essential to make the learning atmosphere friendly.
- ❖ The learning process becomes easy and effective in a friendly atmosphere which also strengthens the bond between the learner and teacher.

- ❖ This will make the learners feel free and express their views and enable to shed their shyness and inhibitions.
- ❖ This can be done by starting with simple and easy tasks. This will encourage the slow learners to participate in the activity and boost their morale.

### ❖ **Lack of Motivation**

- Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities. It leads to reluctance in active participation in the speaking activities leading to poor practice or no practice at all.

### ❖ **Solution**

- Creating favorable atmosphere in the classroom.
- Encouraging and giving extra points for learners who can express their idea by speaking.
- Give them easy task/activity first so that they started motivated to speak.

## ❖ **ACTIVITIES TO DEVELOP SPEAKING SKILLS**

### **Role Play**

- The way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..."

### **Brainstorming**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

### **Simulations**

- Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.
- **Storytelling**
- Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling

fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

- **Discussions**

- After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.

- **Picture Describing**

- Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

- **Interviews**

- Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

### **Story Completion**

- This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the

previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

## EVALUATION OF SPEAKING SKILLS

### A teacher can evaluate students speaking skills through following ways:

- **Pronunciation** –Pronunciation is a basic quality of language learning. When evaluating the pronunciation listen for clearly articulated words, appropriate pronunciations of unusual spelling. Also listen for intonation.
- **Vocabulary** – After noting your student’s pronunciation level, move to vocabulary. Are they using vocabulary appropriate to the contexts in which they are speaking?
- **Accuracy** – Writing sentences correctly on a test, is not the same as accurate spoken grammar. Are the students able to use multiple tenses? Do they have agreement? Is word correct in the sentence?
- **Communication** – Students may struggle with grammar and pronunciation, but how creative they are when communicating with the language.
- **Interaction** – Observe how students speak to one another. Are they able to understand and answer the questions?
- **Fluency** – It may be the easiest quality to judge student’s speaking. How comfortable are they speak? How easily do the words come out? Fluency is a judgment of this case of communication and is an important criterion when evaluating speaking.

## 2.3CONCEPT OF READING

“Reading “is the process of looking at a series of written symbols and getting meaning from them.

- When we read we use our eyes to receive written symbols (letters, punctuation, mark and spaces) and we use our brain to convert them into words, sentences and paragraphs that have meaning to us.
- To be able to read we need to be able to Identifythe words we see(word recognition),understand what they mean( comprehension) , connect words and their meaning so that reading is automatic and accurate ( fluency) .

### • IMPORTANCE OF READING

- It helps in receiving the information and we able to learn something new.
- You will able to learn and discover new things.
- It will widen your vocabulary.
- It is a good source of self education.

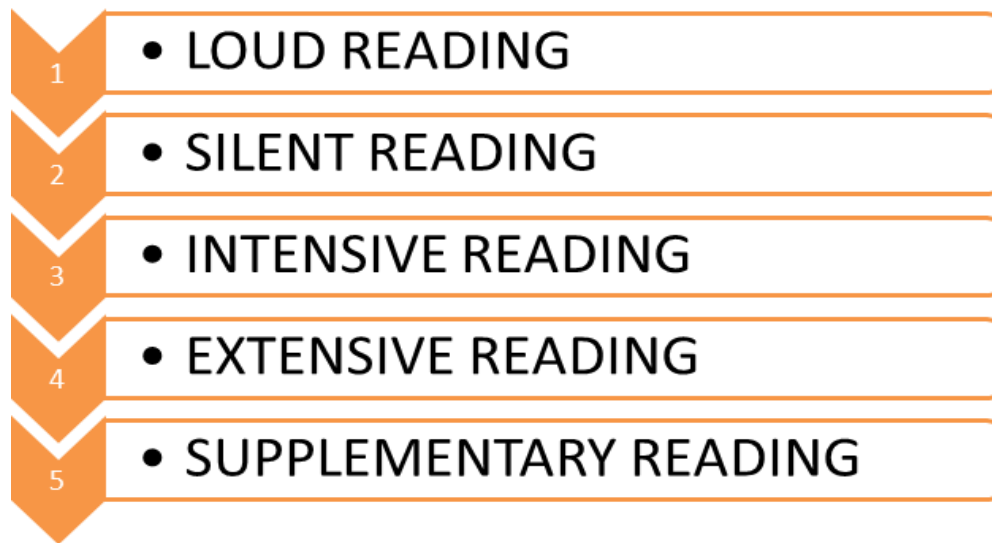
- **Reading is a process that include three phases Before Reading, During Reading and after Reading**
- In before reading phase, the reader establishes in his or her mind a purpose and a plan for reading.
- Then, the reader begins to read the written text- the during reading phase while he or she reads the reader will think about the purpose for reading and about his or her prior knowledge. This may occur during short pauses taken while reading.
- Finally, the after reading phase of the process occurs, when the reader finishes reading the written text.

<i>Before Reading</i>	<i>During Reading</i>	<i>After Reading</i>
<ul style="list-style-type: none"> <li>◆ Set a purpose               <ul style="list-style-type: none"> <li>-Why are you read this text?</li> <li>-What are your goals for reading it?</li> </ul> </li> <li>◆ Make a plan               <ul style="list-style-type: none"> <li>-How will you read this text (independently, with a partner/group, etc.)?</li> <li>-How much time will you spend reading?</li> <li>-What strategies will you use?</li> </ul> </li> <li>◆ Preview the material</li> <li>◆ Activate prior knowledge               <ul style="list-style-type: none"> <li>-Brainstorm</li> <li>-Make a map/web/cluster</li> <li>-Discuss</li> </ul> </li> <li>◆ Make predictions</li> <li>◆ THINK</li> </ul>	<ul style="list-style-type: none"> <li>◆ Read</li> <li>◆ Pause and think about what you're reading</li> <li>◆ Monitor comprehension               <ul style="list-style-type: none"> <li>-Use active reading strategies</li> <li>-Reread</li> <li>-Take notes</li> <li>-Discuss</li> </ul> </li> <li>◆ Pause and check predictions</li> <li>◆ Make new predictions</li> <li>◆ Ask yourself questions               <ul style="list-style-type: none"> <li>-What happened?</li> <li>-Why did it happen?</li> <li>-Does this make sense?</li> <li>-Do I understand?</li> </ul> </li> <li>◆ Pause and summarize</li> <li>◆ Visualize</li> <li>◆ THINK</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pause and think about what you knew before reading, what you learned during reading, and what connections you made</li> <li>◆ Try to create new knowledge by combining what you knew with what you learned</li> <li>◆ Participate in discussion</li> <li>◆ Create a graphic representation</li> <li>◆ Summarize the story</li> <li>◆ Search for answers to unanswered questions</li> <li>◆ Write about what you read—put it in your words</li> <li>◆ Share your interpretations and opinions</li> <li>◆ THINK</li> </ul>

- **METHODS OF READING**
- **Phonics:** is a method of teaching reading in which you teach students the letters of the alphabet and their sounds first.
- Next, children are taught to blend the sounds phonetically to form words and then to naturally build vocabulary, and increase fluency and comprehension.

Children can begin reading within three to six months using the phonics method.

- **WHOLE WORD METHOD:** This method teaches reading at the word level, students are not sounding out words but rather learning to say the word by recognizing its written form.
- Familiar words may initially be presented on their own, then in short sentences and eventually in longer sentences.
- As vocabulary grows, children begin to extract rules and pattern that they can use to read new words.

**TYPES OF READING:**

**LOUD / ORAL READING:** Loud Reading is the process of reading a passage by producing voice with the help of Vocal cords and the movement of Lips and tongue. Loud reading requires the usages of our muscles and voice box (our larynx). It is done for learning, to teach children, to increase our speaking skills, and many other processes.

**OBJECTIVES**

- To enable students to read with correct pronunciation, articulation, intonation, stress and rhythm.
- To test students' knowledge of speaking words, phrases, and sentences and to give practice.
- To enable students to read with expression and to understand the meaning.
- To prepare pupils for effective silent reading.

**ADVANTAGES**

- Students learn the proper method of reading, because they follow the model reading done by the teacher.
- This develops the skill of speech and giving lectures.
- The mistakes related to pronunciation can be corrected.
- It trains their sensory organs- eyes, ears and mouth because, in loud reading, they work in coordination.
- It makes students learn by imitation which is a natural method of learning for students.
- This saves time and energy and develops taste for reading.

## DISADVANTAGES

- It does not help in penetrating the meaning.
- In later life, silent reading is preferred.
- It has been found that students pay no attention to what the other student is reading aloud in the class.
- Only a few students are benefitted by loud reading.

In public places like library only silent reading is allowed.

**SILENT READING:** Silent reading is the process of reading done only internally with the mind, without producing any sound. Therefore, in silent reading, you cannot notice any lip or tongue movement and the functioning of the vocal cords.

## OBJECTIVES

- To enable students to read without making sounds or moving lips, so that they do not disturb others.
- To enable students to read with speed, ease and fluency.
- To make students read with comprehension.
- To get students' vocabulary expanded.
- According to Ryburn, "The aims of silent reading are pleasure and profit; to be able to read for interest and to get information."
- To develop in the students, the art of reading silently, so that they may understand the sense and thought hidden in context.
- To enable the students to grasp the central idea of the studied part.

## ADVANTAGES

- It saves time because it is quick.
- It saves energy and encourages self- learning.
- It acts as a deterrent against the tendency so common amongst beginners to translate what they read in English into their mother- tongue.
- In later life it has immense value because it is used in public places and higher classes.
- It initiates self- education and deep study.
- According to Ryburn, "It enables attention and energy to be concentrated on meaning and so saves a division of attention resulting in a greater assimilation of information."

## DISADVANTAGES

- It is not advantageous for the beginners.
- It does not teach correct pronunciation.

- It cannot be checked if students are really reading.
- The mistakes done by students during silent reading cannot be corrected.
- Silent reading is uninteresting.
- It is not helpful to develop self-confidence in students because they do not know whether they are reading correctly or not.

## **INTENSIVE READING**

Intensive reading means a minute and detailed study of the prescribed prose or text. It concentrates upon the language, information, and the grasping of the sense. Intensive reading is also called detailed study. It concentrates upon:

- Assimilation of language which consists of study of words, phrases and sentence structure.
- Study of sentence structure including grammar, word order and syntax.
- Grasping of the sense
- Getting information

## **OBJECTIVES**

- To enable students to understand, speak and write English correctly.
- To help them to improve and extend their knowledge and command over English.
- To give them practice in correct pronunciation, intonation, expression and modulation of voice.
- To give them opportunity to use language without fear and to develop in them the habit of thinking in English.
- To create and foster in them a taste for the study of English and to enrich their vocabulary.
- To enable the students to improve knowledge and command over English and increase comprehension level.

## **ADVANTAGES**

- Intensive reading increases the active vocabulary.
- It helps in learning grammar, by using the grammar in its practical connotation.
- It creates interest among students when they find new meanings in ordinary looking passage.
- It explains the meaning.
- It improves the power of expression.

## **DISADVANTAGES**

- As the topic is chosen by the teacher in case of intensive reading, it may not be appropriate as per the student's interest.



- It does not impart any joy and interest to the pupils because the lesson set for intensive reading are torn to pieces as words are phrased, analyzed and explained and every paragraph is summarized.
- Intensive reading involves reading the given material, again and again, to understand it in full.

## EXTENSIVE READING

Extensive reading is also known as Rapid reading or Independent silent reading. Extensive reading means:

- To read silently
- To read quickly
- To understand the subject matter and meaning as quickly as possible
- To read without the help of the teacher
- To read to pass words into passive vocabulary

Extensive Reading can be defined as a casual reading performed for pleasure or gaining general understanding on a topic when the students are engrossed in a book, magazine or newspaper.

## OBJECTIVES

1. **Intellectual**- To train the pupils to understand quickly the subject matter.
2. **Literary**- To develop in them a taste for reading books.
3. **Linguistic**- To enable them to learn more vocabulary and usage.
4. **Recreational**- To inculcate in them the habit of reading for pleasure and profit.

## ADVANTAGES

- It helps in assimilation of ideas.
- It keeps the whole class busy and active.
- It increases vocabulary.
- It has high 'transfer of learning' value, since it prepares students for library reading.
- It paves the path for individual method of study and self- education.

## DISADVANTAGES

- It concentrates only upon the subject matter and not on language.
- Words, phrases and expressions are not studied in detail.
- Extensive Reading is just to encourage the habit of reading in students for pleasure and make them a voracious reader. Hence, it does not really matter as to whether the reader understands each word written in the text or not, to get the basic concept of the passage.

## SUPPLEMENTARY READING

- Supplementary reading bears a very close resemblance of extensive reading.
- The function of supplementary reading is to supplement the work of intensive reading.
- Thus supplementary reading is subsidiary to the intensive reading of a detailed prose lesson.
- The method of teaching the supplementary readers is the same as that of rapid readers.

## TECHNIQUES TO INCREASE SPEED OF READING

**What is Speed Reading:** Speed reading is a skill that allows people to quickly process written information. When people speed read, they can understand large paragraphs and chunks of information instead of going word-by-word to slowly process each phrase.

Speed reading is not just about reading fast. It is also about how much information you can remember when you have finished reading.

- ❑ **Improves Memory** - Speed reading challenges our brains to perform at a higher level. When you train your brain to be able to take information faster, other areas of your brain will also improve such as your memory. Memory, when you read, acts like a stabilizer muscle that gets worked when you Speed Read.
- ❑ **Higher levels of Self-Confidence**- When you improve your ability to read and learn faster, you will find that more and more doors open up for you, and you start to get more options in life. This is because every book or article, whether it is fiction or nonfiction, helps us shift our awareness and begin to see more depth in our lives. This new found depth boosts our self-confidence.
- ❑ **Emotional Well-being** - Reading is very relaxing in general. It can help reduce stress because it gets your mind off worries and other thoughts that are not healthy or beneficial. When you read faster, you will be even more absorbed in the material. This causes you to focus predominantly on the information you are reading. This is also known as active-meditation.
- ❑ **Enhance Problem-Solving Skills** -We all experience through challenges. However, with speed reading, you give a chance to your subconscious mind to solve them. Your subconscious mind will receive more information. When this happens, it acquires the ability to solve your challenges or problems. The subconscious is larger and more profound, unlike the conscious.
- ❑ **Develop Leadership Skills**- Speed reading brings you more value in terms of ensuring better management of knowledge. With skills acquired from speed reading, you enhance your professional efficiency. This is because you'll be taking less time reading and comprehending what other people take longer to study and process. This means you'll be far ahead in productivity. Being a speed reader allows you to accumulate essential skills and knowledge that are helpful in taking up more responsibilities. More responsibilities mean you'll be stepping.

## ❑ TECHNIQUES TO INCREASE THE SPEED OF READING

- ❑ **Keyword:** By training your eyes to focus only on the key words and phrases, you're also training your brain and your eyes to take in more than one word at a time. This will translate into increased reading speed when move on to a new text, since you'll be naturally "clumping" the words and processing them more quickly.
- ❑ Another advantage of training your eyes to focus on key words is that you'll be much less likely to sub vocalize (to "read aloud" in your head) because the key words won't make complete sentences, so your instinct to "read along" as you scan the text will not be triggered. Since sub vocalization is one of the habits that will slow you down, eliminating this tendency will also help you become a faster speed reader.
- ❑ Read through the text you've already highlighted, but only look at the key words. You'll probably automatically start to read the words in between, but stop yourself from doing so. Remember, you've already identified the important words and phrases, and the rest is just clutter that will slow you down right now. Get used to the sensation of skipping over the non-essential parts of the text.
- ❑ As you practice with the marked-up text, you'll find that you don't need to read every word because the information you need is in the key phrases and words. Your goal is to reach the point where you're able to automatically identify key words without marking them. Once you've trained yourself to pick out the key words, you won't need to mark the text unless it's something that you'll need for later reference.
- ❑ **Phrasing:** Text *phrasing* is the ability to group words together while you are reading. This helps reading to sound more like a normal speech pattern. It also helps to increase reading speed, and ultimately, comprehension.

## ❑ HOW TO IMPROVE FLUENCY WITH TEXT PHRASING

- ❑ Your students need to hear fluent reading as much as possible. Every time you read aloud a book to your class, they are hearing appropriate phrasing with expression. Along with read aloud, you will also want to model fluent reading with text that they have in front of them. Have them follow along in stories or reading passages while you read them fluently with appropriate text phrasing and expression.
- ❑ Demonstrate how to read with appropriate text phrasing by working together to physically mark where the phrases should be while reading. A very common way to mark phrasing is with a / for a pause within a sentence, and // for a pause at the end of a sentence. Nursery rhymes and poems are perfect for this.
- ❑ Little Miss Muffet / sat on a tuffet / eating her curds and whey //
- ❑ Along came a spider / and sat down/ beside her / and frightened/ Miss Muffet away //
- ❑ Miss Muffet came back / to sit on her tuffet / when the spider was gone //
- ❑ She ate all the food / and was in a good mood //
- ❑ Then, / she started to yawn //

- ☐ Use echo reading to practice reading fluency. The teacher will read a sentence or a phrase from a sentence. The student(s) will repeat it using the same expression and phrasing. For example, read each phrase and have the students repeat after you.

My big brother

Loves to read

Books about animals.

- ☐ Then, put the phrases together to read the whole sentence with appropriate phrasing. My big brother loves to read books about animals.
- ☐ Work on rereading to practice text phrasing. These Fluency Sentences are great for individual or small group practice. The students begin by reading each word. Then, they reread using phrasing. Finally, they read the entire sentence. Click on the picture below to check these out.
- ☐ **Skimming and Scanning:** Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.
- ☐ Whatever you plan to read, try to preview your material and skim a text before you fully read it. This will give you an idea of which sections of the text you may entirely skip, and help you identify where the important information is. There's no use in reading everything cover to cover. Read what needs to be read, nothing more.
- ☐ You can scan headlines, names, numbers, tables, graphs, images, excerpts, content boxes or just fly over the page to get a first feeling for the topic. In non-fiction books reading the first 3-5 sentences of each section will give you a quick overview of the most important ideas and facts. Remember: A good reader already knows what lies ahead.
- ☐ Set your reading goal by asking yourself what you expect from a specific text, book, or author. By knowing the chapters you can even skim for specific information and skip several paragraphs or pages. Skim and read fast, don't get lost in detail.
- ☐ **COLUMNAR READING:** Columnar reading is the *reading of* texts in which one or two or even more vertical sections of text lieside by side, separated by a rule or a blank space. Examples- Newspaper and magazine columns etc,
- ☐ **Columnar Reading Ensures:** Development of eye control and increased vision span.
- ☐ It makes the reading task easy for the readers.
- ☐ It helps in easy reference to previously read text, like last paragraph is in easy reach.
- ☐ At first your eyes will have a tendency to scan both right and left columns, a tendency you must resist (with practice).

## ❑ **Developing reading skills including using a thesauruses, dictionary & encyclopedia:**

Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts.

Reading comprehension is simply the ability to understand what you read. Strong reading comprehension typically encompasses a variety of literacy skills needed to interpret and identify meanings within a text.

Several elements like: fluency, decode, vocabulary, inference, retention.

**Fluency:** It focuses on your ability to read clearly with flow. Fluency also focuses on your ability to decode new vocabulary quickly while reading. Fluency is what it sounds like to read, which can directly impact your ability to comprehend what you read.

**Decode:** Decoding is a skill that relies on your ability to sound out words you've heard but never seen written out. It relies on phonemic awareness, which is the ability to hear individual sounds in words and connect those sounds to letters.

### **Vocabulary**

The ability to decode or determine the meaning of new words can also influence your reading comprehension. When you can quickly interpret new meanings and identify relationships between new vocabulary and familiar terms, you can increase your ability to make assumptions, form ideas and generally better understand the texts you read.

### **Inference**

Inference is When we make inferences, we are connecting information from texts to our own ideas and opinions that help us identify the meaning of what we read, the ability to connect ideas and make inferences .

### **Retention**

Reading comprehension is typically all about retaining what we read. Comprehension is based on the retention of information. By practicing your summarizing skills and remembering what you have read, you can further strengthen your reading comprehension.

**Thesauruses:** Thesaurus is a book, catalog, or program containing lists of words with similar meanings or concepts. Thesaurus is a reference work that lists the synonyms and sometimes antonyms of words. Synonyms are words with similar meanings, and antonyms are words with opposite meanings. The word 'thesaurus' comes from Greek, and it means 'treasure,' so we can think of a thesaurus as a treasury of words that can help us better understand the meanings of those words.

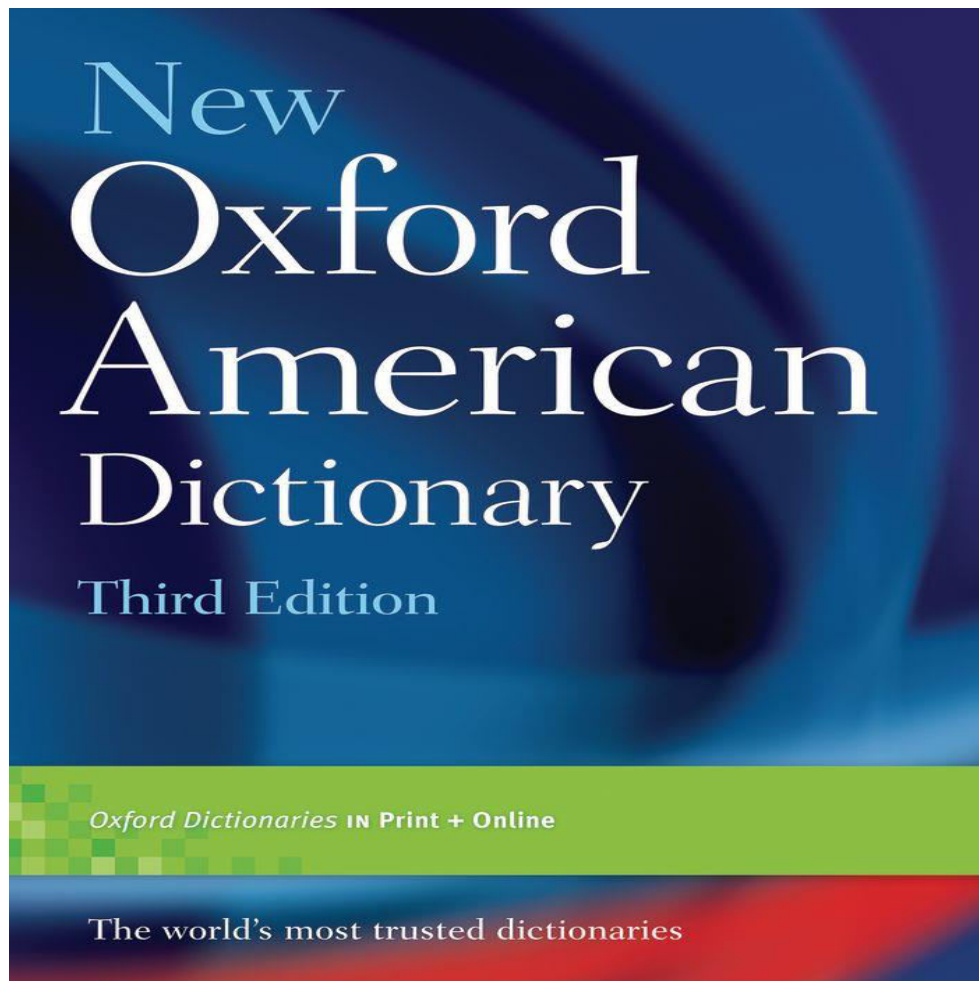
**How to use?** There are many different types of thesaurus available. Print books are still quite popular. Some of these are dictionary-style with entries that are listed alphabetically. Concept style and group words into categories of meaning. Users have to look in an index in the back of the book to find particular entries. The dictionary-style of thesaurus is by far more popular and easier to use.

**Uses:** These days, electronic thesauri are taking the lead over print versions. Several good options are available online, including thesaurus.com, the Collins Thesaurus, and the Oxford Thesaurus. Users simply have to type in a word to see a whole bunch of synonyms and antonyms.

If we search further and type 'interesting' into the online thesaurus, we get even more synonyms, including: Attractive, Entertaining, Compelling, and Delightful.

The first screenshot shows the thesaurus.com website with the word 'interesting' entered in the search bar. The page displays the word 'interesting' with a star icon and a link to 'See definition of interesting on Dictionary.com'. Below this, it lists synonyms for 'interesting' in three columns: alluring, amusing, attractive, beautiful, compelling, curious, delightful, engaging, exotic, fascinating, impressive, intriguing, lovely, pleasing, provocative, readable, refreshing, stimulating, striking, thought-provoking, unusual, absorbing, affecting, arresting, captivating, enchanting, engrossing, entrancing, fine, gripping, inviting, prepossessing, riveting, stirring, winning, charismatic, elegant, exceptional, gracious, magnetic, pleasurable, and suspicious. A 'Compare Synonyms' button is also visible.

The second screenshot shows the same website with the word 'interesting' entered in the search bar. The page displays the word 'interesting' with a star icon and a link to 'See definition of interesting on Dictionary.com'. Below this, it lists antonyms for 'interesting' in three columns: boring, disgusting, familiar, homely, normal, ordinary, repulsive, ugly, unattractive, unimpressive, usual, disenchanting, repellent, dull, unexciting, and unstimulating. A 'TRY USING interesting' section is also visible, with a text input field and a 'TRY NOW' button. Below this, a 'WHEN TO USE' section provides a definition of 'interesting' and examples of its use in context.



### **Offline Dictionary/ Book-**

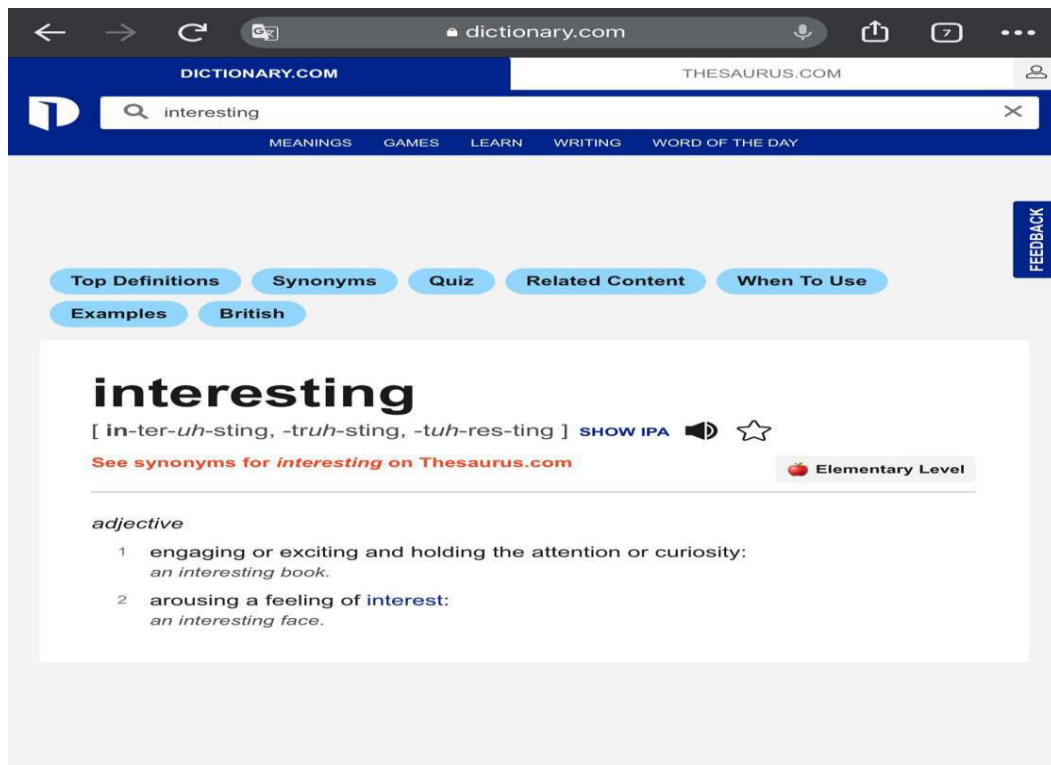
STEP 1 - Find the word you want to look up.

STEP 2 - Find the letter that the word begins with.

STEP 3- Open the dictionary to the page with the relevant letter, in this case the letter C.

STEP 4 - Now look at the second letter in the word you are looking for.

**Online Dictionary:** Open a relevant website for example: [www.dictionary.com](http://www.dictionary.com). Then write a word for example 'world' in the search box and hit the search box. The screen will display related dictionary definitions also like 'the third world (Noun)', 'world-class (Adjective)' etc. we can either stay on the main page or may select a specific related definition. At the front side of the main page, the learner will get icons – it is an audio icon for the pronunciation of the word. We can hit the audio icon for the pronunciation.



## Encyclopaedia

a book or set of books that gives information about very many subjects, arranged in the order of the alphabet (= from A to Z)

## Uses

Encyclopedias will give you introductory information to help you broaden or narrow your topic, while also providing keywords and terms needed to conduct further research.

The English language Encyclopedia Britannica and German Brockhaus are general encyclopedias. Some are about specific topics. For example, there are encyclopedias of medicine or philosophy. Others include the Dictionary of National Biography etc'

An encyclopedia is a book or set of books in which facts about many different subjects or about one particular subject are arranged for reference, usually in alphabetical order.

Encyclopedias contain brief factual articles on many subjects. There are two types of encyclopedias -- general and subject. General encyclopedias provide overviews on a wide variety of topics. Subject encyclopedias contain entries focusing on one field of study.

**Evaluation:** a dictionary explains words, whereas an encyclopaedia explains things. online dictionary is like fast food which is easy to access. One can look up words and phrases quickly. Provides complete search including definitions, pronunciation, spelling, translation etc. Encyclopedia is accessible to every corner of the world. Wikipedia can be edited by anyone.



## 2.4 WRITING SKILL

### What is writing?

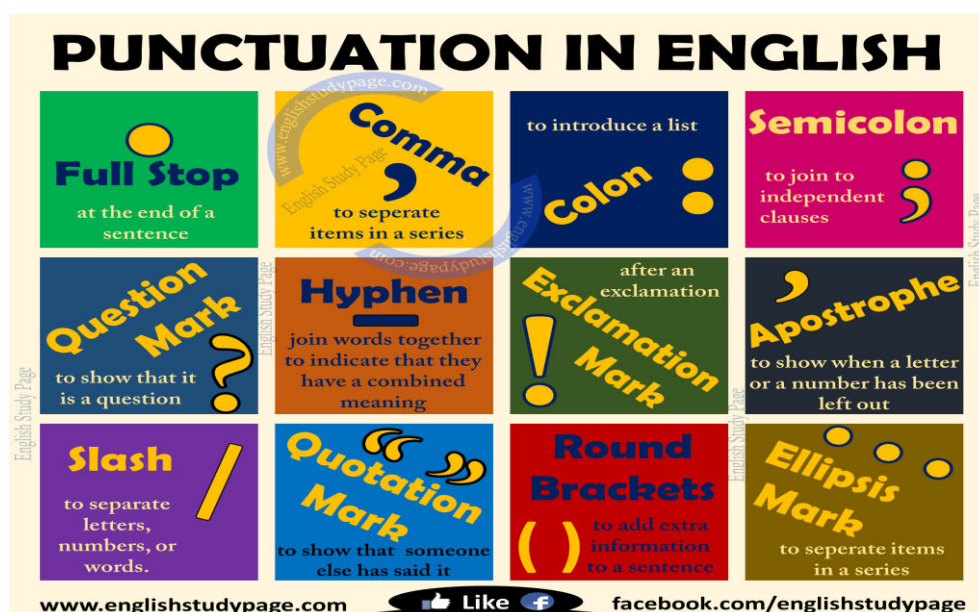
- "Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.
- To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

It is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

- In the words of Bell, "Writing is a tool to enable us to express, what is in our mind and for some people is almost as important as speech."
- He also states that it is an art which requires complete control of the hand muscles and wrist which a small child cannot naturally possess.

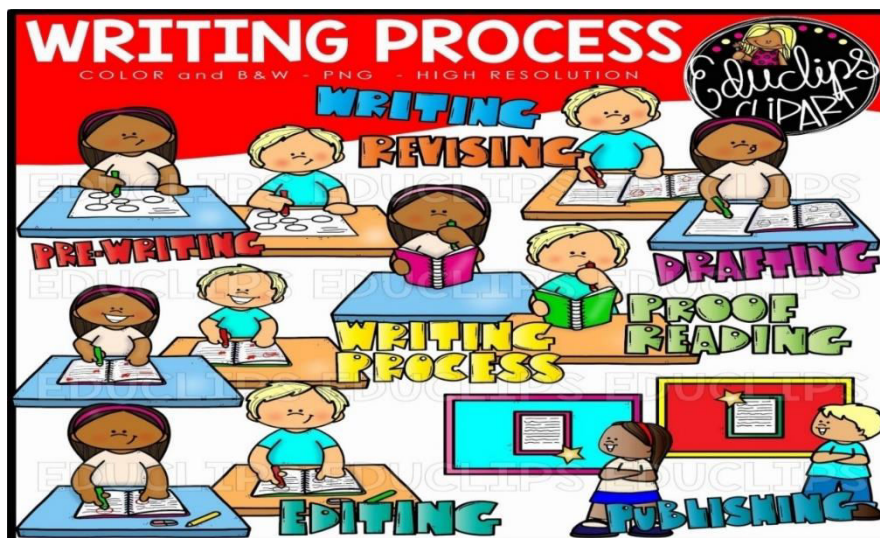
### Mechanics of Writing

- Mechanics are the conventions or rules that govern written language. Writing mechanics are the conventions governing the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations. Getting your main points together can be a challenge, and one solution is to put together a draft of main ideas before writing.
- Punctuation helps the reader to make sense of what has been written. When speaking, we use not only words but also body language, voice tone and emphasis, and pauses to convey our message. When we write, however, we use punctuation marks to help the reader understand our meaning.



- **COMMA (,)** – We use a comma to separate ideas in a sentence in order to make the meaning clearer. For ex:
  - 1) The sun was shining, so we went to the river.
  - 2) A pen, lined paper, and a calculator were required for the exam.
- **COLON (:)** - A colon can point to a single word, a list, to another sentence, or to a series of sentences or paragraphs. For ex:
  - 1) Please bring the following items: a notebook, a pen, a pencil.
  - 2) Albert Einstein once said: “Time is an illusion”.
- **APOSTROPHES (’)** - Apostrophes are used to show missing letters in contracted words and to show possession. For ex:
  - 1) He has been elected as the people’s leader.
  - 2) The students’ representatives.
- **CAPITALS** - Capitals letters are used at the start of a sentence, and for acronyms, proper nouns, and headings. For ex:
  - 1) New Delhi is the capital of India.
  - 2) WHO is the acronym of World Health Organization.

**Grammar and Sentence Clarity:** Sentence clarity refers to the way we put together a sentence and give information in a logical order so that readers understand it easily. It is possible only when we have a common understanding of the grammatical rules, correct grammar is equivalent to correct sentence formation.



**STAGES OF WRITING:** Writing as a process is the process of writing that brings an idea from conception to final draft. Generally, the writing process encompasses projects through line in its entirety: from brainstorming and planning to revision and eventual publishing. These also include the stages of writing.

- **Prewriting / Planning Stage:** The first stage in the process of writing is an outcome of brainstorming and observations as a response to a half-baked thought. In other words, it is a habit of writing down the things that have captured your attention in the past week or month. These may become the source motivators of your writing.
- **DraftiNG:** When writing the first draft of your text, focus on content only and forget about language and mechanical aspects such as grammar, spelling, and punctuation. You must write freely and try to find the best way to communicate your ideas. Do not get stuck checking spelling and other nitty-gritty at this point.
- **RevisinG:** To check whether the required topic is well elaborated, expressed well and used relevant arguments and examples, or digressed. Is each piece of information relevant to the paragraph? Does it require replacement of words or omissions/editing? In other words, is your text cohesive and unified around one theme? Does each paragraph and sentence logically follow and relate to what's written before it? Is there enough or too much support to each topic sentence? Change accordingly.
- **EditiNG:** Once the written part has been revised, work on the necessary changes. You should look for any grammar, spelling, or punctuation errors that have slipped through the cracks during the revising stage, or that were introduced in your revisions. It's a good idea to edit on a daily basis by tightening and proofreading your prose to make it concise and effective.
- **ProofreADING:** It will look for misspellings, incorrect/missed punctuation, inconsistencies (textual and numerical), etc. Editing, on the other hand, corrects issues at the core of writing like sentence construction and language clarity. A thorough editing will help improve the readability, clarity, and tone of the text.
- **DEVELOPING WRITING SKILLS:**
- **WRITING- AS A PROCESS:** Writing skills are an important part of communication. Good writing skills allow you to better express yourself, get the message across to the reader, and have all the leverage you need to meet your needs. Good writing skills allow you to convey a word accurately and effectively and can reach a wider audience associated with face-to-face communication.
- **WRITING SKILLS AND EDUCATION**
- It Improves Communication Skills and productivity
- It Sharpens Creativity and Imagination Levels
- It Widens Knowledge Base
- It is Vital to Academic Success
- It Increases the Level of Confidence

## HOW TO DEVELOP WRITING SKILLS

- **Encourage Students to Practice Writing**

Reflective journals, Diary entry, Notices, Circulars, Letters, Articals, reports, dialogues, speeches, advertisement, creative writing etc.

**Reflective Journal:** A reflective journal is a place to write down your daily reflection entries. It can be something good or bad that has happened to you that you can self-reflect on and learn from past experiences.

A reflective journal can help you to identify important learning events that had happened in your life.

### **What (Description)**

Recall an event and write it down descriptively.

- What happened?
- Who was involved?

### **What's next? (Outcome)**

Conclude what you can learn from the event and how you can apply it next time.

- What have I learned?
- How can it be applied in the future?

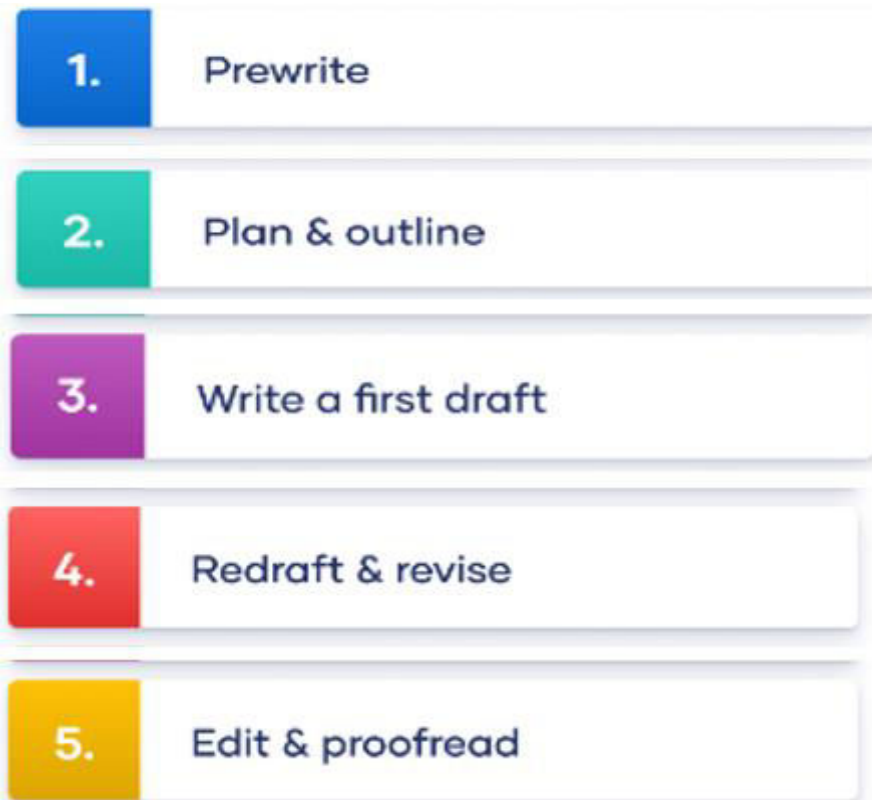
### **So what? (Interpretation)**

Take a few minutes to reflect and interpret the event.

- What is most important / interesting / relevant / useful aspect of the event, idea or situation?
- How can it be explained?
- How is it similar to/different from others?

### **Reflective Journal and Writing Skills**

- Provides concise and practical guidance on how students can improve their academic writing through self-reflective thinking, reading and writing
- Allows students to practice their writing skills in an open-ended format
- They reveal how to describe and present the teaching-learning activity in a second language classroom into their own personal writing
- The Teacher can assess the students' understanding and writing skill by doing this reflection.
- **Diary Writing:** A diary is a record of personal events. An individual often related what he has personally undergone within his diary or memories which are a record keeper of all the events of his life.
- Keeping a diary helps to improve your writing
- Keeping a diary can help you to remember events and activities
- Keeping a diary has been shown to be good for your mental health
- **Notices:** Notice is a written or printed information or news announcement. Notices are either displayed at prominent places or published in newspapers/ magazines.

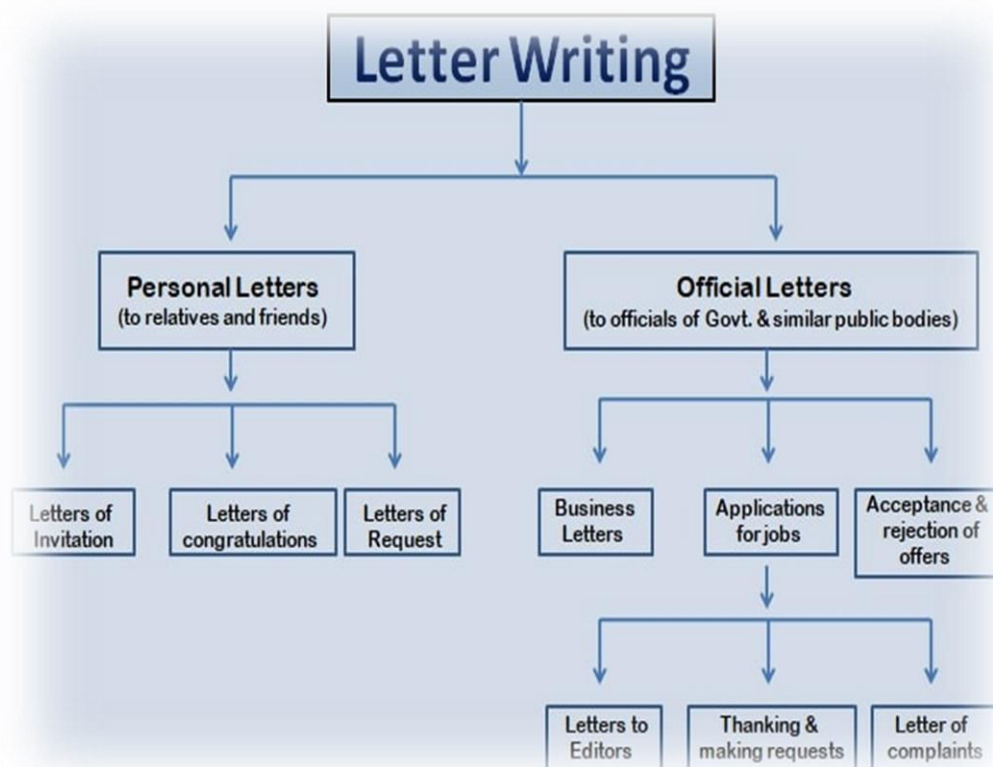


**Circulars:** A circular is essentially a letter containing some important information that is distributed to a large number of people. Say for example you have to invite an entire department for a meeting, or update the dress policy for the whole office – a circular will be the best mode of communication for these purposes.

### **Let Us also take a Look at Some of the Advantages of a Circular**

1. It is a very simple and effective way of communication. Since it is precise and written, very little chance of miscommunication.
2. It is also quite inexpensive. It is a cost-effective way of communication.
3. Circulars are also a time-saving method. It reaches a large number of people in very limited time and effort.
4. They are great advertising and marketing tools as well.

**Letter Writing:** A letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a letter, a written conversation between two parties.



**Formal Letter:** These letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls within this given category.

**Informal Letter:** These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relative.etc.

**Business Letter:** This letter is written among business correspondents, generally contains commercial information such as quotations, orders, complaints, claims, letters for collections etc. Such letters are always strictly formal and follow a structure and pattern of formalities.

**Official Letter:** This type of letter is written to inform offices, branches, subordinates of official information. It usually relays official information like rules, regulations, procedures, events, or any other such information. Official letters are also formal in nature and follow certain structure and decorum.

**Circular Letter:** A letter that announces information to a large number of people is a circular letter. The same letter is circulated to a large group of people to correspond some important information like a change of address, change in management, the retirement of a partner etc.

**Employment Letters:** Any letters with respect to the employment process, like joining letter, promotion letter, application letter etc.

- **Articles:** A piece of writing usually intended for publication in a newspaper, magazine or journal, blog. It is written for a wide audience, so it is essential to attract and retain the reader's attention.
- An article can describe experiences, events, people or places, present an opinion or balanced argument, provide information, compare and contrast. It can be formal or informal, depending on the target audience

<b>Title</b>	Engage the reader. Catchy. Provocative.
<b>Introduction</b>	Introduce topic. Engages the reader further. Usually poses a question to be answered at the end of the article.
<b>Main Body</b>	Develop ideas: E.g. Positive aspects Negative aspects
<b>Conclusion</b>	Give your opinion/point of view. Take sides.

- **Reports:** Report is a presentation of facts and findings, usually as a basis for recommendations; written for a specific readership, and probably intended to be kept as a record.
- According to C. A. Brown "A report is a communication from someone who has some information to someone who wants someone to use that information".
- Title page
- Abstract
- Contents page

## Introduction

- Background
- Theory
- Aims
- Method
- Result
- Discussion
- Conclusion
- Recommendations
- Reference section
- Appendices
- Reports are usually short, concise documents that eschew arguments and opinions in favor of facts and objectivity.



- Whereas text types such as poetry and fiction writing make demands on a student's creativity and imagination, writing information reports demands students possess some technical writing skills.
- **Dialogue:** Dialogue belongs to spoken English. But often they are included as a part of the composition syllabus because it is quite difficult to test spoken English.
- Dialogues can be very simple and matter of fact as is the day to day conversation.
- They could also be highly artistic and imaginative as in literary texts, especially novels.
- At the primary and secondary levels, we could concentrate on simple dialogues. Even though dialogue belongs to the spoken word the written dialogues are essential because they serve various purposes. In theatre, novels, serials, and dramas writing of the dialogue help evolve a topic.

What makes the dialogue natural is the fact that it is very similar to the way we speak in day to day life.

1. A piece of dialogue need not always be in a full sentence
2. It is enough if simple vocabulary is used.
3. Short forms could be used, e.g., can't, don't, etc.
4. Colloquial expressions are allowed, e.g., tummy, oops, woe! dad etc.

- **I have a pen.**
- **You have a book.**
- **She has a backpack.**
- **The boy has a bicycle.**
- **We have pens.**
- **They have toys.**

The textbook authors intend to show students how to correctly use the verb "to have" with all subjective nouns and pronouns. But the problem is this: Do people talk to each other this way?

By using a dialogue, you can introduce the meaning and use of the verb "to have" through a sample of real-life speech such as:

**Mary: You've such a big house!**

**Tom: Yeah, I do. It has at least 10 rooms.**

Dialogues also represent the fillers people use when talking such as "oh," "and a," and "you know." They also employ numerous contractions like "you've" for "you have," use slang like the word "yeah" instead of "yes," and degrees of stress and intonation when speaking.



**Speeches:** Speech is writing for oral production. It is written the way one speaks to the audience. A basic speech format is simple. It consists of three parts:

- An opening or introductory statement
- The body where the bulk of the information is given - written with explanations, examples, and descriptions.
- And an ending (or summary).

**Benefits:**

- When we write a speech, we have to think carefully about the best framework, persuasive strategy, and diction to communicate our message to the audience. This type of thinking can help us to improve our communication skills in other areas of your life.
- Personal relationships, social interactions and work situations require us to communicate ideas to other people. Speech writing focuses on communicating ideas. We can learn to calmly take up an opposing view, to present our ideas in an organized and coherent manner, and to defend our views to others.
- We'll know the effect of the words we choose to express our message and we'll also know they need to be different for different audiences. As well as having a flexible vocabulary, we'll no longer use common filler words we hear in everyday conversation indicating that the speaker may be unsure about what they're saying or anxious about speaking.

**Advertisement:** For an advertisement to be effective, it should be able to catch the readers' attention, keep them curious for more, and lead them to buy the advertised product. You can write effective advertisements by following these are few tips.

- Use short sentences. Long sentences will not sell your product as your audience may not even read it.
- Use different sentence structures. Do not be afraid to be creative in your writing.
- Keep it short.
- Close with a statement that calls your reader to act.
- Re-read and rewrite if necessary.
- **Creative Writing (poetry & short stories):** Creative Writing expresses the writer's thoughts and feeling in an imaginative often unique and poetic way. Creative writing is guided more by the writers need to express feelings and ideas than by the restrictive demands of factual and logical progression of expository writing.
- Poetry is a form of writing that uses not only words, but also form, patterns of sound, imagery, and figurative language to convey the message.
- A short story is a short work of fiction. Fiction, as you know, is prose writing about imagined events and characters. Prose writing differs from poetry in that it does not depend on verses, meters or rhymes for its organization and presentation.

- **Evaluating Writing Skills:** It is a method through which learners express their thoughts, ideas, feelings, and emotions in an organised way.

## AIMS OF WRITTEN COMPOSITION

- 1) To initiate thinking process in learners.
- 2) To promote clear understanding and analysis of a subject.
- 3) To encourage learner's to enhance their vocabulary.
- 4) To give training of sentences, structure and phrases.
- 5) To make learners enable to write application, letters etc.
- 6) To enable learners to use correct grammar punctuation.
- 7) To teach learners how to arrange ideas in a logical way.
- 8) To enrich learners to communicate to other persons or readers by sharing their thoughts in a written text form.

## PRINCIPLES OF WRITTEN COMPOSITION

**1) Principle of Motivation:** Motivation plays an important role in learning something. Success is an element of motivation so a learner should be motivated to learn or to acquire writing skills. Like- A teacher should try to motivate the student to acquire writing skills and for this a teacher should arrange suitable activities to encourage student.

**2) Principle of Active Participation:** The active participation of learner and learner's involvement in anything usually becomes very first step of success for them to achieve their goals. Through active participation a learner learn various things or various ways to acquire the writing skills. Very first through active participation will make the topic more comprehensive and practical. The topic will become detailed

**3) Principle of Interest:** The topic selected for learners should be interesting. Like- Teacher should create interest among students to learn written composition. This can be done by making classroom environment lively. Use of Audio-Visual aids can also help a teacher to create interest among learners.

**4) Principle of Intensive:** A written composition like other language skills is a habit formation which requires intense practice. Sufficient practice and drill exercises should be carried out.

**5) Principle of Corrective Measure:** Immediate feedback is required after the written composition is completed. So that the learners know his/her mistakes and can correct it immediately that moment.

## DEVELOPING SKILLS OF WRITING EFFECTIVE COMPOSITION

### At An Early Stage

- 1) Dictation

- 2) Sentence completion
- 3) Look at the picture and compose few lines
- 4) Using words and make sentences
- 5) Answering questions by writing
- 6) Writing about an object, event, place or picture.

### **At The Later Stage**

- 1). Writing paragraph
- 2). Writing application
- 3). Writing stories
- 4). Writing the central idea or theme of any poem or prose
- 5). Writing dialogues
- 6). Writing own experiences about any situation.

### **TYPES OF WRITTEN COMPOSITION**

**1). Guided Composition:** - The guided composition carried out at the early stages of teaching a language when students are not mastered in structuring sentences of their own. Students are provided with specific situations, ideas, structure and vocabulary. After providing these, teacher guides students for composition so the students write under control and direction of teacher.

### **GUIDED COMPOSITION INVOLVES**

**1). Selection of The Topic:** - Topic should be carefully selected by the teacher as per the interest of students.

**2). Details of The Topic:** - Teacher should provide sufficient details necessary for written composition.

**3). Decision before Writing:** - Before starting written composition a teacher should decide the procedure (structure and vocabulary) for completion of the topic.

**4) Proper Guidance:** - After deciding the procedure, teacher should always be ready to guide the students.

**2). FREE COMPOSITION:** - Free guided written composition taught at later stage when students have acquired or mastered the skill of guided composition. In this students are free to make use of vocabulary and structure of their own to express them. Students are released from control and direction of the teacher and are encouraged to write their own on the topic provided by the teacher.

### **FREE COMPOSITION INVOLVES**

**1). Persuasive Writing:** The main focus of such writing is to bring other people around the author's point of view. Its purpose is to persuade. It contains opinions, biases, justification and reason of the author. It has the quality to

convince others to agree with the author's point of view. It is non-fictional in nature. It is often used in complaint letters, advertisements, letter of recommendation etc.

Example: - Example of advertisement of "Fair & Lovely."

**2). Descriptive Writing:** - This type of writing describes a place, person, event, situation, and character in a highly detailed way. It is poetic in nature and it promotes vivid imagination. Reader begins to visualise what he reads and a picture is formed in the reader's mind. It's main purpose is to describe and it is fictional in nature.

Example: - "The vampire killed his lover."

In descriptive writing manner meaning of above line is :

"The bloody, red-eyed, long haired and black skinner vampire sunk his rust-coloured big teeth with great force into the soft and glair skin of his lover and ended her life.

**3). Expository Writing:** - This type of writing explains, informs or talks about the subject. It is totally subject-oriented writing. Usually this type of writing explains something in a process or in logical order and sequence. In this writing author focuses on telling about the given subject without voicing his/her own personal opinions. No feelings for other person's only facts, values are required in it. Its both fictional and non-fictional but most of the time it is non-fictional in nature.

Example: - Ram, a 20 years old boy returned from college to home around 2 O'clock. He was very exhausted due to extremely hot weather. He didn't found anyone at home. He went to the kitchen. He took bottle of cold water and pours it into a glass and drank a plenty of it.

**Narrative Writing:** - The narrative writing tells other stories of personal experience. It may be fictional and non-fictional in nature. It has logical beginnings, intervals and endings. Story is told in such a way so as to entertain the reader time provides a moment's escape from daily hectic life. From this type of writing readers may learn a lesson or moral.

Example: - Thirsty crow story with picture and theoretical description.

## **SOME WAYS OF EVALUATION OF WRITING SKILLS / WRITTEN COMPOSITION**

**1) CONTENT:** - The content writing skills give writer's the ability to write clear, consistent and relevant content that delivers an engaging experience for their target audience. The use of effective content writing directs or allows writer to create cohesive pieces of information. Content writing is composing written material for specific information and its main purpose is to produce content. Like- copywriting and scriptwriting.

**2) CONVENTION:** - Writing conventions are the rules that writers must follow. They create clarity and give writing the correct meaning. Writing conventions are agreed-upon rules of writing used to make writing broadly clear and understandable. When the audience can finish reading, without having to stop to try to figure out what was actually

intended, the value of learning these writing conventions becomes clear. Like- Word order, Sentence structure, and Paragraph structure.

**3) SYNTAX:** - Syntax is the order or arrangement of words and phrases to form proper sentences and it helps writers make sense of sentences. Like- The most basic syntax follows a subject + Verb + Object formula to form sentences in English language. That is, "Jillian hit the ball." rather than to read this sentence as Hit Jillian the ball."

**4). VOCABULARY:** - A good vocabulary will allow the writer to formulate more interesting sentences and avoid repetition of the same words in one sentence or paragraph. As writers broaden their range of vocabulary, they become better able to describe specific settings, emotions, and ideas. A strong vocabulary improves all areas of communication like- listening, reading, speaking, and most important writing.

**5) SPELLING:** - Spelling is a complex skill and an important part of writing. Good spelling is a kind of art of correctly assembling words from their letters, is one of the essential components of successful writing and it also contributes to clear communication of a written message. Being confident at spelling leads to confidence in all aspects of literacy. Like- we speak a word cat and this word is made up of 3 letters which are "C" "A" "T".

**6) PUNCTUATION:** - Punctuation is the use of special marks to enable readers to understand a piece of writing and punctuation fills writing with silent intonation. Good punctuation telling the reader to pause, stop, and emphasizes at the right points and helps readers to understand the written document in its correct sense & reduces misunderstandings. There are various marks which use to understand punctuation use in written text and these marks are divided into two categories on the one hand some simple marks like: Full stop and Commas and on the other hand some complex marks like: Semicolon and Hyphen etc.

**7) CAPITALIZATION:** - Capitalization is commonly used to denote importance or distinction. Capitalization is writing a word with its first letter as a capital letter and the remaining letters in lower case, in writing systems with a case distinction. Like- "Rahul went to the market." in this sentence the very first letter of very first word starts with capital letter and after this all the words are written in small letters.

**8) GRAMMAR:** - Grammar does play a vital role in creative writing. Proper grammar is necessary for credibility, readability, communication, and clarity of any written text. Mastering grammar will allow writer to make their work clearer and more readable. Correct grammar helps to highlight some essential things in a written text like- space between words, write from left to right and top to bottom, identification of words and sentences, and correct ending punctuation etc.

**9) STYLE:** - The style in writing can be defined as the way a writer writes. It is the technique that an individual author uses in his writing. It varies from author to author and depends upon one's syntax, word choice, and tone. It can also be described as a "voice" that readers listen to when they read the work of a writer. People writing in the

same language can have a difference in their style of writing like- an American writer use cursive writing in his/her English written text.

**10) DICTATION:** - Dictation is the process of writing down what someone else has said. Dictation is the transcription of spoken text: one person who is "dictating" speaks and another who is "taking dictation" writes down the words as they are spoken. Dictation is supportive process in the development of writing and listening skills. Like- with young children, dictation offers a way for a teacher to record a child's thoughts or ideas when the writing demands surpass writing skills.

**11) COMMUNICATION:** - Writing skills are an important part of communication. Good writing skills allow a writer to communicate with his/her message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Written communication is used when the audience is located at a distance or when it is needed to keep a permanent record for future reference if a problem does arise. Like- Email, Formal letters, Text messages, Notes, and Online messaging etc.

### **GIVING FEEDBACK:**

**ESSAY WRITING:** Essay writing is generally a short piece of writing outlining the writer's perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essay writing is generally academic in nature and tackles serious topics. Informal essay writing which is more personal and often has humorous elements.

### **FEEDBACK ON ESSAY WRITING**

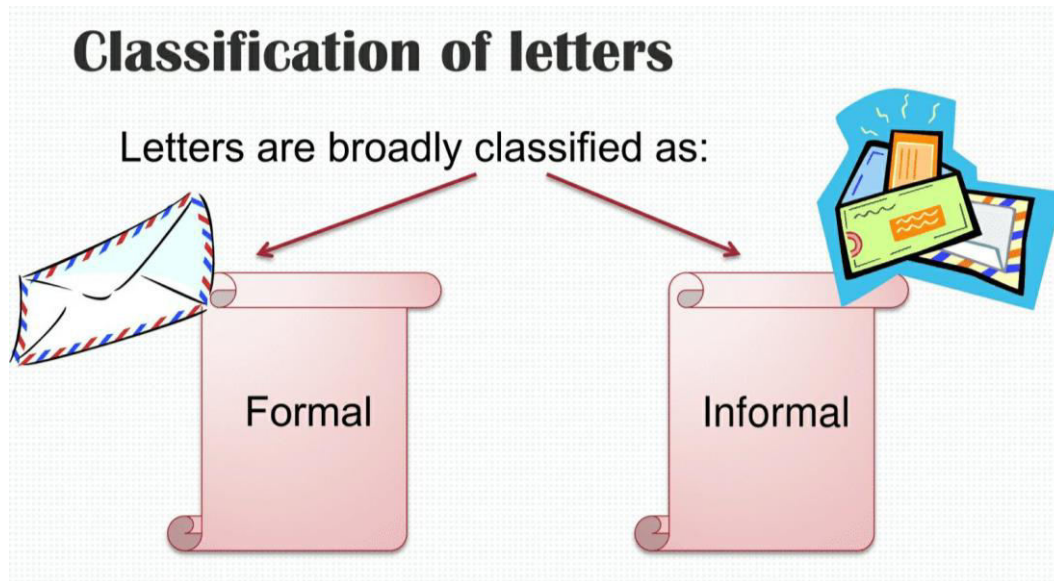
A writer should give his/her essay writing an interesting and appropriate title. It will help draw the attention of the reader and stimulate their curiosity to read the writer's essay. A writer should keep the length of essay writing between 300-500 words. This is the ideal length to write any essay. A writer should keep his/her language simple, crisp and remove unnecessary complicated and difficult words that break the flow of the sentence. In the beginning of the essay writing a writer should organize his/her thoughts and plot a rough draft. From this way a writer can ensure the correct flow in essay writing and can save his/her written text from an unorganized mess. A writer should not make grammar mistakes, use correct punctuation and spellings.

**2). LETTER WRITING:** - A letter is a written message conveyed from one person to another person. Letter writing is the exchange of written or printed messages. Letter-writing is a skill that has to be developed. In general there are two types of letters: Formal Letters that are written for official purposes, whereas Informal Letters which are personal letters to communicate with friends and family.

### **FEEDBACK ON LETTER WRITING**

**Formal Letter:** - These letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls within this given category. To write a formal letter, there are some points to be remembered:

- i). The letter must be written in the appropriate format.
- ii). Formal letter should be clear, concise and to the point.



- iii). only relevant information should be written.
- iv). Avoid all kinds of spelling and grammatical errors.
- v). The tone of the formal letter should be courteous even if it is written for a complaint.
- vi). The word limitation in formal letter writing should be around 120-150.
- vii). The letter must be well presented.

### Informal

**Letter:** - These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc. An informal letter should include:

- a. Free use of language such as slang.
- b. Sense of familiarity in the letter.
- c. It has one address.
- d. Salutations are flexible.
- e. Good paragraphing.
- f. Good introduction.
- g. The word limitation in informal letter writing sometimes should be around 75 and most of the time there's no word limitation in informal letter writing.
- h. Complimentary close is flexible e.g. yours friend, yours lovely son etc.

**3). PARAGRAPH WRITING:** - A paragraph is a group of sentences that fleshes out a single idea. In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow.

### ⇒ **FEEDBACK ON PARAGRAPH WRITING**

A good paragraph should have three major structural parts which clearly stated by Oshima and Hogue (1983) as follows:

- i). Topic Sentence:** - Topic sentence is a sentence which states the main idea of the paragraph.
- ii). Supporting Sentence:** - Supporting Sentences are sentences that develop topic sentences or main ideas. They explain the topic sentence by giving reasons, examples, facts, and statistics, quotations, etc.
- iii). Concluding Sentence:** - Concluding Sentence is a sentence in which the writer concludes the paragraph in order to give the reader important points to note.
  - Instead of having these three major structural parts, a good paragraph should also possess two additional elements:
- iv). Unity:** - Unity means that all of the supporting sentences develop or discuss the main idea stated in the topic sentence of the paragraph.
- v). Coherence:** - Coherence means that the paragraph is easy to read and understand because supporting sentences are organized in logical order and the use of appropriate transition signals.

In summary, a well-written paragraph contains five elements: a topic sentence, supporting sentences, a concluding sentence, unity and coherence. Beside this the paragraphs are usually about 100 to 200 words long, which is about 6-8 sentences.

**4). ARTICLE WRITING:** - An article is a piece of writing written for a large audience. The main motive behind writing an article is that it should be published in either newspapers or magazines or journals so as to make some difference to the world. The main objective of writing an article is to convey the thoughts to the people and give information regarding the details which can be useful and helpful.

### **FEEDBACK ON ARTICLE WRITING**

To write a perfect article, a writer should have in-depth knowledge about the topic to deliver 100% information regarding the product, services, brands, etc., Well, a writer needs to do some research and also planning before starting writing an article. To make his/her article stand out of the crowd & gain maximum audience traffic; some basic format for article writing is necessary. The article writing format is given below.

- i)** Choose/pick a topic which is required for the target audience.
- ii)** Some research and collect the needed information for selected topic.
- iii)** Organize all important topic related facts & stats in a logical way.



- iv)** Write an article according to all reader's needs to influence & help them.
- v)** Makes views unique & specific in an article.
- vi)** Cross-check the grammatical mistakes & avoids unnecessary & repetitive lines.
- vii)** The length of the article should be within 150-200 words.
- viii).** A writer should write article in a proper format which consists of the following parts:
  - a)** Heading / Title
  - b)** By Line
  - c)** Body (the main part of the article, 3-4 paragraphs)
  - d)** Conclusion (Ending paragraph of the article with the opinion or recommendation, anticipation or an appeal).

## **CONCLUSION**

Evaluation of writing skills provide useful feedback to learners to empower their skill of writing in a more better way which enables them to think freely and express their feelings, ideas, thoughts, and emotions in a written form. Writing skills for mostly under academic or professional settings should have a clearly defined beginning, middle and end. Concerns about the overall structure of writing should be addressed properly so that readers will get right knowledge. The writing should kick off with an introduction that grabs the reader's attention and establishes the main point. The various ways of evaluation of writing provide the effective way to develop good communication among readers with correct use of grammar, vocabulary, spelling, and punctuation. Evaluation of writing skills with good feedback not only brings confidence in writers but also created interest among readers also. Evaluating writing means include all the knowledge and abilities related to expressing yourself through the written word. It is a sound understanding of language through grammar, spelling and punctuation. People with excellent writing skills can tailor their tone. The use of writing techniques helps to clearly communicate ideas and keep readers engaged. Writing skills allow people to connect without physically being present with each other and open the ways to communicate freely through the written text.

# **UNIT- III**

## **ENGLISH LANGUAGE PEDAGOGY AND LEARNING RESOURCES**

**3.1 MICRO TEACHING:** - The term Microteaching is a compound concept derived from two words. Micro + Teaching. Where, Micro = Small / Small Level. Teaching Sharing of Ideas, Knowledge and Experience. Microteaching is one of the innovations in the field of technology of teaching. It is one of the teacher training techniques and it is not one of the methods. A technique for providing pupil teachers with opportunities to master the teaching skills. A trainee is engaged in a scaled - down teaching situation.

➤ **HISTORY / ORIGIN:** Microteaching originated in 1961 at STANFORD UNIVERSITY (USA). An Experimental Project on the identification of teaching skill was headed by Robert Bush, Dwight W. Allen, McDonald Acheson and many others in 1963. The Demonstration lesson involves a student presenting a lesson to a small group of fellow students while rest of the class looks on. Microteaching is a technique for professional reflection where teachers scrutinize their own teaching so as to discover their strengths and weaknesses. Microteaching as it was called for the first time in 1963 (Allen and Ryan). Since then this technique of teacher training has been widely used in almost all Colleges & Universities of Europe and Asia.

➤ **MICROTEACHING IN INDIA:** D.D. Tiwari was the first to take up Microteaching project in 1967 at the Government Central Pedagogical Institute, Allahabad. The Department of Teacher Education in the NCERT designed a project to study effectiveness of Microteaching in 1975 in collaboration with the Centre of Advanced Study in Education (CASE) Baroda. Research & Training Programmes for teacher educator was also initiated in collaboration with Department of Education, University of Indore. The first book on microteaching in India was written by N.L. Dosajh under the caption 'Modification of Teacher Behaviour through Micro Teaching (1977). Passi, Singh and Jangira developed instructional materials which were used to train teacher educators. In India, it is being used with great emphasis in all the teacher training programs of developing teaching skills and competencies among teacher trainees.

❑ **MEANING OF MICROTEACHING:** Microteaching is a scaled down, simulated teaching encounter designed for the training of both pre-service & in-service teachers, in which a teacher teaches in small unit.

❑ Scaled down in terms of:

- class size (small group 4-6 people) ,
- Length of class time (5-10 minutes) and teaching tasks.

❑ A short lesson taught by a trainee teacher to a small group of students. Micro teaching is Analogous to 'Putting the Teacher under a Microscope' so that all faults in teaching methodology are brought into perspective for the observers to give a constructive feedback

➤ **DEFINITIONS:** "Microteaching is a scale down teaching encounter in class size and class time". D.W. Allen (1966)

- “Microteaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5 to 20 minutes”.

**L.C. Singh (1977)**

- “Microteaching is a training technique which requires student teacher to teach a single concept using specified teaching skill to a number of pupils in a short duration of time”. **Passi BK & Lalita MS**

- **OBJECTIVES:** - To modify teacher behaviour according to the specified objectives.

- To enable teacher trainees:

- To learn & assimilate new teaching skills under controlled conditions.

- To master a number of teaching skill.

- To gain confidence in teaching.

## **SKILLS OF MICROTEACHING**

Lesson Planning (with clear-cut objectives & appropriate sequence)

1. Set Induction (gain pupil attention & establish rapport with learners)
2. Introduction (asking introductory questions & linking from past experiences)
3. Probing Questions (to think in depth & more thoughtful about the subject)
4. Presentation (explanation in simple language by example, illustration, repetition where necessary)
5. Skill of illustration with example.
6. Blackboard work (legibility, size & alignment, space, position of teacher, correctness, and contact with students, highlighting, etc.)
7. Proper Audio- Visual Aids
8. Stimulus variation (teacher’s movement, gestures, voice, student’s physical participation to avoid boredom)
9. Reinforcement (recognising pupil’s difficulty, encouraging participation)
10. Questioning

## **STEPS OF MICRO TEACHING**

**Step 1:** To provide the knowledge and awareness of teaching a particular skill in terms of teaching behaviour.

**Step 2:** The pupil teacher observes a demonstration lesson given by teacher educator.

**Step 3:** Student teacher prepare micro lesson plan in which he can practice a particular teaching skill with the help of teacher educator.

**Step 4:** Trainee teacher present the micro lesson to a small group of pupils (5 to 7) observed by teacher educator, student teacher and video tape.

**Step 5:** Discussion & Evaluation session of lesson presented by student teacher and scrutinise the mistakes.

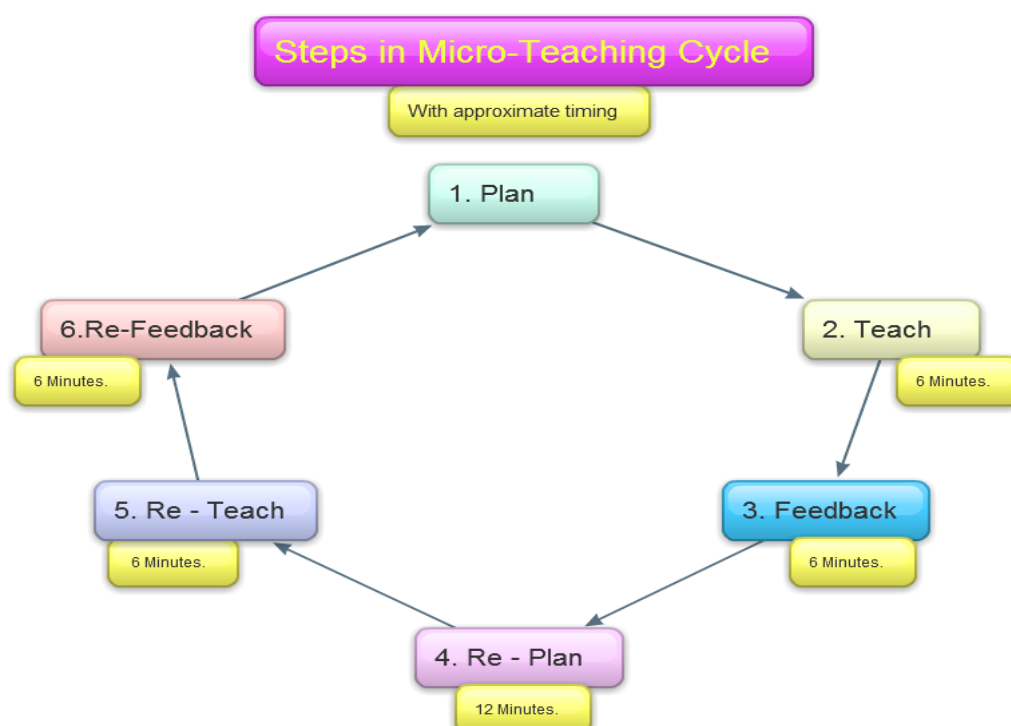
**Step 6:** Pupil teacher re-plans the lesson in order to practice effectively.

**Step 7:** Re-taught the re-planned lesson to another group for same time.

**Step 8:** Suggestion, encouragement and re-feedback is provided to trainee.

**Step 9:** The same process is repeated until master in particular skill.

## MICROTEACHING CYCLE



### Time Duration for Microteaching

I.	Micro Lesson Plan	
II.	Teach	6 min.
III.	Feedback Session	6 min.
IV.	Re-Plan	12 min.
V.	Re-Teach	6 min.
VI.	Re-Feedback	6 min.
Total		36 min. (Approx)

- I. **PLAN:** Selection of topic & related content and plan the activities in logical sequence to use skills easily and conveniently.

- II. **TEACH:** Use the skills suitably and modify his/ her behaviour from plan as per the demand.
- III. **FEEDBACK:** Giving information about strengths weaknesses of performance of pupil teacher to improve performance in desired direction
- IV. **RE-PLAN:** Student teacher re-plans his/her lesson to remove the weaknesses and improve performance either on the same or another topic.
- V. **RE-TEACH:** The teacher trainee teaches the class with renewed courage & confidence to perform better than previous attempt to same or different pupil group.
- VI. **RE-FEEDBACK:** Given to pupil teacher for behaviour modification in desired direction in each and every skill practice.

### PHASES OF MICROTEACHING

According to J.C. Agarwal there are three phases:

#### 1) KNOWLEDGE ACQUISITION PHASE

- Provide knowledge about teaching skills.
- Observation of analysis & discussion of demonstrated skill.

#### 2) SKILL ACQUISITION PHASE

- Preparation of micro lesson for practicing the skill.
- Evaluating performance leading to feedback, re-plan, re-teach & re-feedback till desired level of skill is achieved.

#### 3) TRANSFER PHASE

Integrate different skill practiced to use mastered skill in normal classroom teaching.

### ADVANTAGES:

- ✓ Microteaching simulates the classroom scene & helps teacher trainees to gain more confidence in real teaching.
- ✓ Help in developing important teaching skill and awareness of various skills.
- ✓ Effective in modifying teaching behaviour.
- ✓ Provide expert supervision and constructive feedback through different dimensions like: teacher educators, pupil teachers & video tapes.
- ✓ Helps in reducing complexity of classroom teaching.
- ✓ Senior teacher can guide junior teachers in practical manner to improve skill by identifying their strength & weakness.
- ✓ Student teacher can view & hear his/ her own performance and make self criticism.

### DISADVANTAGES

- ✓ Scope is narrow as it is only simulated teaching with less number of persons over a period of time & may not work in actual classroom.

- ✓ Real life situations are quite different.
- ✓ It is expensive to procure and maintain video-recording equipments and laboratory or small classes just for microteaching.
- ✓ Involves increased effort & Time consuming.
- ✓ Conducted under controlled environment with limited practice teaching to specific teaching skills.
- ✓ Passive process of learning by imitation & Limited to lecturing.
- ✓ It does not apply to skill like decision making, preparation of audio visual resources, maintain student records.
- ✓ A large no. of trainees cannot be given opportunity of re-teaching or re-planning.

### ● CONCLUSION

Microteaching is a new experience or innovation in the field of teacher education, more especially in student teachers. It involves presentation of micro lesson. Audience\_ small group of peers. Feedback given by peer's role playing as students. Participants learn about strengths & weaknesses of themselves as teachers. Plan strategies for improvement in performance. Microteaching is a technique for professional reflection where teachers scrutinize their strengths and weaknesses and improvement.

### 3.2 (A) DIRECT METHOD

**MEANING OF DIRECT METHOD:** The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900 and contrasts with the Grammar Translation Method and other traditional approaches. It is the method of teaching English through conversation, discussion and reading without use of the pupil's language, without translating and without the study of formal grammar. In this the student is encouraged to think directly in English.

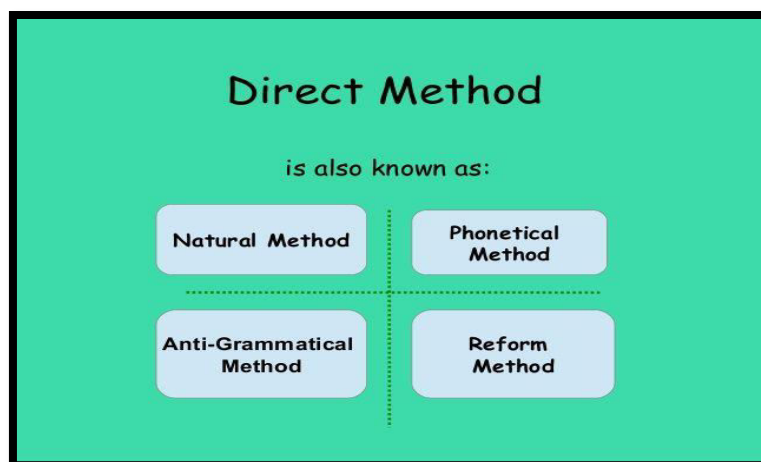


#### DEFINITION OF DIRECT METHOD

Direct method is named “Direct” because meaning should be connected directly with the target language without translation into native language.

#### According to Webster’s New International Dictionary:

“Direct Method is a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself, without the use of the pupil’s language, without translation and without the study of formal grammar.”





**Characteristic of the direct method are**

- Teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials.
- Teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)
- The centrality of spoken language (including a native-like pronunciation)

Focus on question-answer patterns.

1. **Principles:** - Classroom instruction is conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading, and writing are introduced in the intermediate phase.
3. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar is taught inductively.
5. New teaching points are introduced orally.
6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
7. Correct pronunciation and grammar are emphasized.
8. Students should be speaking approximately 80% of the time during the lesson.

❖ **PEDAGOGY:** Introduction of new word, number, alphabet character, sentence or concept (referred to as an *Element*) :

SHOW...Point to Visual Aid or Gestures (for verbs), to ensure student clearly understands what is being taught.

SAY...Teacher verbally introduces *Element*, with care and enunciation.

TRY...Student makes various attempts to pronounce new *Element*.

MOULD...Teacher corrects student if necessary, pointing to mouth to show proper shaping of lips, tongue and relationship to teeth.

REPEAT...Student repeats each *Element* 5-20 times.

**TECHNIQUE OF DIRECT METHOD**

1. Question/answer exercise – the teacher asks questions of any type and the student answers.
2. Dictation – the teacher chooses a grade-appropriate passage and reads it aloud.
3. Reading aloud – the students take turns reading sections of a passage, play or a dialogue aloud.

4. Student self-correction – when a student makes a mistake the teacher offers him/her a second chance by giving a choice.
5. Conversation practice – the students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.
6. Paragraph writing – the students are asked to write a passage in their own words.

### **ADVANTAGES**

1. Facilitates understanding of language – understanding of the target language becomes easier due to the inhibition of the linguistic interferences from the mother tongue, it establishes a direct bond between contexts and helps in understanding directly what is heard and read.
2. Improves fluency of speech – fluency of speech results in easier writing, it tends to improve expression, expression in writing, and it is a quick way of learning and expanding vocabulary.
3. Aids reading – reading becomes easier and more pleasant, and it also promotes a habit of critical studying.
4. Improves the development of language sense. Full of activities, which make it interesting and exciting?
5. Emphasizes the target language by helping the pupil express their thoughts and feelings directly in target language without using their mother tongue.
6. Develops listening, speaking, reading.
7. Increased employment opportunities.
8. Helps in bringing words from passive vocabulary into active vocabulary.
9. Helps in preceding the English language from particular to general, it bridges the gap between practice and theory.
10. Makes use of audio-visual aids and also facilitates reading and writing.
11. Facilitates alertness and participation of students.

### **DISADVANTAGES:**

1. Ignores systematic written work and reading activities.
2. May not hold well in higher-level classes where the translation method may be more suitable.
3. Supports only limited vocabulary – it restricts the scope of vocabulary as not all words can be directly associated with their meanings.
4. Needs skilled teachers; e.g., less effective if teachers have a poor command of English.
5. Ignores reading and writing aspects of language learning.

6. Does not teach grammar systematically.
7. Time-consuming in creating real-life situations.
8. Less suitable for slow learners, who struggle with this method.

• **CONCLUSION**

To create a environment of a best communication that help the students to engaged one particular activity is doing that thing in target language and also to improve its value, quality and attractiveness. Direct method is very effective to use the English language by the teacher to implement in their class. The students can understand easily if the teacher uses direct method because this method enhances the communication skills of the students. Focuses on the listening skills of the learners.

### 3.2 (B) STRUCTURAL APPROACH

#### What is Structural Approach?

Approaching or learning English language on the basis of selected structures or patterns of sentences is called Structural Approach. It simply means teaching the basic structures of English to the students.

Structure = arrangement of words in a meaningful pattern.

The backbone of this approach is the study of grammar which leads to sentence building. It helps learners to improve their speaking and writing skills. This approach emphasizes on oral practice of structures till the students grasp them and understand its syntax and phonetics. Hence, it is also called Aural-Oral Approach or Aural-Linguistics Approach.

**Meaning of Structure:** Structure is an arrangement of words in a suitable meaningful pattern.

For eg: Neetu is there.                      Is Neetu there?  
               There Neetu is.                      There is Neetu.

Structures are different from sentences because these do not need any grammatical background. Structures are like photo frames of language. Once we learn a structure, any number of structures of same type can be constructed. Examples:

#### Objectives of Structural Approach

1. To lay the foundation by practicing through drill and repetition of structures.
2. To enable children to attain mastery over an essential vocabulary or basic words.
3. To teach four fundamental skills namely listening, speaking, reading, writing in the order named.
4. To lay proper emphasis on the aural –oral approach and other active methods to teach grammar.

#### TYPES OF STRUCTURES

- **Sentence Pattern:** It is a model or a framework from which many sentences of the same kind and construction are formed. For e.g. -
  - a) He went to school.
  - b) It is 7 'O' clock.
  - c) Ram gave a book to Gopal.
- **Phrase Pattern:** It is a group of words which has meaning even without being a sentence. This structure also follows order of words that cannot be changed. For e.g.
  - a) On the table, under the table
  - b) Into the basket

- c) Talking to, listening to etc.
- **Idioms:** Group of words that must be learnt as a whole. Meaning cannot be understood from separate words. For e.g.
- It's raining cats and dogs.
- **Formulas:** These are the words which are used on certain occasions only. For e.g.
- How are you?
- Good morning.
- Thank you
- Excuse me

## PRINCIPLES OF STRUCTURAL APPROACH

**According to F.G. French the three main principles of structures are**

- **Importance to Child's Activity:** - It gives Importance to child's activity rather than the activity of teacher.
- **Importance of Speech:** - It gives importance to speech as it is the basis of acquiring other skills like reading and writing etc.
- **Importance of Language Habit Formation:** - It gives importance to the formation of language habit to arrange words in suitable English sentence to replace the sentence patterns of the pupil's own language. Habit of speaking English is also developed.
- **Other principles are as follows**
- **Mastery of Structures:** Constant revision of structures previously taught through oral drills and then writing.
- **Meaningful Situation:** Teacher should make learning meaningful by creating meaningful situations through gestures, actions, etc.
- **Use of Textbooks:** In the beginning use of textbooks should be avoided to develop the others skills like speech.
- **Selection of Structures**
- **USEFULNESS:** - Only those structures are selected firstly which are really useful and occur frequently in speech, reading and writing. E.g.this is a...,That is a, There are...
- **SIMPLICITY:** - The form and meaning of the structure should be simple. E.g.He is working... Is simpler than No sooner did the bell ring than the boys ran away
- **PRODUCTIVITY:** - A Number of structures can be produced. The sentence pattern is a model from which many more sentences are made. E.g.I have to go...(with this structures limitless sentences

- **TEACHABILITY:** - The structure should be easily demonstrated in the classroom. E.g. I am reading is more easily teachable than I have been reading since morning.
- **Gradation of Structures:** - Gradation of structures means putting them in a suitable order. The purpose of grading structures is to put the easier and more usable structures before the difficult and less usable ones.
- Scales for Grading:
  - Simple two-part patterns: The boy/went away.
  - Simple three-part patterns: He/is/reading, That/is/a tree.
  - Simple Four-part pattern: I /gave /Mira /a book, He/ asked /him/ to cook.
  - Pattern with 'There': There are forty girls to participate.
  - Questions beginning with an asking word: Where did we study? Will you g?
  - Commands or request: Sit down, Get out, and please give me a pen.
- **Teaching of Structures:** - While teaching structures, the teacher should take the students through four stages: listening, recognition, imitation and reproduction. Methods of teaching the structures:
  - **Oral Method:** It is the most suitable Method of teaching the structures. Teacher may give oral drill to the class in groups and then to individuals. It involves speaking both by students and teacher. Then reading and writing of the same may be taken up.
  - **Situational Teaching:** It is teaching by seeing situations. It makes teaching and learning more realistic and the learner is able to retain the matter for a longer time. Situational teaching is of great value in the teaching of any language. The categories of situations are:
    - Through gestures.
    - Using models, charts and pictures.
    - Verbal situations.
    - Action chains.

### SOME IMPORTANT POINT.

- **Also called Aural-Oral or Aural- linguistic Approach:** Because oral practice of the structures is given to the students till they understand the grammar, syntax and phonetics.
- **Is an Approach, not a method:** Method means 'how' to teach and approach means 'what' to teach? Thus, oral drills and repetition are methods. But the oral practice of selected structures is an approach. Any method can be used to teach structures.
- **One structure is taught at a time** till it is completely grasped by the students.
- The structures are graded in such a way that a structure follows the previous one naturally, as: I/saw/her. And I/ saw/her/sleeping.

- **Structure may be complete utterances** or it may be a part of some large pattern.  
E.g. - The cat is sitting under the chair. Good morning! How are you?
- **Merits of Structural Approach:** -As this approach puts more emphasis on speech, students acquire the habit of speaking in English with correct pronunciation.
- Learning becomes easy through this method due to its emphasis on oral drills.
- It creates interest and motivation in the students through the carefully selected and well graded materials.
- While learning the structures can express their ideas.
- This approach enables the teachers to attend to the whole class as maximum students can be taught by this approach at a time.

### **Demerits of Structural Approach**

- More suitable for lower classes.
- Only well graded and well selected structure pattern can be taught through this approach.
- Is not suitable for teaching of prose and poetry.
- It demands too much use of material aid in order to create real life situations.
- It is time consuming technique of language learning as it is impossible to cover the lengthy syllabus of English through this approach.

### 3.2 (C) THE COMMUNICATIVE APPROACH

**What is communication:** -Communication is the act of giving, receiving and sharing information- In other words, talking or writing and listening or reading. Good communicators listen carefully, speak or write clearly and respect different opinions.

**Communicative Approach:** -The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. The communicative approach is generally referred to as the functional notional approach and linguistic communication approach or (CLT).

**FUNCTIONS-** what people want to do with the language?

**NOTIONS-** what meanings people want to convey.

#### ● FEATURES

- No emphasis on memorizing conversation.
- Judiciously use of mother tongue is accepted.
- Translation only in need of students.
- Language learning comes from the principle of “trial and error” and “learning by doing”.
- Fluency and acceptable language is the goal.
- Meaning is important with thoughts exchange.
- Its child centered.
- It’s interactive process.
- It develops skills of listening, speaking, reading and writing.
- CLT is about to use it than just knowing.
- Language competence through real life situations.
- Follows maxim of simple to complex and concrete to abstract.
- It provides the communicating opportunities where the students may be able to communicate their ideas through dialogue, discussion, debate, library and cultural activities etc.

#### **Role of a Teacher**

- A teacher main role is a facilitator and monitor rather than leading the class.
- Activities set by the teachers have relevance and purpose to real life situations.
- Lesson is usually topic or theme based, with the target grammar “hidden” in the context.
- Emphasis on engaging learners in more useful and authentic language.



### **Role of a Student**

- Language is created by the individual often through trial and error.
- Learners practice the target language, a number of times, slowly building on accuracy.
- Learners are encouraged to speak and communicate from day one, rather than just barking out repetitive phrases.
- Learners interact with each other in pairs or group , to encourage a flow of language and maximum the percentage of talking time, rather than just teacher to student and vice versa.

### **Advantage**

- The interaction between teacher and student.
- Learners centered
- Fluency is the primary goals.
- Task based.
- Focused on meaning.
- Communicative competence is the desire goal.

### **Disadvantage**

- CLT Approach focuses on fluency but not accuracy in grammar and pronunciation.
- The monitoring of the teacher must be very good.
- CLT does not focus on error correction no grammar rules are present.

## 3.2 (D) CONSTRUCTIVIST AApproach

### What is Constructivism?

- Constructivism is an approach to learning that holds that people actively construct or make their own knowledge. Learners use their previous knowledge as a foundation and build on it with new things that they learn. This approach believes that people construct their own knowledge on basis of observation, understanding and experience. In this students are engaged in some activity to gain knowledge rather than gaining knowledge passively.

### • DEFINITION

- **According to Brader-Araje and Jones, 2002**, Constructivism can be defined as “The idea that development of understanding requires the learner to actively engage in meaning-making”.
- **According to Henson, 1996**: “Constructivism is a theory of how learning occurs”.
- **According to Woolfolk, 2006**: “Constructivism is teaching that emphasizes the active role of the learner in building understanding and making sense of information”.

### Principles

- Knowledge is constructed. This is the basic principle, meaning that knowledge is built upon other knowledge.
- People learn to learn, as they learn. Learning involves constructing meaning and systems of meaning.
- Learning is an active process. Learning involves sensory input to construct meaning. The learner needs to do something in order to learn, it's not a passive activity.
- Learning is a social activity. Learning is directly associated to our connection with other people.
- Learning is contextual. Students don't learn isolated facts and theories separate from the rest of our lives- we learn in ways connected to things we already know, what we believe, and more.

### Characteristics

- Students are expected to resolve what they knew with new understanding.
- Constructivism encourages the presentation of multiple perspectives and representation of concepts.
- Students play a central role in mediating and controlling learning.
- The emphasis is on the construction of new knowledge rather than reproduction of existing knowledge.
- The role of teacher is to guide, monitor, and coach and facilitate the students instead of imposing the concepts upon them.

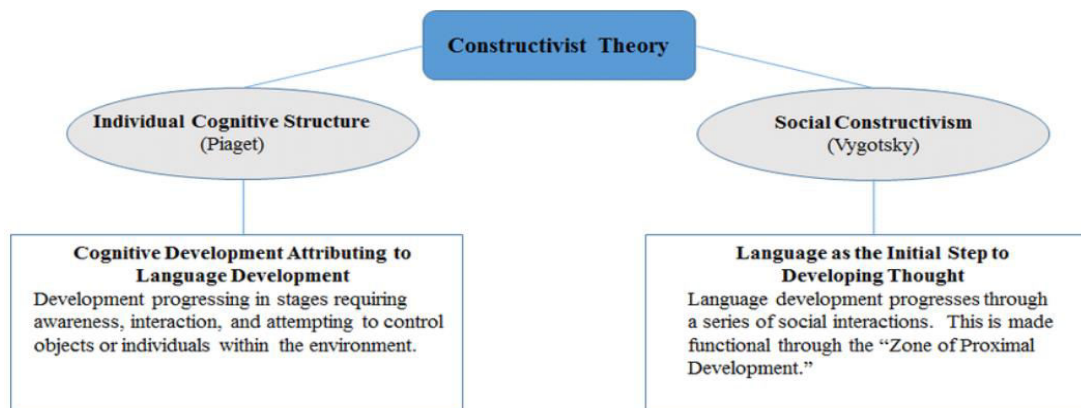


Diagram of Piaget and Vygotsky's Constructivist Theory

### Constructivism in Education

- In constructivist classroom, the teacher has a role to create a collaborative environment where students are actively involved in their own learning.
- Teachers are more facilitator of learning than actual instructors.
- Teacher must work to understand the pre-existing concepts and understanding of students, then work to incorporate knowledge within those areas.
- Teachers also need to adjust their teaching to match the learner's level of understanding.

**Conclusion:** -Teaching through constructivism allows for students to become engaged with one another. Children learn through own experiences based on their lives. Remember information down the road of life instead of memorization.

### 3.3 (A) Planning a lesson, Instructional Objectives;

#### Techniques (Discussion, Narration, Questioning)

- ▶ **What is Prose?**-Prose is a style of writing that does not follow a strict structure of rhyming and/or meter. Prose uses normal grammatical structures. Elements of prose writing include regular grammar and paragraph structures that organize ideas, forgoing more stylistic and aesthetic forms of writing found in poetry and lyrics.
- ▶ Prose can include normal dialogue, speeches, novels, news reports, etc. Prose is distinguished from poetry which uses line breaks and has meter that tends to defy normal grammar rules.
- ▶ In today's literature, most stories are told in prose. There is no longer much emphasis on the oral tradition of storytelling, to which verse was very well suited. Since print came to be commonplace, storytellers tend to rely on prose to tell their stories because of the freedom it allows.
- ▶ **Prose** applies to all forms of written or spoken expressions which do not have a regular rhythmic pattern. It is most often meant to designate a conscious, cultivated writing not merely a bringing together of vocabularies, a listing of ideas, or a catalogue of objects.
- ▶ Some of the qualities of prose include:
- ▶ It is without sustained rhythmic regularity.
- ▶ It has some logical, grammatical order, and its ideas are connectedly stated rather than merely listed.
- ▶ It is characterized by style, though style varies from writer to writer.
- ▶ It secures a variety of expressions through diction and sentence structure.
- ▶ Prose is the most common and probably the most popular form of writing. The language of prose is the language of news, business, administration, and instruction. It is the same language, just as in magazines and in letter writings. Thus, prose may be said to be everyday language which has been represented or transformed into writing.

**Different Types of Prose:** - There are different genres of writing that use prose style. Here are a few:

#### ▶ **Nonfiction Prose**

Nonfiction is a work of writing that is based on fact. Examples of nonfiction include memoirs, essays, instructions, biographies, etc.

#### ▶ **Fiction Prose**

Fiction is a genre of writing that is imagined or untrue. Novels use prose in order to tell stories. Subgenres of fiction can include fantasy, historical fiction, science fiction, etc.

### ► Heroic Prose

Heroic prose uses the hero archetype in order to tell stories of bravery and travel in which good triumphs over evil. These stories are meant to be recited orally. Heroic prose may use tricks such as rhyme and a slight rhythmic structure in order to enhance the effects of being read out loud but are not the same as the ancient hero tales which were written in strict poetic verse.

### ► Prose Poetry

Prose poetry uses certain poetic qualities in order to add a lyrical or aesthetic value to the writing. However, it stops short of any regular or strict metered form. This style of writing creates bolder emotional effects and often relies on metaphors and imagery in order to create similar reactions in readers that poetry would, while still maintaining the prose style.

### The Function of Prose

- Prose provides a loose structure for writers which offers freedom and creativity in expression. With prose, a writer can be as imaginative and creative as they want—or they can write very dryly in order to convey a specific point. It all comes down to the writer's purpose and intended effect. With prose, the sky is the limit.
- Ultimately, prose is an efficient way to write and convey ideas. There is a reason why news reporters and journalists write in prose—they can clearly express details, key facts, and updates in a way that is accessible to all. If everything was written in poetry/verse, there might be some conflicts in how news and important messages were spread.

### Aims of Teaching Prose

- Aims of Teaching English Prose
- To enable students to understand the passage and grasp its meaning.
- To enable the pupils to read English passages loudly with correct pronunciation, stress intonation, and articulation of voice.
- To enable them to understand the passage by silent reading.
- To enrich their active and passive vocabularies
- To enable the theme to express ideas of the passage orally and in writing.
- To enable them to get knowledge contained in the lesson
- To develop their imaginative powers.
- To prepare a theme for world citizenship.

### Narration Technique

- There are lots of narrative techniques in literature. Here are some of them:
  1. First person narration & Third person narration.
  2. Omniscient & Semi-Omniscient.

3. Unified & Fragmented (single or multiple narrators).
4. Reliable & Unreliable narrators.
5. Objective & Subjective narration.
6. Linear & Circular narration.
7. Monologue — Interior & Exterior; Dialogue.
8. Regressive (story starts at Point X and moves backward in time) & Progressive.
9. Fictional & Semi-Fictional. (Non-fictional is the same as semi-fictional).
10. Participant & Non-Participant narrator

### **Narrative Methods and Devices**

► In writing any of the prose works enumerated above, the writer makes use of different devices to narrate his story. He knows the nature of his narration and therefore, stands a better chance to choose what suitable narrative devices that will best convey his message to the readers, The main narrative methods include the following:

#### **► A. Epistolary**

This is a letter writing method. When a book takes the form of a series of long letters, such book will be said to be in epistolary mode.

An example of a literary work in which an epistolary method is used is John Barth's epistolary work, *Letters* (1979), where the author interacts with the characters from his novels.

#### **► B. Autobiographical**

This method tells a story in the first person: "I and we." The narrator is the person who has experienced or witnessed the event he narrates.

An example of a work written in autobiographical narrative is *Old School* by Tobias Wolff.

#### **► C. Omniscient**

This method is otherwise known as the *Eye of God* narrative method. While the author makes use of this method, he narrates in the third person. The story comes from an unidentified voice who claims to be all-knowing, all-present, and has a direct access to explore even the minds and dreams of the characters.

► **Discussion Technique:** - Discussion is important to learning in all disciplines because it helps student's process information rather than simply receive it. Leading a discussion requires skills different from lecturing. The goal of a discussion is to get students to practice thinking about the course material. Your role becomes that of facilitator. You design and facilitate the discussion rather than convey information. If you want to hold a discussion, don't do all the talking yourself; don't lecture to the group or talk to one student at a time.

- ▶ Leading discussions can be one of the most rewarding, and most challenging, teaching methods. Using discussions as a primary teaching method allows you to stimulate critical thinking. As you establish a rapport with your students, you can demonstrate that you appreciate their contributions at the same time that you challenge them to think more deeply and to articulate their ideas more clearly.
- ▶ Create a comfortable, non-threatening environment.
- ▶ Get to know your students and the skills and perspectives they bring to the discussions.
- ▶ Clarify the rules and expectations for discussions at the outset.
- ▶ Communicate to students the importance of discussion to their success in the course as a whole.
- ▶ Plan and prepare the discussion.
- ▶ Accommodate different learning preferences
- ▶ Combine discussions with other methods.
- ▶ Integrate student responses into the discussion without making the discussion merely a student-teacher interaction
- ▶ Create a balance between controlling the group dynamic and letting group members speak
- ▶ Show respect for all questions and comments
- ▶ Do not answer your own questions.
- ▶ Rethink, retool, and revise.
- ▶ **Questioning Skills and Techniques:** Questioning is the key to gaining more information and without it interpersonal communications can fail. Questioning is fundamental to successful communication - we all ask and are asked questions when engaged in conversation.
- ▶ Questioning is the key means by which teachers find out what pupils already know, identify gaps in knowledge and understanding and scaffold the development of their understanding to enable them to close the gap between what they currently know and the learning goals.
- ▶ A series of questions encourages others to talk and give a full picture for better understanding. The concept in this type of questioning techniques is that a funnel is full at the mouth and gradually narrows down to the bottom. The person starts with a lot of questions and narrows it down to one point to arrive at a result.
- ▶ They ask funnel questions to get useful information that is arrowed down to an obvious conclusion. At the end of the questioning, the matter that was under discussion is confirmed. Journalists and lawyers use it to trick the other person into giving them answers that they wouldn't normally give. The process questions encourage the respondents to recall as well as add their opinion and then answer.

- In developing critical thinking in individuals, the recall and process questions are most useful. Clear doubts and gain clarity can be achieved through engaging, involve and challenge.

## **Dramatization**

Dramatization is the practical ways of teaching language. It is concerned with the presentation of story or incident in its lively form. This technique is very useful for teaching Drama. It is also a training device of simulation, so it is also termed as simulated social skill training. The main tendency of dramatization is to follow up or imitate. The students are imitator by nature. They imitate their elders, especially, they are accustomed of imitating their teachers. On the account of this tendency, they grasp easily the dialogue, gesture and other activities. Dramatization has been defined in the Dictionary of Education as “Dramatization is the recasting into the form of a play or drama of a story or other material not already in dramatic form.” It is dramatic strategy. The student teacher has to play the role of student and teacher both. The student teacher has to teach a small lesson to his classmates assuming that they are his students and he/she is their teacher. Every student has to teach a lesson in this manner by rotation. The teaching is followed by discussion and suggestion. Thus teacher is an actor and deals with proper action according to the requirement of situation while teaching story, drama or other material. He should not be like statue. ‘The style and gestures are also explained as to how to speak and what to do on stage. Thus, dramatization is the way, by which the teacher present himself in the different character of the related story, drama or other material and it is well suited for the students.

## **Objectives**

- To develop the social skills for playing the roles in the situations. To develop the tendency and interest for healthy enjoyment.
- To develop the skill of effective conversation.
- To provide the understanding as real life situations.
- Teaching Steps in Dramatization
- Selection of incident or reference.
- Dramatization of the form of dramatization.
- Assignment of character.
- Importance of ‘Develop’ and ‘Dramatization’ in Teaching of English
- Assignment of role and dialogue as suitable to character.
- Dramatization of the technique to be used.
- Performance by pupil teacher after practicing.
- Review the role of teacher.
- Teaching is followed by discussion and suggestion.



### **Importance of Dramatization**

Dramatization is of great importance in teaching of language. It can be understood under the following points:

- Dramatization is very great important for the students of lower class.
- This method provides an opportunity for rehearsal prior to actual classroom teaching.
- The students come to know about the fact of life and they follow ideal characters and adopt ethical value in behaviour.
- It is useful for developing social values.
- The pupil teacher understands his own teaching activities through analysis, synthesis and evaluations of his own activities.
- It helps the students to become on ideal citizen and to serve the society.

### **Teaching Becomes Interesting Through Dramatization.**

- It increases the knowledge of subject matter and gives an opportunity to learn by action, which is well suited to the students.
- It develops confidence among the students and enables them to express their ideas.
- It provides immediate reinforcement for the modification of the behaviour of the pupil teacher.

### **Limitations**

Its limitations are as follows:

- It is not economic regarding time and money, as it requires much money and time.
- Sufficient time is not available for such a work.
- All types of incidents or reference cannot be dramatization in the class, so its use is seldom.
- Most of the teachers are passive to it. So they have to work hard to conduct it.
- It is time consuming process, so on account of security of means and time; it is used at minimum level.
- It cannot be used for developing specific teaching skills.
- Under this method, the learning situations are artificial so pupil teacher fails to present its real form and also faces the problem of undisciplined in the class.

## **TEACHING OF ENGLISH STORY**

### **(Meaning, Objectives, Method and Procedure)**

A story is the short prose compositions. The stories deal the very sensitive, touching to heart, attractive and character of life aspects of man. A story is dominated by literature and is written in an artistic way, hence is considered a composition. The smallness of story is the main feature. It is composition of so small size that can be completed in one

sitting. H.G. Wells considers it is small composition. It is also an effective method of teaching which is used for teaching small children, as they take keen interest in listening stories related to their life situation. It is recent development of English literature.

### **Meaning of Story**

A Story is similar to novel. Externally both appear same but there is significant difference between story and novel. A novel has its basic theme which is an essential aspect or soul of a novel, while a story may or may not have its theme. A story does not include secondary stories. It has its main strong or single story. A story may or may not have characters while in the novel it is the essential feature of characters. A novel is the total life while story is a part of it. A story has its effect on the readers. The universe of story is small while novel universe is very wide. The language of story is real and natural. A story is written on any event of life. The comparison between story and novel provides the understanding of story.

### **Origin of story in English Literature**

The short story is comparatively recent development in English literature. As early as Chaucer there were short stories in verse, for his Canterbury Tales are stories but into the mouths of travelling pilgrims. Hawthorne and Edgar Allan Poe, who, both by percept and example formulated the modern theory of Short Story writing, each laid stress on a final impression in the story, holding that alone was not enough. In a review of Nathaniel Hawthorne's twice-told Tales, Poe defined his principle as follows:

“A skill literary artist has constructed a tale. If wise, he has not fashioned his thought to accommodate his incidents; but having conceived, with deliberate care a certain unique or single effect to be wrought out, he then invents such incidents- he then combines such events as may best aid him in establishing this preconceived effect. If his very initial sentence tends not to the out bringing of this effect, then he has failed in his first step. In the whole composition there should be no word written, of which the tendency, direct or indirect is not to the one pre-established design. And by such means, with such care and skill, a picture is at length painted which leaves in the mind of him who contemplates it with a kindred art, a sense of the fullest satisfaction.”

### **Definition of Story**

A story telling and listening is very common in every society. The history and geography contents are taught in story form effectively. There are several definitions of the term ‘story’. Some of them have been in the following paragraph:

According H.G. Wells, “A story is an effective medium for educating people; generally we use stories for training and educating children.”

**According to Plato**, “Our body needs food and rest similarly our mind needs story and poem.”

The story listening provides mental satisfaction. The story writer H.G. Wells stated that a story is a small composition. It is descriptive and narrative prose. The real life is presented in an artistic way. Its main objective is enjoyment.

**According to Notastain and Dull**– “A story is the descriptive composition which emphasizes an event continuously so it affects the feelings and mind of the reader.”

**According to AdgarEllanPo** – “A story is the small composition which is completed in one sitting.”

A story is the small form of prose and composition. It describes the human life events in very touching, effective and artistic way. It is dominated by feeling aspect. It has great importance for training and personality development of characters.

**Characteristics of Story:** In the above definitions of story, the following characteristics have been enumerated;

- A story is the small composition of English literature.
- It is a small prose which is descriptive and narrative.
- It is an effective medium for educating and training small children.
- It is the need of our minds which provides mental satisfaction. It is very useful literature for children.
- A story presents the real life situation event in attractive and artistic way.
- A story is the small descriptive composition which is read in one sitting.

### **The objectives of story Teaching**

The above discussion of story characteristics and utility also reveal the objectives of story teaching. The following are the main objectives of story teaching.

- To provide the general awareness about life situations and world around them.
- To educate and train the children for social and cultural norms of behavior.
- To develop the vocabulary and language style.
- To develop the ability of imagination, observation, reasoning.
- To provide the situations for enjoyment and recreation.
- To develop the understanding about the reality and naturalness of life.
- To encourage and motivate the children for the ideal life.
- To develop the interest of students in English literature.
- To develop the social and national feeling among students.
- To develop the feelings and character of the students.

**Limitations of Story-telling Method:**

The following are the limitations of storytelling method of teaching.

1. This method cannot be used in higher classes.
2. The main stress is given on memorization.

3. The students are usually passive listeners in this method.
4. Every teacher cannot use this method effectively.
5. This method cannot be used in teaching all the schools subjects.
6. It does not provide the opportunities for student's participation in class room teaching.

### 3.3 (B) TEACHING OF POETRY

• **What Is Poetry:** Musical and Metrical form of language is poetry. Poetry is a thing of form, beauty of thoughts and beauty of emotions. Poetry is mound sound than sight. It appeals principally to the ears and heart than eyes. It is not so much read but sung. It is not so much seen, but heard. It is not so much be thought of, but to be enjoyed.

#### DEFINITIONS OF POETRY

##### According to Hudson

“Poetry is made out of life, belongs to life and exists for life”

##### According to Matthew Arnold

“Poetry is the criticism of life”

#### FEATURES OF POETRY

- Poetry is the best words in their best rhythmical order.
- It is musical and metrical form of language.
- Poetry is a thing of beauty of form, beauty and ideas, thoughts, and emotions.
- Poetry is best form of composition fir expressing feelings, thoughts and emotions.
- Poetry is the best form of English literature.
- It is a source of enjoyment and encouragement.
- Poetry is simple and passionate expression.

#### VOCAB OF POETRY

POEMS: “A piece of writing set out in short lines with noticeable rhythm”.

POETRY: “literary work in the form of poems”.

POESTS:” someone who writes the poem”.

#### Objectives of Teaching Poetry:

- To enable students to appreciate the poem namely.
- To enable students to read this poem with correct rhyme and rhythm.
- To enable them to understand the idea of the poem
- To communicate the pupils the exclusive message of the poem.
- To enable students to enjoy the music of the poem.
- To enable students to develop their creativity.

#### Methods of Teaching Poetry

- Lecture method.
- Lecture-cum-song method.
- Question-answer method.

- Review method.
- Meaning and understanding.
- Explanation technique.
- Parallel quotation technique.
- Narration technique.
- Model reading.

### **Importance and Arguments in Its Favour**

- Poetry is regarded as the noble thoughts and noble emotions caught in noble language.
- Its main importance in the class room is that it brings the students into contact with the human nature and also with feelings and aspirations of great souls.
- It enriches their emotional life and develops the aesthetic sense among them.
- Students get pleasure through rhythm and rhyme of poetry.
- Children are very fond of poetry due to its musical sounds and rhythms. Hence poetry occupies an important place in school curriculum.
- It is English poetry which makes the whole syllabus loveable and attractive.
- It also adds to the variety and attentiveness.
- It also adds to the variety in English course.
- For a student who has to memorize a good ideal of language material, poetry makes his work easier and simpler to a good extent. The reason is that poems can be memorized easily and quickly as compared to prose.
- By studying poems students can develop their power of imagination.
- Pattern practice is also possible with the help of poetry. In poetry very often we find that there is repetition of certain patterns or sentences. The readers get a chance of going over that time again and again. Thus they get practice and the patterns are registered in their minds.
- In the learning of language, poetry is of unique importance. But it is rather pitiable to notice its present position in Indian schools. If we examine some school class where English is being taught, we are astonished to see the realities about it. In a large number of schools the teacher dictates summary or the central idea of the poems. He/she does not speak of reading the books and the students do not even buy the books. In some cases the poems are simply translated into mother tongue. Perceiving this type of pitiable condition, a group of thinkers are of the view that English poetry should not be included in the school syllabus. The different arguments put forth by them are explained below.

## Steps in Teaching Poetry

“A successful poetry lesson should leave the pupils with some insight into the delight or beauty that is portrayed.” -Max Eastman

### 1. Introductory Phase

“A good poem is a complete whole” - Ryburn

First of all, gist of the poem is given by the teacher in a few lines. In this way teacher will prepare atmosphere for the poem. Here teacher may use mother tongue if students do not follow the English language.

**2. Model Recitation (1):** In this phase teacher is reciting the poem in clear tone, with a musical voice, with a proper stress, intonation and gestures. The students listen to the teacher with their books shut, which will help them to follow the musical tone of the poem.

**3. Pronunciation drill:** It is conducted by the teacher where he himself pronounces the difficult words one by one and asks pupils to pronounce them correctly. The teacher repeats this exercise till the students learn to pronounce the word correctly.

**4. Model recitation:( 2)** “One reading of course is not enough. It must be read two or three times.” Ryburn.

The second model recitation is also given by the teacher. This time students should be asked to look at their books and listen attentively and the teacher will recite the poem in a modulated voice as before.

**5. Meaning of difficult words and phrases:** Teacher tells the meaning of such difficult words and phrases which create hindrance in the comprehension of the poem. Clarity of comprehension brings out the beauty of the figures of speech and throws light on the ideas involved.

**6. Model Recitation:** This reading is given by the teacher after the poem is explained completely to fix the image of the poem in the minds of pupils.

**7. Imitation reading by the pupils:** Imitation reading by the pupils is also called as individual recitation. Here teachers ask two or three pupils to recite the poem one by one. This helps them to capture the correct pronunciation, intonation, stress and other rise and falls of the voice regarding the poem.

**(a) Comprehension Questions:** At this stage teacher puts some question to the students in order to test their comprehension of the poem. These questions should be simple and should not break the continuity of the poem. The number of comprehensive questions depends upon the feelings and ideas of the poem.

**(b) Appreciation Questions:** Appreciation questions are to make clear the beauty, feelings and main idea of the poem.

**8. Choral Recitation:** At this stage pupil will recite the poem in chorus. It helps them in overcoming shyness.

“Read each poem twice, give the children time to form their own impressions, invite them to criticize and help them in doing so. Let the poetry period as the period of joy. Let them choose the poems which are to be learnt by heart. Thus we can develop a taste for poetry and train their ears to the beautiful sounds.”

## **CONCLUSION**

It is a fact that the aim of teaching and learning English in India is utilitarian. It is true that the language and content of English poetry are unusual yet there is not any justification for excluding poetry from the school English course. Poetry can help in all round development of a child, if it is taught well in the school. There is immense value of teaching poetry in schools. By comparing and contrasting the arguments of both the groups, we can conclude that the arguments put forth by the group in favour of poetry outweigh those given by the former. It has tremendous appeal for children and it is the best way of exciting their love for the language. Poetry has a special appeal for the aesthetic and intuitive side of child's personality. Personally I am also of the view that poetry is must for the learners of English language. So it should be given the privilege position in the school syllabus prescribed for school going children in India.



### 3.3 (C) TEACHING OF GRAMMAR

*“Grammar is a study of language by specialists, made in order to establish the rules and principles which are followed more or less unconsciously instinctively by the native speakers.”*

–Chapman

#### INTRODUCTION

People must have started speaking one language or the other before the study of grammar came in. It is widely recognized that Language is a notable distinction in man. It is admitted that it was the language that came first and then came its grammar. Grammar is the theory of language. It is the study of the organization of words into sentences. Plato and his disciple Aristotle were the first to take up the subject of grammar, seriously. The first Latin grammar was written on the model of the Greek Grammar. English grammar was written on the basis of Latin grammar. The classical pattern necessitates at through mastery of the grammatical rules and nothing more and nothing less. Grammarians hold that the brief study of a language could only be learnt when its grammar was studied. However, the supporters of Direct Method of teaching English lay emphasis upon the formation of speech habits through oral knowledge. They regard language learning more a matter of skill than of knowledge. They altogether discarded the study of grammar. They were of the opinion that in language learning oral work plays an important part; grammar plays only a subsidiary part. It deals with the function of words in a sentence. Since grammar and not preceded the language, as such, it should be taught only when pupils have acquired.

**Need of Teaching:** In order that we may decide for ourselves our approach to the study of grammar, we should know what grammar means to us. This is important view of the fact that curriculum, the methods of teaching, its purpose and value have been the subject of controversy in recent years. Grammar is the science of language. It is analytical and terminological studies of sentences. Grammar is divided in two parts:

1. **Syntax:** (that branch grammar which deals with the structure of sentences)
2. **Morphology:** (study of word and parts of words).

Every language has its own grammar. Whether it is one's own mother-tongue or a second language that one is learning, the grammar of the language is important. This is because acceptability and intelligibility, both in speech and in writing within as well as outside one's own circle or group, depend on the currently followed basic notions and norms of grammatic ability. A knowledge of grammar is perhaps more important to a second learner than to a native speaker. The native speaker has intuitively interested in the grammar of the where as the second has to make a conscious effort to master those aspects of the language which account of grammatic ability. It is therefore necessary for us, to whom English is a second language, to learn the grammar of the language.

## DEFINITION

**According to Chomsky**, it is “simply a system of rules that in some explicit and well defined way assign structural description to sentences.”

**Dr. Sweet**, has defined “grammar” as “the practical analysis of language, its anatomy.”

**Dr. West**, “Grammar is not a code of rules, it is, like etiquette and table manner, a statement of convention; it summarizes what is done by cultural people; and like etiquette, it is in state of constant change.”

## CHARACTERISTICS OF GRAMMAR

1. Grammar is the theory of language.
2. It is the study of organization of words into sentences which is based on certain rules.
3. English grammar was developed and written on the basis of Latin grammar.
4. Every language has its own grammatical norms.
5. Grammar is a major component of language, which establishes the relationship between words.
6. Grammar presents the facts and rules of a language, arranged into certain categories and stated in the forms of general rules.
7. Grammar has not the coded rules; it is, like etiquette and table manners of speaking and writing a language.
8. Grammar is a study of characteristics of a language. It has been made in order to establish the rules and principles which are followed by the speakers and writers.
9. Language is constituted in a meaning arrangement of words and sentences by its grammar.

## Grammar Has Three Different Meaning

1. The 1st meaning “Grammar is the set of formal pattern of arranging of a language.
2. The 2nd meaning “Grammar is the branch of linguistic science and analytical aspect of a language”.
3. The 3rd meaning “Grammar is linguistic etiquette or norms”.

## AIMS/OBJECTIVE OF TEACHING GRAMMAR

1. To develop students’ insight into the structures of English language.
2. To develop a scientific attitude about the language.
3. To enable the pupils to express their ideas logically and correctly in speech and writing.
4. To teach grammar as a rule- governed behavior and not as mere rote learning.
5. To enable the pupils to develop their understanding about the rules of English grammar through use and practice of its structures.

6. To develop their mental abilities of reasoning and correct observation.
7. To enable the students to assimilate the correct patterns of the language without rote memorization.

During the first year only function of the words and the ways in which they are used should be taught. It includes:

subject and predicate, subject and verb; use of small and capital letter's, use of full stop, comma and question mark; singular and plural; simple present, past, future tenses; use of first, second and third persons; genders. During second and third years, sentence pattern, phrase-pattern, structural words and the ways in which English uses a few inflexions, should be taught. At the senior these should be followed coupled with analysis, direct and indirect narration, transformation, compound and difficult sentences.

1. **Perspective:** it is also called or theoretical grammar. It is the old traditional grammar. It has the main emphasis on rules and forms. It ties language with rules. Its limitation is that it does not consider change in language whereas change in rules is must. Grammar laid down emphasis on the use of rules for all times did not take into account the changing usage of English. Such grammar was called prescriptive grammar, as it prescribed rules for everyone to follow without questioning. In the classrooms, the teaching of such grammar was called Formal grammar, as they proceeded from rules and definitions to examples. As we know, even these rules of language were not universal and there were many exceptions to them.

e.g: Plurals: book-books, boy-boys, child- children

2. **Tenses:** walk-walked, (past tense), but go-went In teaching formal grammar the ever changing nature of the English language and using meaningfully were totally ignored.
3. **Descriptive:** Descriptive grammar is also called functional grammar. The main emphasis is laid on the functional side of the language. It covers the part of grammar which has functional utility in language. It changes according to the changes of language. It is not theoretical teaching but it is taught with the teaching of language items. Grammar which follows usages as it develops and describes it from time to time is called descriptive grammar. It takes note of new usage and describes from time to time in communication. In classroom teaching, such grammar is called functional grammar. It is grammar which functions in speech.
4. **Scholarly Traditional:** This type of grammar was developed by the scholars of universities. In developing it, they bibliographic reference, critical evolution of the work of predecessors and through documentation from English literature. The Weakness of these types of grammar is diversity.
5. **Structural:** L.L Fries, an American linguist, was the founder of this type of grammar. This grammar emphasizes on the structures of sentences. The descriptive linguists are much influenced by it. But it is not a complete system.

**6. Transformational Generative:** According to this type of grammar, sentences are two types:

- a. **Basic Sentences:** Basic sentences are the base or true form of sentences which cannot derive from anywhere e.g. the girl is dancing.
- b. **Transformed Sentences:** The transformed sentences are derived from the basic sentences e.g. the girl is not dancing. Is the girl dancing?

### **Advantages of Grammar**

- Grammar is essential for correct and adequate expression of language.
- Grammar helps us to follow the maxims of learning a language psychologically, from simple to difficult and from concrete to abstract.
- Grammar gives an insight into the structure of a language, and also helps to draw out the meaning of a sentence or pattern.
- Grammar is a complex system and decoding it needs a logic which grammar provides.
- Knowledge of language is systematized in the set of rules of grammar.
- Grammar develops a criterion by which to judge a language.
- Grammar develops mental faculties as it provides a useful vehicle for expression of thought of all kinds.
- Grammar is equally important in enabling us to write correctly and to convey a specific of the word used therein.

### **Disadvantages of Grammar**

- Grammar does not deal with the language in its entirety, it limits its utility to one part of language which may comprise of parts of speech, idioms, phrases, proverb, fluency, articulation, vocabulary and colloquial expressions.
- Language is a total sum of ideas and notions, and grammar does not provide them. A language without concept is lifeless and worthless too.
- Grammar does not provide for practical aspects such as style and rhythm of expression in both speech and writing. It limits itself to parrot-like repetition of rules which at times hinder the use of language.
- Grammar is a hindrance to learning of a foreign language. In the words of palmer, “It actually hinders the spontaneous learning of foreign language.
- It has been seen that the knowledge of grammar does not help write correctly. It has been after seen that a student writes a rule correctly, but when it comes to its application part, he takes as to its practical use.

### 3.4 DEVELOPING AND USING AUDIO VISUAL AIDS

#### Meaning of Audio-Visual Aids

- The Sensory objects or images which initiate or stimulate and reinforce learning
- It helps the process of learning i.e. motivation, classification and stimulation.
- It makes dynamic learning experience more concrete, realistic and clarity establishes co-relate and co-ordinate accurate concepts, interpretations and appreciation enables him to make learning effective, interesting, inspirational and meaningful.

#### Concept of Audio-Visual Aids

- Audio-Visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning, facilitates for clear understanding.
- A Chinese proverb: “If I hear I forget, If I see I remember If I do I know” say the importance of perception in teaching learning situation.
- Seeing- 87%
- Hearing-07%
- Odour- 03%
- Touch-02%
- Taste-01%

#### Need and Importance of Audio-Visual Aids

- Improving and make teaching effective.
- Making learning interesting and profitable
- Quicken the phase of learning
- Economies teacher effort
- Foster/ Develop the knowledge
- Overcome possible hurdles during the act of hurdles.
- Stimulate Curiosity
- Provide Concrete experience or direct contact with reality or serves as a source of information and life likeness in the teaching-learning situation.

#### TYPES OF AIDS:

##### Projected Aids

- ☐ Films
- ☐ Film Strips
- ☐ Opaque Projector
- ☐ OHP-Over Head Projector

## Non- projected Aids

Audio-Aids	Graphic Aids	Display Boards	Activity Aids
<ul style="list-style-type: none"> <li>✓ Radio</li> <li>✓ Television</li> <li>✓ Recordings</li> </ul>	<ul style="list-style-type: none"> <li>✓ Charts</li> <li>✓ Cartoon</li> <li>✓ Diagrams</li> <li>✓ Flash Cards</li> <li>✓ Graphs</li> <li>✓ Maps</li> <li>✓ Photographs</li> <li>✓ Pictures</li> <li>✓ Posters</li> <li>✓ Model</li> </ul>	<ul style="list-style-type: none"> <li>✓ Black Board</li> <li>✓ Bulletin Boards</li> <li>✓ Flannel Boards</li> <li>✓ Magnetic Boards</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstration</li> <li>✓ Experimentation</li> <li>✓ Field Trips</li> </ul>

## COMMON CLASSIFICATION

### Auditory Aids

Any instructional device that can be heard but not seen. Eg: Tape records, Microphones, Amplifier, Ear phones

### Visual Aids

Any instructional device that can be seen, but not heard. It has 2 types:

Not requiring Projection: E.g. Chalkboard, Flannel Graph, Exhibits, and Posters etc.

Requiring Projection E.g.: slides, Film Strips, OHP etc.

### Audio-Visual Aids:

Any Instructional device that can be heard as well as seen. E.g.: Sound Films, Closed/Circuit Television.

### Computer Assisted Language Learning:

- Computer Assisted Language Learning (CALL) may be defined as the search for and study of applications of the computer language teaching and Learning.
- Computer Assisted Language Learning (CALL) was the expression agreed upon at the 1983 TESOL Convention in a meeting of all interested participants. This term is widely used to refer to the area of technology and language teaching.

### Types of CALL Activities

- Multiple Choice & True False

- Gap Filling exercise
- Matching
- Re-ordering / sequencing
- Crossword puzzles
- Simulation
- Writing & Word-Processing
- Web Publishing
- Online Communication

### **Roles of the Computer in Language Learning and Teaching**

- Computer as tutor for Language drills or skill practice.
- Computer as a tool for writing, presentation and researching.
- Computer as a medium of global Communication.

### 3.5 INNOVATIVE PRACTICES:-

The word “innovation” is used to describe a product or development that is “new” or “enhanced” in some way. True innovation does exist and can be recognized, but it is a complex and relatively rare phenomenon that is context-specific.

**Innovation can be defined as:-**

An improvement, a change

Something new

Something that did not exist before

Something that is new in a specific context

All of the above combined

Any of the above, but only when successfully implemented

### Innovations in Language Learning

**1. Online corpora:** - A corpus is a collection of texts. Corpora, the plural term of a ‘corpus’ refers to electronic authentic language databases that can be available via the internet or as software installed on desktops. Now Corpora has been made available for studying linguistic structures, frequencies, etc.

### 2. Online Continuous Professional Development:-

The Internet has made possible that teachers connect with other teachers to seek knowledge that will make a difference in their lives and in the lives of those they teach Professional Development Courses are available online, some of them charge a fee to enroll and some of them are offered for free.

### 3. Mobile Learning:-

The development of mobile technology and the proliferation of smart phones have enabled many of us to access the internet and a huge variety of apps on the go.

### 4. Communicating with People Online:-

There are numerous ways to communicate online with people outside the classroom; these are some of the most used tools to communicate

1. **Skype** is for doing things together, whenever you’re apart. Skype’s text, voice and video make it simple to share experiences with the people that matter to you, wherever they are.
2. **Zoom** offers you HD video, HD Voice with dynamic voice detection, full screen and gallery view, dual stream for dual screen and feature-rich mobile apps for iOS and Android Video Conferencing. Video conferencing (VC) continues to be a highly efficient way of inviting visitors into classrooms and for enabling learners to collaborate with each other at distance.



**Video Conference helps to:**

1. Expose learners to native English speakers and for facilitating cultural exchanges.
2. Bring specialist English teachers into classrooms for direct teaching.

There are many free solutions available, such as Skype, chat and Face Time or Flash Meeting which are free from advertising and free of charge.

**5. Digital Game-Based Learning**

Game-based learning today involves the use of computer and video games specifically aimed to produce learning outcomes. It is designed to balance subject matter and game play, and later assesses the ability of the learner to retain and apply the acquired knowledge to real-world scenarios.

**Activity**

1. Go to the web and find some appealing games that you would use in an English classroom to reinforce any topic that you have in mind. What Criteria did you use to choose that game?

**6. Mobile Technologies**

Mobile Technology is everywhere and you can argue that mobile phones and what they offer are by far more entertaining than the average class. Do you restrict or encourage their use in the classroom?

**Activity**

1. Go to the play store or appstore which are two of the most used platforms to download apps and search for the most useful apps that you would recommend to learners to improve the linguistic skills. What criteria do you use to choose those apps over the hundreds available online?

**7. Blended Learning**

**Blended learning** is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

**8. Technology in Assessment**

The range of skills that modern assessments attempt to evaluate is quite broad and reflects our current views on teaching and learning. It might for example include assessing the students' ability:

1. To participate in a pair work oral activity.
2. To skim a text and quickly look for key information.
3. To tell a story.
4. To follow instructions.
5. To plan and organize an article.
6. To write for a specific group or genre.

### 3.6 USE OF LANGUAGE LABORATORY FOR PROMOTING LANGUAGE PROFICIENCY

- **Language Laboratory:** -Language Lab or Laboratory is a dedicated space for foreign language learning where students access audio or audio-visual materials.
- They allow a teacher to listen to and manage student audio, which is delivered to individual students through headsets or in isolated sound booths.
- These labs provide a very different experience from the traditional system of teaching and learning languages, offering more advanced features and functionalities.

**Objectives of Language Lab:** To equip the students with goocommunication skills.

- To emphasize the need for English in the technical world.
- To prepare them for interviews and future job environments.
- To train the students in the art of conversation and discussion.
- The club is intended to inculcate literary taste, develop spoken and debating skills and the skill of creative writing among the students.
- To learn at one's own pace.

#### How It Promotes Language Proficiency? (How this Entire Concept Works?)

- Essentially language laboratory is a self learning device.
- It enables the learner to hear the language spoken from recorded tapes and to practice speaking in the same manner.
- The language laboratory concentrates on listening (understanding) and speaking, leaving the other two processes reading and writing to be developed later.
- While speaking, it aims at the development of correct pronunciation, intonation and accent. It also develops an ability to use the words, idioms and phrases in the language in the correct way.
- Finally it helps the learner to communicate his/her ideas effectively in the language. It enables the use of same material by a group of about 20-25 learners at a time.

### THE ROLE OF LANGUAGE LABORATORY IN DEVELOPING LANGUAGE SKILLS

#### 1. A language lab is Practical

Learning a new language just by studying the theory is not enough to guarantee a successful language learning experience. Language labs provide practice in an entertaining and interactive way to acquire the 4 main language skills: listening, speaking, reading, and writing.

- **Self-Learning:** The student progresses in a self-guided but structured and progressive training to achieve the goals and objective set by the school or educational body.
- **Complimentary:** Language labs allow students to reinforce material learned in class by putting them into practice through interactive activities.
- **Monitoring and Evaluation:** Teachers know the progress of each student and receive reports of strengths and weaknesses to better adapt the classroom activities.
- **Use more Resources and Varied Activities than in a Traditional Classroom:** Language labs allow students to practice the language with a much wider variety of activities and exercises based on the computer. Learning occurs in a structured way, in a real context and visually attractive way that immerses the student in the language learning environment and promotes language use. The students can watch videos, practice their pronunciation through a speech recognizer, learn new vocabulary, and much more.
- **Language Labs allow for Diversity in the Classroom:** Language laboratories provide teacher attention to students, especially in the case of schools with different levels because as interactive courses, language labs are tailored to the individual needs of students. On the other hand, thanks to monitoring and evaluation in real time, the teacher knows exactly what course objectives pose major difficulties for the student time and can reinforce the class accordingly.
- **Labs foster Communication in the Classroom:** Language labs also encourage communication student-teacher as well as student-student with activities and exercises essential to oral communication and the understanding of the language.
- **The Teacher takes on a more Important role in the Language lab:** There is a big fear in the education world that technology will replace the role of the teacher and the position will become obsolete entirely. The language lab debunks this myth because it provides supplementary materials that only facilitate the role of the instructor rather than compete with it. The teacher can then focus on the important parts of the course rather than waste time explaining everything. The structure of the language lab courses also facilitate the work teacher puts in when preparing lessons and allows them to prepare them in less time and with a greater volume of interactive resources. The course then collects the student information and provides instantaneous reports of the lesson's progress against objectives; the teacher uses this information to guide the direction of the class.
- The language laboratory allows every participant his or her privacy to speak and listen.

### 3.7 FORMATION OF LANGUAGE CLUB

- **Organizing various activities for promoting functional competencies in English Language (Quiz, role play, elocution, literary club, debates, etc.)**
- **LANGUAGE CLUB:** -Language clubs are groups where like-minded language learners can meet up online or in-person to increase the communication skills of their students/ group members of that particular language.
- For e.g.: English language club is a place for language learners to use English in a casual setting.
- It enables people to practice and improve their spoken language skills.
- Importantly, Clubs encourage learners to take part in their club activities and progress to more formal language learning when they are ready.

#### **Promoting functional competencies in English Language:**

- English being an International Language is an important discipline of the curriculum. Language club activities help students to increase/improve their communication skills. Language Club helps to boost the confidence in students so that they can freely communicate.
- The good thing about creating an English club is giving chance to students to learn English with fun and it is also a place for students to improve their English.
- The Club paves the way to students to build up their personality, discover, understand and become themselves and develop their cultural competences.
- Different activities are conducted for students based on all the four skills i.e., Listening, Speaking, Reading, Writing and vocabulary development. Keeping in consideration the poor communication skills, students are encouraged to communicate formally as well as informally.
- It encourages students to use language in a relaxed atmosphere and away from the class pressure. In addition it enhances ties of cooperation between students and teaching members.

#### **Objectives**

- ☐ To provide a recreational and consolidating opportunity for students to learn and practice English/ any particular language.
- ☐ To create an awareness of themselves as individuals with special different talents and capacities
- ☐ To give vent to students' creative talents
- ☐ Provide an encouraging atmosphere for students to express personal views about whatever they choose
- ☐ Enhance students' learning opportunities

- ☐ Engage them in cooperative tasks
- ☐ Develop students' personality
- ☐ To make the students feel confident and comfortable using English language.
- ☐ To provide the students a casual platform to speak English confidently.
- ☐ To overcome the fear of English language among the students.
- ☐ To enrich the students' English vocabulary.

### **Why Organize Activities to Improve Language Learning**

- Language learning can be 'high stakes' or pressurized and games can help with this. People can often feel stressed when learning languages, particularly if English is studied as an academic subject and their future progress depends on learning the language,
- People can also suffer from lack of confidence when they learn a second language. This is because although it is natural to make mistakes when learning English, it does not feel 'good' to make mistakes. Games can help if they lower the pressure or stress of learning,
- Research has shown that people who are very motivated about a language, learn more effectively than those just learning to clear their exams, or for the sake of ticking eligibility boxes. In such cases, games that promote friendly competition can help with motivation in classrooms.
- **Quiz:** Team interaction
- Build motivation
- Help students remember what they learned: The quizzes help the student to learn with practice, as they allow the students to think back to the information previously learned and remember them while quizzing.
- Develop quick strategic thinking
- It improves problem-solving skills
- It's fun
- **Role Play / Skit**
- Creating short skits or plays in English are fun language exercises.
- Enhance the speaking skills, and to inculcate confidence in the students
- Developing linguistic competence.
- Helps create a complete conscientious (careful to do something correctly and well) personality.
- Able to make connection between theoretical & concrete practical things.

## Elocution

Elocution is the study of formal speaking in pronunciation, grammar, style, and tone as well as the idea and practice of effective speech and its forms. It stems from the idea that while communication is symbolic, sounds are final and compelling.

- **Elocution helps build on communication skills.**

Build on his speaking and communication skills. This includes a discarding of the regional twangs and mannerisms and acceptance of the globally understood neutral accent.

- **It helps to improve grammar.**

Defeat linguistic indolence (avoidance of activity)

- **It builds confidence and makes use of style**

How to conduct themselves in public, use the right words to express themselves and project their voice with the right confidence.

- **Promotes the love of the written and spoken word.**

Been great orators. Through their experiences one learns to value the art of speaking and reading.

- **Promotes a way of speaking that expresses identity and aspiration**

Accentuated emphasis on speech leads to an expression of distinction and power in society. The better the child speaks and converses the better his or her chances of being successful in his career and life.

## Literary Club

Literary club was formed to develop the speaking and writing skills of the students. Throughout the year various activities and competitions are organized for the students to develop the literary skills of the students.

- To develop the writing skills, assessment is done where in the children learn to express their ideas in clear and grammatically correct English. They also learn how to plan, organize and present their ideas by comparing and contrasting ideas; they also learn how to present their ideas by using appropriate style and format. They also learn how to expand notes into longer pieces of composition creatively.
- The students develop the cohesion and correctness of structures and vocabulary. Use of appropriate tense form, prepositions, articles and connectors they also learn to use correct mechanics of writing correct spellings, punctuation marks and capitalization.
- To develop the communication skills and confidence various activities are planned throughout the year like Debates, Elocution, speeches, storytelling, talk shows, seminar, quiz, symposium, dialogue conversation etc in which the children learn how to use correct intonation and pronunciation.
- The literary club promotes writing skills by organizing story writing, poem writing, slogan writing, lime rill and report writing, paragraph writing, article writing activities in the school.

## **DEBATES AND DISCUSSION**

- Club debates or discussions are the most popular type of English club activity. They let people use English in a more natural way than in a classroom.
- It helps to have a new discussion topic for each meeting. This helps keep conversations from being too repetitive. It also encourages club members to learn new vocabulary words.
- Debate is a great way to improve the students' speaking skills. It also allows them to do research and read more texts in English. During the process, they can widen their vocabulary too. Most of all, their critical thinking skills are enhanced.

# **UNIT- IV**

# **PROFESSIONAL**

# **GROWTH AND**

# **EVALUATION**

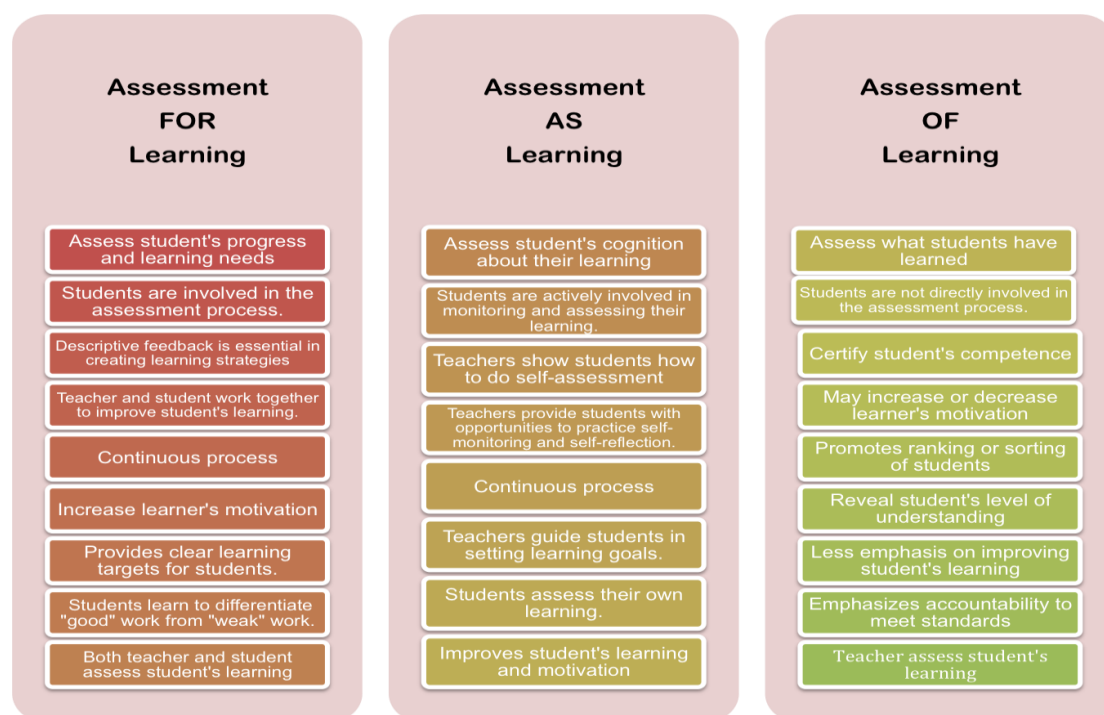


## 4.1 ASSESSING LANGUAGE SKILLS:

- **Assessment:** Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development.
- Assessment is a process of collection of data to understanding state or condition of thing or issue by observation and measurement. Through this evidence of students achievement can be evaluated.
- It is used to collect information with respect to objective or goal.

## THE NATURE OF ASSESSMENT

- Assessment of learning
- Assessment for learning
- Assessment as learning



## LANGUAGE ASSESSMENT

- Language assessment is any process used to gather information about student learning to improve or facilitate language learning.
- It is a measure of the proficiency a language user has in any given language.
- A language assessment cover four key skills: reading, writing, speaking and listening.

## **ROLE OF LANGUAGE ASSESSMENT**

- Assessment plays a key role in the teaching and learning of a second language.
- Teachers can verify that their students are actually learning.
- Through language assessment in classroom a teacher can:
  - Integrate teaching and learning
  - Improve students' learning
  - Improve teaching
  - Language assessment provides guidance on the decisions teachers need to make in the classroom

## **PROCESS OF ASSESSMENT**

- Gather information about what students know and can do.
- Use different ways to collect information. For example
  - Observation
  - Question and answers
  - Interactions
  - Interviews
  - Debates, presentation, role-plays, essays, etc.
- Interpret and judge the information.
- Make decision based on these interpretations.
- Repeat the process
- The four language skills that teacher assess are:
  - Reading
  - Writing
  - Listening
  - Speaking

These skills should be integrated during assessment and not tested individually. Grammar, vocabulary and phonology are not valid assessment as isolated items. A grammar or vocabulary test must be assessed within the realm of skill assessment.

## **THERE ARE TWO THINGS THAT MUST BE CONSIDERED WHEN ASSESSING LANGUAGE SKILLS:**

- **Performance**
- **Competence**

**Performance-** how a student carries out a certain act or task.

**Competency-** it's his/her ability to accomplish the objective or goal of the task using the integrated skills.

A performance does not demonstrate true competence.

A student may possess the competency to achieve the task, but his/her performance may not result in the achievement of a given task due to illness, emotional distraction, etc.

## **ASSESSING LANGUAGE SKILLS STRATEGIES:**

### **ORAL**

Oral language is a complex system that connects sounds and meanings, which humans then use to communicate with one another via speaking and listening. It is actually made up of five distinct components that work together to create meaning from sounds. Those components are vocabulary skills, phonological skills, syntax, morphological skills, and pragmatics. Together, these skills make up the foundation of someone's reading and listening comprehension abilities. Oral language skills take time to develop and consistent effort to master.

### **Oral Assessment Includes**

- Oral interviews
- Story retelling
- Monologue speaking
- Dialogue speaking
- In multilingual speaking there is a picture description, picture differences or discussion on any topic in Multilanguage. And then differences in fluency, vocabulary, grammar etc can be noted.
- **WRITTEN:** -To assess writing, select writing assignments that match the age and grade level of students. Use topics that are familiar and interesting to students and that will generate writing styles commonly practiced at their grade level. You can use what you learned in your needs assessment about students' interests to select these topics.
- Writing topics should be on relatively meaningful, common themes, such as describing a favorite relative or explaining a particular study skill.
- Provide a choice of several topics. By giving options, you increase the possibility that a student will be interested enough in at least one of the topics to write about it.

### ■ **GAP- FILLING**

- E.g. write out the complete sentence.
- Meena .....school.....bus

### ■ **RE- ORDERING WORDS/ SENTENCES.**

- E.g. write the sentence correctly.
- He/Mohan/for help/asked

**► CAPTION WRITING**

- E.g. look at the picture and write four sentences about the people in the picture are doing.

**► DICTATION****► PARALLEL WRITING**

- E.g. read the following paragraph about meena's day and write a similar one about your day.

**► SUMMARISING**

- E.g. read the following text, and find out what the main ideas are and write them in your own words.

**► ANSWER QUESTIONS**

- E.g. answer the following questions and write a paragraph.

**► QUICK WRITING**

- Students write as much as they can in a given time(e.g. 5 minutes) on a topic

**► FREE WRITING ACTIVITIES**

- Describe and identify
- Story construction
- Exchanging letters

**Importance**

- The level of task should be appropriate according to students need and interests.
- Tasks should reflect student's language level, age, and cognitive development.
- All students to give equal opportunity to demonstrate all their language knowledge and abilities.
- It should be engaging and fun for students.
- The scoring scheme should inform teachers and students where the student should be, where they are, and what they need to get there.
- Students are the central Part of the assessment process.
- Teachers should provide guide and feedback.

**PEER ASSESSMENT**

- Peer assessment is a group activity that allows students to evaluate the work of their peers.
- Peer assessment takes the attention from the teacher and puts the students at the centre of the classroom as they become actively involved in their learning.
- **GROUP ASSESSMENT:** - Group work is a method of instruction that gets students to work together. There are various benefits and challenges that come with preparing,

developing and facilitating group work with teaching and learning practices. As an assessment task, groups often develop or create a product or piece of work to demonstrate learning and understanding of a particular concept. The assessment may be on the final product or understanding, or on the process of developing that product or understanding. Whilst the benefits of group work are well documented, the challenges of allocating marks and feedback to individuals within that group can be a challenge.

## **BENEFITS**

- Students develop 21<sup>st</sup> century skills such as Reflection, Critical thinking, Communication and Listening
- Students are actively engaged in learning and this may enhance learning
- Students will be more willing to listen to feedback from peers than from their Teachers
- It reduces the marking workload of the teacher
- Students can identify how they learn and what are their weaknesses

## **DRAWBACKS**

- Time consuming for students.
- Negatively affected by group collusion.
- Difficult for learners who are struggling academically.
- Unenjoyable for some students.
- Used to grade some students unfairly.

## **MINIMIZING WEAKNESSES**

The Teacher can minimize the weaknesses by:

- Training students how to evaluate a piece of work and also in skills of communicating and listening.
- Use a rubric or a checklist that clearly outlines what students are to look for when marking work.
- Monitoring students during lessons so meaningful feedback can be given.

## **4.1 ( B )ASSESSMENT WITHIN AND BEYOND CLASSROOM:**

- At the classroom level, a range of assessment strategies can be used to understand students' growth in these areas. The direct assessment of students' course grades were the accumulation grades of assignments, projects and exams. Course grades from all subjects were collected. These data, once accumulated for more than one term, will provide very effective assessment to check student in-class performance with the instructor's expectation as well as student learning and project goals. However, it is the indirect assessment activities that not only provided students great opportunities for constructive feedback , suggestions for instructional improvement,

and their learning experiences beyond classroom but also make students feel respected in the process of learning.

## **CONCLUSION**

- Peer assessment has been shown to be effective in a variety of contexts and with students of a wide range of ages and abilities, particularly when organized and delivered carefully to meet the objectives specified (although of course this latter is true of other pedagogical techniques). The reliability and validity of peer assessments tends to be at least as high, and often higher, than teacher assessments.
- Peer assessment requires training and practice, arguably on neutral products or performances before full implementation, which should feature monitoring and moderation. Given careful attention, a developmental process may be started that leads toward more sophisticated peer assessment, and the delivery of plentiful feedback that can help learners identify their strengths and weaknesses, target areas for remedial action, and develop meta cognitive and other personal and professional skill.

## 4.2 CONSTRUCTIVE APPROACH TO ASSESSMENT: RUBRICS, E-PORTFOLIO, JOURNAL WRITING & OPEN-ENDED TEST

▣ **CONSTRUCTIVISM:** - Constructivism means student construct their knowledge by connecting present knowledge with existing or previous knowledge. Constructivism is student's centered learning process.

▣ **ASSESSMENT:** -Assessment is an ongoing process of gathering, analyzing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment is a broad term that includes testing. A test is a special form of assessment.

### ▣ **CONSTRUCTIVE APPROACH TO ASSESSMENT:**

Assessment- used for improving both student's learning & teacher understands of his students.

▣ Assessment- ongoing process along with learning.

▣ Purpose- to improve the quality of students learning, not to provide evidence for evaluating or grading.

## APPROACHES FOR ASSESSMENT ACCORDING TO CONSTRUCTIVISM

### (A) Rubrics

▣ Rubrics are an authentic assessment tool used to measure student's work.

▣ Rubrics are a guide listing specific criteria for grading or scoring a performance, a product or a project.

▣ Rubrics are sometimes called "criteria sheets", "grading schemes" or "scoring guides".

### TYPES OF RUBRICS

▣ **Holistic:** single criteria rubrics (one-dimensional) used to assess participants' overall achievement on an activity or item based on predefined achievement levels; performance descriptions are written in paragraphs and usually in full sentences.

▣ **Analytic:** -two-dimensional rubrics with levels of achievement as columns and assessment criteria as rows. Allows you to assess participants' achievements based on multiple criteria using a single rubric. You can assign different weights (value) to different criteria and include an overall achievement by totaling the criteria Written in a table form.

▣ **Uses:** Rubrics help students and teachers define "quality".

▣ Systematically illuminate gaps and weaknesses in students understanding against particular criteria, helping teachers target areas to address.

- ▣ Rubrics reduce the time teachers spend grading student work and make it easier for teachers to explain to students why they got the grade they did and what they can do to improve.

**(B) E-portfolio:** An e-portfolio is a specific kind of personal website that:

- ▣ \*Communicates and showcases skills, experiences and learning.
- ▣ \*Contains diverse artifacts – documents and media.
- ▣ \*Conceptualizes those artifacts with reflective writing (potential employers or graduate schools).

**(C) Journal writing:** Journal writing is the process of recording personal insights, reflections and questions on assigned or personal topics. Journal entries are a form of reflective writing.

**It can also provide you with Opportunity to**

- ▣ Become more confident about writing.
- ▣ Broaden your perspective about topics.
- ▣ Identify progress in writing.
- ▣ Spend more time on self-assessment Overcome writing blocks.

**(D) Open Ended Test:** Open ended questioning is a form of authentic assessment and allows students to use higher-order thinking skills through a variety of content areas.

- ▣ It has long answers.
- ▣ They begins with how, why, explain, describe,etc.
- ▣ It takes a long time to answer.
- ▣ Examples:

\*how do you see your future?

\*why did you choose this answer?

\*what is the purpose of government?

**OPEN ENDED QUESTIONS DO'S AND DON'TS:**

**Do's:**



- ▣ Do ask a lot of 'what' 'why' 'how'.
- ▣ Do ask elaborate answers.
- ▣ Be an active and patient listener.
- ▣ Do ask for explanation with examples.
- ▣ Questions should be short and crisp.



**Don'ts**

- ▣ Don't ask a broad and lengthy question to avoid confusions.
- ▣ Don't encourage lengthy questions to every question.
- ▣ Don't force for answers.
- ▣ Don't interrupt while respondents are answering.

**EXAMPLE OF OPEN-ENDED TEST AND CLOSED ENDED TEST**

 Closed-ended question example	 Open-ended question example
Would you recommend our product/service?	What were the main reasons you chose our product/service?
Did you experience good customer service?	How did you feel about our customer service?
Would you consider using our product/service again?	What would make you use our product/service again?
Did you like our product/service?	What is the most important feature of our product/service for you?
Are you interested in buying product/service today?	Why are you looking for product/service today?
Are you happy with your experience with us?	How would you describe your experience with us?
Did you find what you were looking for today?	How can we help you find what you are looking for today?

### 4.3 SELECTING USING AND ADAPTING AUTHENTIC COURSE MATERIAL FOR TEACHING OF ENGLISH:

- **Teaching Materials** are important parts to help teachers achieve better teaching and students' desired learning outcomes. Carefully selecting materials, language teachers can present new knowledge and language items to be taught clearly, purposefully and systematically.
- Practically, there are two processes to prepare teaching materials:
  - ❖ **Adopting** and
  - ❖ **Adapting**
- For adopting materials, any course books or commercial textbooks can be used.
- For adapting materials, the adaptation should reflect the concern of the course's objectives as well as the learning atmosphere and the student learning achievement.

### WHY USE AUTHENTIC TEXTS

- Authentic texts have a positive effect on learner motivation.
- Authentic texts provide authentic cultural information.
- Authentic texts provide exposure to real language.
- Authentic texts relate more closely to learners' needs.
- Authentic texts support a more creative approach to teaching.

### (A)TEXTBOOK

- Using textbooks has its own value. Some consider them valid, useful, and labour-saving tools. A textbook provides ready-made teaching texts and learning tasks. A textbook can be a framework that regulates and times the particular course. A textbook is an economic way of providing learning materials. With a textbook, a learner has focus and can be independent.
- A textbook is a basic need for the students and teachers at the school level.
- It provides the content in detail for teaching and learning.
- It facilitates the teaching-learning process
- It forms the base for testing the achievement of the student learning.

### Qualities of a Good English Textbook

- State the learning objectives clearly.
- Textbooks should be written in clear and simple language.
- The subject matter should be well illustrated; written according to the aims.
- The presentation should be coherent, orderly, sequential, with interesting pictures, good visuals, and attractive, meaningful Exercises/Activities for doing and learning at the end of each lesson.

- Written by a team of experts
- Should prepare/equip the students for the next standard/grade.
- Free from errors, confusion, Good printing and look; List of contents and Bibliography Size - Should be handy
- Easy to carry Quality print in a quality paper Strong, colourful, and durable wrapper
- Free from bias, controversial and contradictory issues Low-priced and affordable by all class of students /common man
- Font legible and easy to read.

### **TEXTBOOK DRAWBACKS**

- A textbook has its own themes and framework; it doesn't take students' background knowledge into account and they may not concern student's interests. Textbook questions tend to be low-level or fact-based and it has all the answers to all the questions (Harwood, 2010). Thus, the students' critical thinking skill is not well-enhanced. Moreover, the Reading level of the textbook is usually too difficult.
- As textbooks can have disadvantages, when selecting one, textbook evaluation needs to be taken into account.
- As textbooks are various; no course book can be absolutely ideal for a particular group of learners

### **(B) TEACHER'S GUIDE**

- The Teacher's Book, Teachers Guide or sometimes referred to as Teacher's Manual, hence, (TB), (TG) or TM; is a set of educational materials that are prepared by the curriculum developers and presented to teachers, to help them during the teaching practice, and to easily communicate the goals that the student should attain.
- The teacher's guide is the middle stage between curriculum planning and implementation, as the teacher is the one who will apply the curriculum.
- There is a close relationship between the TGs and the student's textbooks, and the relationship between them is of integration nature, as each set complements the other; where the teacher's guide helps teachers to deal with all the situations, they are exposed to during the course of the teaching process, and also helps in using the best method that is appropriate for the students they teach.
- Include suggestions for optional and more complex activities; and
- Include more detailed notes and resources to help teachers conduct lessons.
- Teacher's Guide is a teaching tool in which the expert lays out the formal objectives of the content and skills that are the basic requirements of the study material. The TG, like the study guide, is a tool which defines and organizes the curriculum.
- According to Hollenweger, et al. (2108), "The teacher manual seeks to inspire teachers to become inclusive practitioners. It is a practical guide to help promote inclusive education at the school, classroom and individual levels. The manual

provides school leaders and teachers with a collection of activities that can be directly implemented. The hope is that the examples and resources provided in this manual will spark the ideas of teachers and school leaders to develop further activities and share them with colleagues and with other schools. The manual does not tell teachers to apply specific methods, but gives examples and shows how and why teachers can apply these examples in their classes."

Suppose you all are teachers in a reputed school in the city. YOU are very good at your subject and popular amongst your students. You wanted to elicit the best from all your students and left no stone unturned to deliver your best. Almost all the students did well in your subject even the ones with not so good previous record improved their performances.

You strived hard to bring all your students to a basic standard and succeeded also to some extent. But there was a student who showed no improvement at all. What will you do?

- Give him grace marks in order to improve his level.
- Make easy papers for him.
- Try to find out his weaknesses.

### **(C) SUPPLEMENTARY READERS**

- Supplementary readers are books that pupils are expected to study in addition to their regular readers/course book.
- Supplementary materials are books and other materials we can use in addition to the course book include skills development materials, grammar, vocabulary and phonology practice materials, collections of communicative activities and teacher's resource materials.
- Course book are meant for intensive and detailed study whereas the supplementary readers are meant for extensive and non-detailed study.
- Supplementary readers are helpful for developing reading skills of the pupils.

### **SUPPLEMENTARY READER SHOULD**

- It should encourage thinking and discussion.
- It should develop an interest in the application part of the English language.
- It should motivate learners to do further readings.
- It should challenge their beliefs and understanding of the concept.
- It should add variety to teaching.
- It should be able to fill gaps if any in the regular course book.

#### **4.4 (A) ASSESSMENT OF CREATIVE EXPRESSION WORK**

- Creativity is generally defined as the ability to produce work that is novel and appropriate.
- In its most basic sense, *creative* means "original and of high quality"
- Creativity assessment attempts to measure an individual's potential for creativity, which is defined as one's ability to generate novel and useful ideas. There is no single defining test used to measure creativity.

#### **❖ ACTIVITIES THAT ARE CREATIVE**

- Brainstorming in any subject can be a creative activity.
- Concept Mapping requires creativity
- Preliminary Questions Method: This method simply asks the Who? What? When? Where? Why? and How? when problem-solving or decision-making.
- Role-playing
- Storyboarding: This method allows students to see the interconnections, how one idea relates to another, and how pieces come together. Once the ideas flow, students become immersed in the problem and tag-team off other ideas.

#### **Assessing Group Work**

- Assess process, not just product.
- Ask students to assess their own contribution to the team.
- Hold individuals accountable.
- Ask students to evaluate their group's dynamics and the contributions of their teammates.

#### **(B) ASSESSMENT OF LABORATORY WORK**

##### **Parameters to Be Considered While Assessing Laboratory Work**

- Understanding of Techniques
- Practical Ability
- Reliability/Reproducibility of Data
- Interpretation of Data
- Time Management
- Independence
- Records
- Communication
- Interaction

**Understanding of Techniques**

- No appreciation of the basis of technique or method.
- Little understanding of the theory behind technique, methods or equipment; blindly follows instructions.
- Understands the major techniques/ method in outline.
- Understand the principles of most techniques/ methods.
- Understand the detailed rationale of almost techniques/ methods.
- Exemplary understanding of all aspect of techniques/ methods used. Can rationally adapt technique.

**(C) PEER ASSESSMENT**

- Peer assessment or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self access and improve their own work.

❖ Why use peer assessment?

**Peer Assessment Can**

- Empower students to take responsibility for and manage their own learning.
- Enable students to learn to assess and give others constructive feedback to develop lifelong assessment skills.
- Enhance students' learning through knowledge diffusion and exchange of ideas.
- Motivate students to engage with course material more deeply.

**Getting Started With Peer Assessment**

- Identify assignments or activities for which students might benefit from peer feedback.
- Consider breaking a larger assignment into smaller pieces and incorporating peer assessment opportunities at each stage. For example, assignment outlines first draft, second draft, etc.
- Design guidelines or rubrics with clearly defined tasks for the reviewer.
- Introduce rubrics through learning exercises to ensure students have the ability to apply the rubric .Help students learn to carry out peer assessment by modelling appropriate, constructive criticism and descriptive feedback through your own comments on student work and well-constructed rubrics.
- Incorporate small feedback groups where written comments on assignments can be explained and discussed with the receiver.

## **(D) SELF ASSESSMENT**

- Self-assessment provides students with an opportunity to self-evaluate, or make judgments about their learning process and products of learning.
- Self-assessment can play a dual role for the student, to both assess the end *product*, or outcomes, of their learning (ex. their knowledge of the course content, a final project, essay, etc.), and also the *process* of learning (ex. their approach, strategies, strengths and areas for improvement, etc.)

### **❖ Why Use Self-Assessment?**

- Promotes the skills of reflective practice and self-monitoring.
- Promotes academic integrity through student self-reporting of learning progress.
- Develops self-directed learning.
- Increases student motivation.
- Helps students develop a range of personal, transferrable skills.

## **Getting Started with Self-Assessment:**

- Identify which assignments and criteria are to be assessed.
- Articulate expectations and clear criteria for the task. This can be accomplished with a rubric. You may also ask students to complete a checklist before turning in an assignment.
- Motivate students by framing the assignment as an opportunity to reflect objectively on their work, determine how this work aligns with the assignment criteria, and determine ways for improvement.
- Provide an opportunity for students to agree upon and take ownership of the assessment criteria.
- Draw attention to the inner dialogue that people engage in as they produce a piece of work. You can model this by talking out loud as you solve a problem, or by explaining the types of decisions you had to think about and make as you moved along through a project.

## **(E) GROUP BASED WORK**

Students working in small groups often learn more and demonstrate better retention than students taught in other instructional formats. When instructors incorporate group assignments and activities into their courses, they must make thoughtful decisions regarding how to organize the group, how to facilitate it, and how to evaluate the completed work.

## **Instructor Evaluations**

- Create a rubric to set evaluation standards and share with students to communicate expectations.
- Assess the performance of the group and its individual members.

- Give regular feedback so group members can gauge their progress both as a group and individually.
- Decide what criteria to base final evaluations upon. For example, you might weigh the finished product, teamwork, and individual contributions differently.
- Consider adjusting grades based on peer evaluations.

### Peer Evaluations

Consider providing a rubric to foster consistent peer evaluations of participation, quality, and quantity of work.

- This may reveal participation issues that the instructor might not otherwise know about.
- Students who know that their peers will evaluate them may contribute more to the group and have a greater stake in the project.
- Completing evaluations early in the project allows groups to assess how they can improve.

### General Strategies for Evaluation

- **Ensure that groups know how each member is doing by integrating assessment throughout the project.**
  - Groups need to know who may be struggling to complete assignments, and members need to know they cannot sit back and let others do all the work. You can assess individual student progress by giving spot quizzes and evaluate group progress by setting up meetings with each group to review the project status.
- **Give students an opportunity to evaluate the effectiveness of their group.**
  - Once or twice during the group task, ask group members to fill out a group and/or peer evaluation to assess team effectiveness. Consider asking “What action has each member taken that was helpful for the group? What action could each member take to make the group more effective?”
- **Give students an opportunity to evaluate themselves.**
  - Help students reflect on what they have learned and how they have learned it. Consider asking students to complete a short survey that focuses on their individual contributions to the group, how the group interacted together, and what the individual student learned from the project in relation to the rest of the course.
- **Decide how to grade members of the group.**
  - Explain your grading system to students before they begin their work. The system should encourage teamwork, positive interdependence, and individual accountability. If you are going to consider the group’s evaluation of each member’s work, it is best to have students evaluate each other independently and confidentially.



- **Example Group Work Assessment Rubric**
- Here is an example of a group work assessment rubric. Filling out a rubric for each member of the group can help instructors assess individual contributions to the group and the individual's role as a team player.

Example of a Group Work Assessment Rubric				
Skills	4 Advanced - exceeds expectations	3 Competent - meets expectations	2 Progressing - does not fully meet expectations	1 Beginning - does not meet expectations
Contributions & Attitude	Always cooperative. Routinely offers useful ideas. Always displays positive attitude.	Usually cooperative. Usually offers useful ideas. Generally displays positive attitude.	Sometimes cooperative. Sometimes offers useful ideas. Rarely displays positive attitude.	Seldom cooperative. Rarely offers useful ideas. Is disruptive.
Cooperation with Others	Did more than others. Highly productive. Works extremely well with others.	Did own part of workload. Cooperative. Works well with others.	Could have shared more of the workload. Has difficulty. Requires structure, directions, and leadership.	Did not do any work. Does not contribute. Does not work well with others.
Focus, Commitments	Tries to keep people working together. Almost always focused on the task. Is very self-directed.	Does not cause problems in the group. Focuses on the task most of the time. Can count on this person.	Sometimes focuses on the task. Not always a good team member. Must be prodded and reminded to keep on task.	Often is not a good team member. Does not focus on the task. Lets others do the work.
Team Role Fulfillment	Participates in all group meetings. Assumes	Participates in most group meetings. Provides	Participates in some group meetings. Provides some leadership.	Participates in few or no group meetings.

	leadership role. Does the work that is assigned by the group.	leadership when asked. Does most of the work assigned by the group.	Does some of the work assigned by the group.	Provides no leadership. Does little or no work assigned by the group.
Ability to Communicate	Always listens to, shares with, and supports the efforts of others. Provides effective feedback. Relays a lot of relevant information.	Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provides some effective feedback. Relays some basic information that relates to the topic.	Often listens to, shares with, and supports the efforts of others. Usually does most of the talking. Rarely listens to others. Provides little feedback. Relays very little information that relates to the topic.	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provides no feedback. Does not relay any information to teammates.
Accuracy	Work is complete, well-organized, error-free, and done on time or early.	Work is generally complete, meets the requirements of the task, and is mostly done on time.	Work tends to be disorderly, incomplete, inaccurate, and is usually late.	Work is generally sloppy and incomplete, contains excessive errors, and is mostly late.

- This rubric can also be used by group members as a tool to guide a mid-semester or mid-project discussion on how each individual is contributing to the group.

## (F) PORTFOLIO ASSESSMENT

A portfolio is a systematic collection of student work that represents student activities, accomplishments, and achievements over a specific period of time in one or more areas of the curriculum.

There are two main types of portfolios:

**Showcase Portfolios:** Students select and submit their best work. The showcase portfolio emphasizes the products of learning.

**Developmental Portfolios:** Students select and submit pieces of work that can show evidence of growth or change over time. The growth portfolio emphasizes the process of learning.

**STUDENTS' REFLECTIVE ESSAY:** In both types of portfolios, students write reflective essays or introductory memos to the faculty/assessment committee to explain the work and reflect on how the collection demonstrates their accomplishments, explains why they selected the particular examples, and/or describes changes in their knowledge.

Portfolios can be created for course assessment as well as program assessment. Although the content may be similar, the assessment process is different.

### **Advantages of a portfolio**

- Enables faculty to assess a set of complex tasks, including interdisciplinary learning and capabilities, with examples of different types of student work.
- Helps faculty identify curriculum gaps, a lack of alignment with outcomes.
- Promotes faculty discussions on student learning, curriculum, pedagogy, and student support services.
- Encourages student reflection on their learning. Students may come to understand what they have and have not learned.
- Provides students with documentation for job applications or applications to graduate school.

### **Disadvantages of a portfolio**

- Faculty time required to prepare the portfolio assignment and assist students as they prepare them. Logistics are challenging.
- Students must retain and compile their own work, usually outside of class. Motivating students to take the portfolio seriously may be difficult.
- Transfer students may have difficulties meeting program-portfolio requirements.
- Storage demands can overwhelm (which is one reason why e-portfolios are chosen).

## **4.5 ACTION RESEARCH**

- Action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the

practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies.

- The concept of Action Research is very old, but Stephen M. Corey applied it in the field of Education for the first time.

## MEANING OF RESEARCH

- ▶ Research is considered as a process. Research is a method of studying problems whose suggestions are to be derived from facts. Research is a systematized effort to gain new knowledge.
- ▶ P.M. Cook has defined research as follows; “research is an honest, exhaustive, intelligent searching of facts and their meanings or implication with reference to a given problem. The product or finding of a given piece of research should be authentic and verifiable contribution to knowledge in the field studies.”
- ▶ According to Shiksha ParibhashaKosh- “Research is the careful, critical and systematic study of any subject or problem.”
- ▶ Research includes the collection of the material, analysis, logical discussion and hypotheses. Originality is the special characteristic of research.

### On the basis of above definitions we can say that

- ▶ Research is a deep study
- ▶ It is an honest effort.
- ▶ It is an intelligent activity.
- ▶ Its findings are authentic.
- ▶ It is a purposeful process.
- ▶ It is based on systematized effort.
- ▶ In research, the main emphasis is on the originality.
- ▶ All typed of researches are problem-oriented.
- ▶ It is logical, scientific and objective.

## CHARACTERISTICS OF ACTION RESEARCH

- ▶ In action research, the day to day problems of practical activities of education are studied systematically.
- ▶ All the persons involved in those activities remain active in research, such as teachers, headmaster, social reformer, administrator etc.
- ▶ Demonstration values are encouraged in this research.
- ▶ The researcher studies and modifies objectively.
- ▶ Action research creates awareness in the workers. They become sensitive towards different problems and they start searching for their solution too.

- ▶ In action research, all persons function with scientific attitude.
- ▶ Action research is sometimes known as “on the job research.”
- ▶ In the action research, the research projects are carried on a single classroom.

The concept of action research is the product of social psychology.

### **OBJECTIVES OF ACTION RESEARCH**

- ▶ To create democratic values among pupils and teachers.
- ▶ To study the problems of working system of the school, to search out their solutions and to bring improvement and development in that working system.
- ▶ To raise the performance level of the pupils.
- ▶ To eradicate the traditional rigidity from the school.
- ▶ To develop the working skills in the teachers and other workers of the school.

### **SCOPE OF AREAS FOR ACTION RESEARCH:**

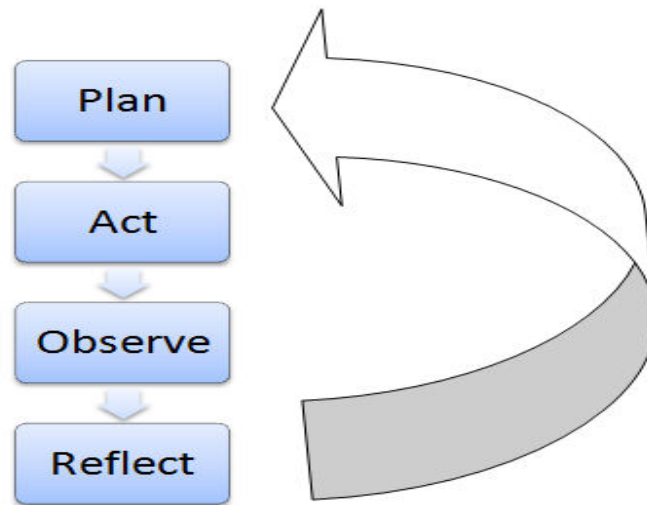
- ▶ **TEACHING AIDS-** Action Research can bring improvement in the teaching method being used by the teacher in the classroom.
- ▶ **AUDIO VISUAL-** In the teaching process, the audio-visual aids occupy very important place. Sometimes problems arise while selecting the A.V. aids for the teaching process. Also, sometimes facts regarding the effects of the audio-visual aids are to be searched out. In that case, help can be sought from action research.
- ▶ **TO MAKE HOME ASSIGNMENT SYSTEM EFFECTIVE-** action research can be used to make home assignment system in the different subjects effective.
- ▶ **DISCIPLINE-** in order to make inquiries regarding the problems related to discipline in the schools and the classes, action research technique is used.
- ▶ **STUDY OF ABSENTEES/LATECOMERS-** Pupils often remain absent in the schools and classes or they come late. The problems of such pupils are studied and solved. For such purpose, the action research is appropriate.
- ▶ **PROBLEMS OF TEACHERS AND STUDENTS-** There is another area of action research, i.e. to study and to find out the solutions to the problems of the teachers and pupil in the school.
- ▶ **LEARNING PROBLEMS-** in the classroom, sometimes pupils have to face learning problems, such as the problems related to spellings and pronunciation. Such type of problems can also be studied. Other problems related to the adjustment can also be identified through this research. Also, their solution can be searched.
- ▶ **ADJUSTMENT PROBLEMS-** Through action research, the adjustment problems of the pupil can be studied. Other problems related to the adjustment can also be solved, e.g.....from the school, absenting from the school or late coming to the school etc.

- ▶ **OTHER FIELDS-** There are other activities too in the school in which the pupils face the problems, such as use of library, co-curricular activities, problem of copying in the examinations, hindrance in pupil's learning in any one subject.

### **NEED AND IMPORTANCE OF ACTION RESEARCH:**

- ▶ All the experts accept the need and importance of action research in the present Indian circumstances so that the teacher may keep pace with the progress occurring in education. The teacher has to face a variety of problems in the classroom. Sometimes the teacher expels the pupils from the class, sometimes punishes them. In such situations if a teacher gets correct guidance and necessary facilities, he can face such problems in a better way. If the teachers helped in action research, they can solve their problems. Hence the following points make clear the need and importance of action research.
- ▶ Action research is essential to improve and to modernize the traditional systems of the school.
- ▶ For creating democratic values in the pupils and the teachers.
- ▶ For filling the gap between pupils and the society and to improve the mutual relationships.
- ▶ For studying and finding the solutions to the adjustment problems of the pupils in the schools.
- ▶ Action research is must for developing self confidence among the school Teachers. This will also make them aware of methods to overcome their errors and weakness.
- ▶ Action research is important to make progress in the achievement of the pupil in each area.
- ▶ Action research is important to solve various problems in schools, such as the problem of absentees, indiscipline, use of libraries, copying in examination etc.

### **STEPS OF ACTION RESEARCH:**



Action research may also be called a cycle of action or cycle of inquiry since it typically follows a predefined process that is repeated over time. They are:

**Step 1:** Identify a problem to be studied

**Step 2:** Collect data on the problem

**Step 3:** Organize, analyse, and interpret the data

**Step 4:** Develop a plan to address the problem

**Step 5:** Implement the plan

**Step 6:** Evaluate the results of the actions taken

**Step 7:** Identify a new problem

**Step 8:** Repeat the process

### ► PROBLEMS FACED BY TEACHERS IN THE CLASSROOM

#### ► Balancing Diverse Learning Needs

Let it be any school, the type of students in a classroom will be different and they will have diverse learning needs. Satisfying all of them in the same way while approaching a particular curriculum will be a serious challenge.

#### ► Limitations of disciplining Students

Not all students in a class may be well mannered or respectful. There can be some cases of serious disrespect towards teachers and the rules safeguarding students can be a headache for teachers.

#### ► When Students Remain Silent

#### ► Student Attitudes and Behaviors

#### ► Technology

## **COMPARISON BETWEEN ACTION RESEARCH AND OTHER EDUCATIONAL RESEARCH**

### **ACTION RESEARCH**

- To bring improvement in the functioning of the school system at the institutional level.
- Action research is solely concerned with the problems faced at the grass-root level (i.e., teaching-learning process at classroom level/ school level).
- Bringing improvement of teaching-learning practices in the context of one's own school/ classroom setting.

### **EDUCATIONAL RESEARCH**

- To understand and explain the nature of educational phenomena.
- The research problems are concerned with the education system in the context of internal and external forces interacting with it and having large scope for generalization.
- Original contribution of the researcher to the field of knowledge or validating the existing theories concerning to education.



## 4.6 CRITICAL APPRAISAL OF AN ENGLISH TEXT BOOK

### INTRODUCTION

Books have become integral part of education. There are several kinds of books.

- Dictionary
- Encyclopedia
- Atlas
- Directory
- Text Book

“Dictionary is a book that lists and explains the words of a language or gives translation of them into one or more other languages, and is usually arranged in alphabetical order.”

#### **Oxford Advanced Learner’s Dictionary**

“An encyclopedia is a book or a set of books giving information about every branch of knowledge or about one particular subject with critical in alphabetical order.”

#### **Oxford Advanced learner’s Dictionary**

An Atlas is a book of Maps

“A directory is a book with a list of telephone subscribers, business firm etc. of an area or members of a profession etc. usually arranged alphabetically.”

#### **Meaning and Definition of Text Book**

Today it is difficult to imagine the world without books. With increasing number of literates, number of books is also increasing. A child is introduced to books as early as at the nursery level although the NCERT is against use of any book at nursery level.

“A text book is a book giving instruction in a subject.”

#### **Oxford Advanced Learner’s Dictionary**

“Text book is a book dealing with a definite subject of study systematically arranged, intended for use at a specified level for instruction and used as a principal source of study material for a given course.”

#### **Directory of Education**

#### **Requirements of characteristics of Text Book**

(1) **Prescribed Syllabus:** A good text book is strictly written to a prescribed syllabus. It must have each and every topic of syllabus. It may have some extra topics other than those in the syllabus for the additional knowledge. This characteristic makes the text book different from ordinary general books.

(2) **Adequate subject matter:**

a) The subject matter of the Reader or text book should be sufficient in quantity as per

syllabus. It must cover the whole syllabus.

- b) The subject matter should be related to the student's physical, social, and cultural environment.
- c) The subject matter should be
  - i) systematic
  - ii) Well organized
  - iii) up to date
  - iv) relevant
- d) The English environment should be incorporated in an English text book but not in the beginning. In this regard Dr. West's advice is very valuable, :

"We should introduce the child to topics that deal with the English environment only when he has attained some mastery of the English language. Transition to the new environment should not be sudden but gradual.

- (e) Maximum forms of literature should be included in an English text book: Prose, Poetry, Biography, one-act- play, short story etc.
- (f) Topics of national interest must be included in an English text book e.g. population problem, problem of illiteracy, aids, crimes against women, dowry system, poverty, pollution etc.
- (g) Topics related are science and computers should find place in an English text book.
- (h) The subject matter should be interesting.

### **Language and vocabulary /style**

- a) The language and vocabulary of the text book for nursery and primary level students should be simple and easy.
- b) The difficulty level of language and vocabulary should not be increased at random. The difficulty level should be gradually increased class wise.
- c) The all India council for secondary Education has set the number of words and structures for different classes. According to the All India Council for Secondary Education has set the number of words 2500 and 250 structures for six year course from VI- to XII classes.
- d) A new words and structure should be repeated. Dr. West Opines, "A new word should be used twice in the same paragraph and as many times as possible in the rest of the lesson.

**Style:** a) The style of text books should be simple, logical and appealing to the readers i.e. the students.

- b) Style should be in accordance with the age, class and mental level of students.
- c) Complex and long sentences should not be used in text books.

- d) Philosophical style should not be used for below secondary level.
- 4) **Exercises:** At the end of a lesson proper exercise should be given.
- i) **Comprehension Questions:** Such questions tell both the teacher and the student whether the student has understood the lesson or not or the extent to which the student has understood it.
- (ii) The exercises should give the students a through practice in grammar etc.
5. **Illustration:** Illustration in the text book should be attractive in order to arouse the child's interest and make the subject matter clear. For small children they may be in form of coloured pictures. They should not be lengthy.
6. **Adjustment and Planning:**
- i) The text books should follow the teaching maximum from easy to difficult. In the beginning easiest lessons should be given, and then difficult lesson should be given.
- ii) **Balance between the Prose and poetry lessons:** In this regard different state and central boards have different policies. Some boards have two books in secondary classes. One prose book and other poetry book. Some books have both prose and poetry lessons in one book. Several books have 70% of prose and 30% of poetry lessons.
7. **Pictures:** - At primary level textbooks there should be lot of multi coloured pictures. Pictures should be clear and relevant.
- They should be large enough to be easily seen by small children.
8. **Technical Characteristics:**
9. **Size** - The size of the text book should be according to the levels. The size of book should be relatively bigger. At secondary level the size should be 7.5"x5.5 and 8.5 x5.5" respectively.
10. **Cover:** The covers for nursery and primary textbooks should be coloured and strong as small children usually playing with the book than they read them.
11. **Binding:** Good and strong binding is very necessary. Binding should not hide the printing material. Price, Paper, Printing, etc.

## Types of Text Books

The text book can be broadly classified into four categories.

1. **Conventional Text Books:** A list of books is prescribed along the syllabus of course contexts. Generally, these books cover the whole prescribed contents in the course. The course context is arranged in a logical

Sequence which may be or may not be according to student's learning. There is no provision for student's reinforcement and remediation for learning difficulties.

2. **Experience Based Text Books:** - The draw-backs of conventional text books can

be removed on the experiences of teachers and students. Some empirical research studies can also be designed and conducting for evaluating the different aspects of the books. (a) logical sequence of content b) Adequacy of the content

c) Utility of learning experiences for the students.

**3. Programmed Text Books:** - The content of the text books are arranged in the logical sequence rather than psychological sequence. The major emphasis is given on content coverage rather than objectives of instruction and teaching in behavioural terms.

### **Suggestions for the Improvement of English Text books:**

The good books of English can be prepared on the basis of following suggestions:

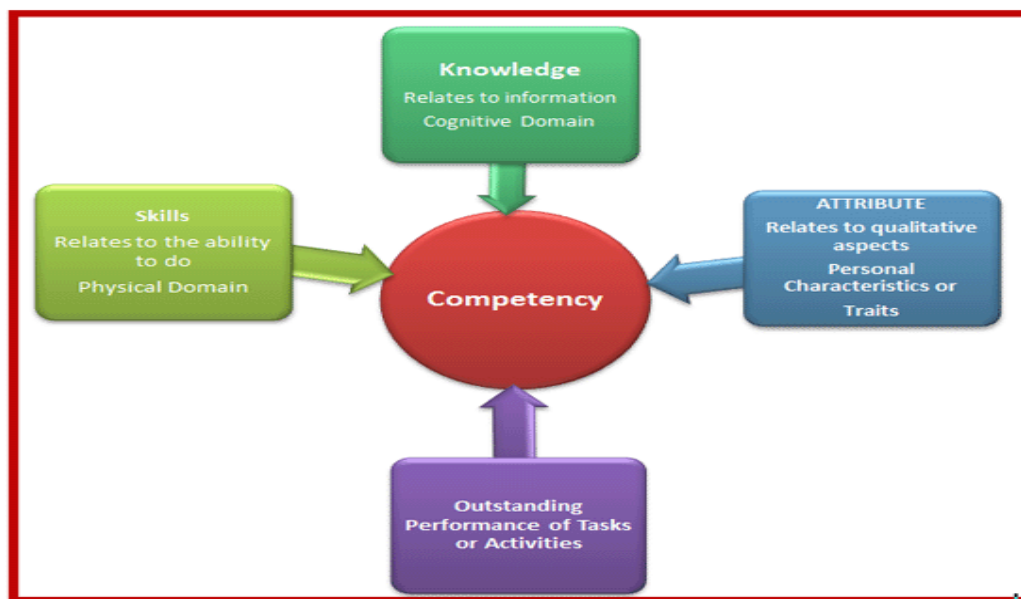
- The education department of states and centre should prepare some ideal or model text books. These books should be better in all respects.
- The experienced and competent teachers of English are encouraged for writing text books.
- Content of text books should be free from caste, creed, religion and state feelings. These may be helpful in developing national integration feelings.
- The T.B. should possess all technical qualities which have been enumerated earlier
- There should be a T.B. committee for English to look after the problems of text books and make provision for the improvement
- There should be nationalization of T.B. but not for personal benefits.

## 4.7 PROFESSIONAL COMPETENCIES OF A TEACHER

A competency is more than just knowledge and skills; it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. Competency is essential to an educator's pursuit of excellence.

Teachers need a wide range of competencies in order to face the complex challenges of today's world. Teaching competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world, itself.

Competencies have a performance dimension, therefore are observable and demonstrable.



According to the National Council for Teacher Education (NCTE) is as follows:

- Contextual Competencies
- Conceptual Competencies;
- Content Competencies
- Transactional Competencies,
- Competencies Related to other Educational Activities
- Competencies to Develop Teaching Learning Material
- Evaluation Competencies
- Management Competencies
- Competencies Related to working with Parents
- Competencies related to working with Community and other Agencies

### ❖ CONTEXTUAL COMPETENCIES

One of the first and foremost obligations of the teacher is to ensure that the parents and the community are accepting the importance and usefulness of their efforts. For this teacher should have the ability to understand various contexts such as historical background, the present status of the socio-economic, cultural, linguistic and religious context of the family milieu and the community profile. They should be able to conduct surveys for finding out the reason for poor enrolment, poor performance and causes of certain problems like wastage and stagnation etc. which hinder the process of education.

### ❖ CONCEPTUAL COMPETENCIES

The teacher should have competencies identified under it are

- Clarity of thought, deep understanding of educational theories and thorough knowledge of various educational trends, pedagogical methods, techniques etc.
- They should know significant characteristics of child development at different stages to enable them to transact curriculum effectively.
- They should have knowledge of classroom organization and management too which would help them in organizing curricular and co-curricular activities quite effectively in and outside the classroom.

### ❖ CONTENT RELATED COMPETENCIES

#### These include

- Full mastery over the content of the subject that they have to teach.
- They should identify such areas from the curriculum where there is enough scope for undertaking joyful activities, individual and group learning etc.

### ❖ Transactional Competencies

Includes planning of action and evaluation, plus it also includes:

- To organize a variety of activities such as storytelling, singing, games, field visits, and celebration of national, social and cultural events to make the teaching-learning process joyful, participatory and relevant.
- To prepare appropriate teaching aids and other teaching-learning material to support and enhance the effectiveness of the teaching-learning process.
- To integrate continuous evaluation while transacting subject content.
- To use continuous evaluation approaches to diagnose weaknesses and strengths of the teaching-learning strategy.
- To identify the weaker and, brighter children in order to adopt remedial measures and undertake enrichment programs.

**❖ Educational Activities Related Competency**

The curricular activities are expected to promote the cognitive development of children as well as non-cognitive development. So here the competencies required by a teacher are:

- Ability to organize curricular and co-curricular activities for achieving educational objectives.
- Ability to organize social and cultural activities like morning assembly, days celebration etc.

**❖ COMPETENCIES TO DEVELOP TEACHING LEARNING MATERIAL****It includes**

- Ability to develop interesting teaching aids for making the teaching-learning process easy, interesting and activity Based.
- Ability to develop textual and self-learning material for children as per their age and nature.
- Ability to adapt/adopt the teaching-learning materials to meet the educational needs of children with special needs including children from disadvantaged groups and working children.
- Knowledge as to how to develop workbooks and activity books.
- Ability to use electronic gadgets like Computers, CDs etc. to make the teaching-learning process more effective and interesting.

**❖ Evaluation Competencies**

It involves the ability of a teacher to continuously judge and verify the level of achievement of prescribed competencies and objectives laid down in the curriculum on the part of students is generally referred to as Evaluation Competency.

**❖ Management Competencies**

It involves the skill of the teacher to achieve high-quality educational objectives in minimum time, energy and money through appropriate and effective use of educational aids and active participation of available human resources. Every teacher is a manager of a particular class or group of students.

- The teacher should have the skill of classroom management including total teaching as well as subject teaching in the class.

**❖ Competencies Related to Working with Parents**

It is the ability of a teacher to get the cooperation of parents and their involvement for achieving the objective. It implies the ability to discuss various problems that children with their parents face and suggest some workable solutions.

### ❖ **Competencies related to working with Community and Other Agencies**

To improve the standard of education in schools, the teacher needs to seek cooperation and support from members of the community as well. Teachers must have the ability to work towards bringing school and the community as close as possible and inter-related. Teachers must be able to understand the role of the community in the development of the school and the community at large can contribute to the regular and effective functioning of the school and its continuous growth. Thus, the above-mentioned competencies are significant and need to be developed among teachers to make them professionally competent. It will help to improve the quality of education.

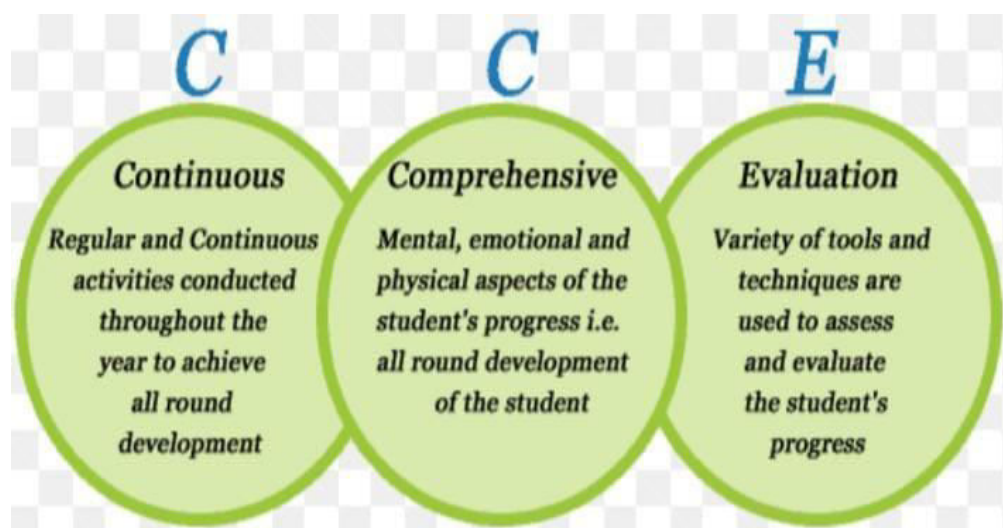
### **CONCLUSION**

There is abundant research to support the notion that teachers play the critical role in improving student achievement in schools. What teachers do in the classroom is crucial in this process. The breadth of high-quality research accumulated over the past 40 years offers educators a clear picture of how to maximize teacher competency in four critical categories: instructional delivery, classroom management, formative assessment, and personal competencies. There is now ample evidence to recommend these competencies as the core around which to build teacher preparation, teacher hiring, teacher development, and teacher and school evaluations.



## 4.8 COMPREHENSIVE AND CONTINUOUS EVALUATION & ITS USES IN ENGLISH CLASS

► **HISTORY:** -CCE was a process of assessment, mandated by the Right to Education Act, of India. This approach to assessment has been introduced by state government in India as well as by the Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools.



► **CONTINUOUS:** The term ‘continuous’ refers to regular assessment. The growth of the child is a continuous process. Therefore, it should be evaluated continuously. It means that evaluation has to be completely integrated with teaching and learning process so that the progress of students can be evaluated regularly and frequently.

- **COMPREHENSIVE:** The term ‘Comprehensive’ refers to both the scholastic and co-scholastic areas of the pupil’s growth. In fact, the function is not only to build up the cognitive capacities of the child but also to develop the non- cognitive abilities. This can be ensured only by comprehensive evaluation. It covers the whole range of student’s experiences. It includes aspects of his/her personality like physical, intellectual, social, emotional growth.
- **EVALUATION:** Evaluation is the process of finding out the extent to which the desired changes have taken place in the pupils. Therefore, it requires collection of evidences regarding growth or progress of the child. This information can be used for decision making about the pupil. Thus, information gathering, judgement making and decision making are the three phases of the process of evaluation.

### OBJECTIVES OF CCE

- To help in overall development of students.
- De-Emphasis of memorization.
- To lay emphasis on thought process.
- To make the process of teaching and learning learner centered activity.

- To make evaluation an integral part of teaching and learning process.
- To use evaluation for improvement of students achievement and teaching learning strategies on the basis of regular diagnosis followed by remedial instruction.

### **BENEFITS OF CCE**

- Elimination of chance and subjectivity.
- Encouragement of comprehensive evaluation covering scholastic and co-scholastic aspects.
- Functional and meaningful declaration of results for effective use by all.
- Wider use of test results for improvement through diagnosis and remedial programme.
- Emphasis on overall development of students.
- De- emphasis of memorization.
- Use of grade in place of marks in determining pupil's performance and proficiency.

### **AIMS OF CCE**

- To make the learner a better learner in every possible way.
- To provide feedback and guidance to the learners.
- To reduce the fear of examination from the minds of the students.
- To help the students to get rid of memorization and rote learning.
- To make the teacher a better teacher with more confidence.
- To make available for the learners proper feedback and guidance.

### **CCE USES IN ENGLISH CLASS**

- ❖ It enables the teacher to know whether the students learnt what has been taught to them.
- ❖ It enables the teacher to evaluate the achievement of students with regard to sub skills as LSRW.
- ❖ Find out usefulness of teaching English.
- ❖ It becomes the basis of constant monitoring of the language teaching class.
- ❖ It improves the rate and level of achievement of students.
- ❖ Locating the areas of strength and weakness in students learning.
- ❖ It evaluates the specific aims which are decided by the teacher.
- ❖ It evaluates the students as well as teacher also.
- ❖ It helps to decide the curriculum also.

## 4.9 Different Elicitation Techniques Used in English

- Eliciting (elicitation) is a term which describes a range of techniques which enable the teacher to get learners to build information rather than giving it to them.
- To get a student to provide or remember a fact, response, etc. rather than telling them the answer.”
- Commonly, eliciting is used to ask learners to come up with vocabulary and language forms and rules, and to brainstorm a topic at the start of a skills lesson. The definition of the term in the Dictionary of Language Teaching and Applied Linguistics, ‘Techniques or procedures which a teacher uses to get learners to actively produce speech or writing’, suggests that there may be wider applications.

### Eliciting is based on Several Premises

- Collectively, students have a great deal of knowledge, both of the language and of the real world. This knowledge needs to be activated and used constructively.
- The teaching of new knowledge is often based on what the learners already know.
- Questioning assists in self-discovery, which makes information more memorable.
- ❖ Eliciting helps to develop a learner-centred classroom and a stimulating environment while making learning memorable by linking new and old information. Eliciting is not limited to language and global knowledge. The teacher can elicit ideas, feelings, meaning, situations, associations and memories. For the teacher, eliciting is a powerful diagnostic tool, providing key information about what the learners know or don't know, and therefore a starting point for lesson planning. Eliciting also encourages teachers to be flexible and to move on rather than dwell on information which is already known.

### Tips for Eliciting

- Eliciting is a basic technique and should be used regularly, not only at the beginning of a lesson but whenever it is necessary and appropriate.
- Don't try to ‘pull teeth’. Prolonged silence or incorrect answers suggest that input is required from the teacher.
- Don't ask students to repeat incorrect answers, but ask a variety of students to repeat a good answer.
- Acknowledge or give feedback to each answer with gestures or short comments.
- Provide sufficient context or information. Eliciting differs from Socratic questioning in that it is designed to find out what the learners know rather than to lead them to a conclusion which only the teacher knows.
- Learners can elicit from each other, particularly during brainstorming activities. This helps to build confidence and group cohesion as well as shifting the focus away from the teacher.
- At lower levels, more guided questioning is needed. Open-ended questions should be avoided as the learners are unlikely to have the language to answer them to their own satisfaction.

## ACTIVITIES

- There are a number of things you can do in your class to elicit information, discover background knowledge, etc. Here are some of the best activities to consider trying out with your students.

### ❖ Word Association

- This activity is basically mind-mapping about a certain topic, whatever you're teaching that day. It's ideal for helping student activate their prior knowledge and you can elicit lots of vocabulary words that students already know.

### Procedure for Word Association Game

1. Write a single word relevant to your new topic, lesson, or theme on the whiteboard or butcher paper.
2. Have students take turns adding as many words or images related to that word as possible. My rule is that each student has to add at least one word, no matter how small.
3. After 3-5 minutes (or less, if no one is adding anything new), discuss their answers.
4. For larger classes, put students into groups of 4-6 and let them work together on this. You can choose the well-organized one to show as an example to the rest of the class. And these papers can act as resources for the rest of the class.



### ❖ **A to Z Alphabet Game**

It's often the case that students already know lots of vocabulary about certain topics like animals or jobs. If this is the case but that's the topic for the day in the textbook that you're using, consider using this warm-up game.

#### **Procedure for this A to Z Game**

Put students into partners or small groups (max of 4).

Have one student write the alphabet on a piece of paper (or prepare a handout in advance).

Assign a topic (animals or jobs for example).

Students have to write down one word for each letter in the assigned amount of time. If they don't know a letter, they can skip it and come back later.

At the end, the team with the most words is the winner. I usually give a small prize of some kind.

Alternatively, you can check all the answers and not count a point if two or more of the words are the same.

### ❖ **Dialogue Substitution for Eliciting Information**

A common way that many textbooks introduce new grammar or vocabulary is through a dialogue of some kind. But, what to do if you're pretty sure that your students have studied it before? Remove the key words. Then, it moves from a straight up reading challenge to one that's more focused on meaning as well.

#### **(A) CLOZE TEST**

- ❖ A cloze test is an exercise, test or assessment consisting of a portion of text with certain words removed, where the teacher asks the students to restore the missing words.
- ❖ A cloze test requires students to understand context and vocabulary to identify the correct words that belong in the deleted passage of text.
- ❖ A cloze test is also known as "cloze deletion test" and "gap fill exercise".
- ❖ **Cloze Test** is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the teacher asks the participant to restore the missing words. Cloze tests require students to understand context and vocabulary to identify the correct words that belong in the deleted passages of a text.
- ❖ This learning tool has been used in the classroom since the 1950s. The educational background of this test is from the theory of 'closure' in the *Gestalt* school of psychology, which says that the brain sees things as a whole unit and will naturally and easily fill in missing elements (Walter 1974). In other words, when information is missing, a person will use their past experiences or background knowledge in combination with critical thinking and reasoning skills to fill in the gaps.

- ❖ One day my son called me after his exams. I could make out from his voice that he was (1) -“The exam did not go so well. It was not that known but I made a careless mistake.” I tried to (2) \_\_\_ him saying, “Don’t worry, you will do better next time.” He was not pleased to hear my words. “You don’t realise how competitive it is here and how difficult It is to (3) \_\_\_ anything.”

### Types of cloze test

There 5 major types of cloze test:

- ❖ Standard Cloze Test
- ❖ Modified Cloze Test
- ❖ Multiple-choice Cloze Test
- ❖ C-Test
- ❖ Cloze-Elide
- ❖ **Standard Cloze Test:** In this type of test the deletion rate is set that is every 5<sup>th</sup> and 10<sup>th</sup> word. The examinee has to fill each blank with the words he/she thinks has been deleted.
- ❖ **Modified cloze test:** This type of test is used to monitor the progress of a class or an individual by concentrating on items of grammar or vocabulary.
- ❖ **Multiple choice cloze test:** It is an objective and reliable test but it does not check the overall language abilities of the examinee. This type of test is time consuming as well.
- ❖ **C-Test:** it involves deletion of every second word and half of each deleted word remains in the text so as to give the examinee a clue as to what is missing.

For example: words with even number,

to= t\_\_\_ that= th\_\_\_

Words with uneven numbers

Their= th\_\_\_ letters= let\_\_\_\_\_

- ❖ **Close-Elide:** This type of cloze test requires the examinee to elide words which are inserted in the passage of the test that do not belong to it. For example: When I was being standing at a red light, a yellow car hit a blue car is going through the intersection.

### Advantages:

- ❖ Easy to construct
- ❖ Easy to score
- ❖ Valid measure for reading comprehension
- ❖ A large number of items can be taken on a short text.

**DISADVANTAGES**

- ❖ It is difficult to determine whether a certain word is appropriate to the text or not.
- ❖ Time consuming process.

**CONCLUSION**

Cloze test helps to improve reading skills, grammar, punctuation and spelling. It does not require a lot of preparation. According to the age and ability of the examinee any passage can be used for this test. This test is used as a device to measure the readability of a text since 1953. It also helps to estimate the overall language proficiency and effectiveness.

**(B) Diagnostic Test**

- ❖ Diagnostic tests are those which help us to know the particular strength and weakness of the student.
- ❖ In this test the scores are not assigned for the correct answer but wrong answer provides the basis for the cause of his failure.
- ❖ Diagnostic tests are qualitative rather than quantitative.

**Functions of Diagnostic Test**

The two main functions or purpose of this test are:

1. Prognostic purpose
  2. Diagnosis purpose
- Prognosis means to measure the level of learning outcome of the students in a specific subject.
  - Diagnosis means to identify the causes of their weakness of the poor attainment of the students.

**FUNCTIONS OF DIAGNOSTIC TESTS:****The diagnostic tests have four functions**

1. Classification (intellectual, aptitude, vocational or musical level)
2. Assessment of specific-ability
3. Etiology function refers to study the diagnosis
4. Remediation
  - i. Clinical treatment
  - ii. Counseling
  - iii. Remedial teaching
  - iv. Special education

## ❖ METHODS OF DIAGNOSIS

❖ **Observation Method:** This method is used for both prognosis and diagnosis. It is used to administer the students' progress and is also the most commonly used method. The main drawback of this test is that the teacher has to take the help of skilled persons to know the deficiencies of the students.

### Steps for construction of Diagnostic Test

- 1) Formulation of the objectives and outline of the content.
- 2) Content analysis into sub topic and its element.
- 3) Sequence of learning points.
- 4) Item analysis of the test and modification of items.
- 5) Preparing the final draft of the test.
- 6) Preparing manual of the test.
- 7) Remedial devices and measures.

### Importance of Diagnostic Test

- ❖ Identify students who make slow progress.
- ❖ Identify the cause of slow progress.
- ❖ Identify specific weakness in learning.
- ❖ Identify the specific areas which need remediation.
- ❖ Provides proper feedback to teachers and students.
- ❖ Give proper direction to teaching and learning.

## CONCLUSION

A diagnostic test is one which is intended to locate specific weakness in the learning of content but does not provide a single score. It is a qualitative test that helps to determine the progress of the child. It is beneficial for the students who have slow learning process as it looks into the causes why the student have problems in certain learning subjects.



## (C) ACHIEVEMENT TESTS

► **CONCEPT OF ‘ACHIEVEMENT’:** The Word Achievement is “a thing somebody has done successfully, especially using his/her own effort and skill”. – By Oxford Advanced Student’s Dictionary of Current English, 2005.

► For example, Ram, a student of class VI , can solve 10 varieties of problems relating to Simple and Compound Interest successfully but Sham can solve only 4 varieties. We can then say that Ram has better achievement than Sham in solving problems of Simple and Compound Interest. Ram could achieve more because he had acquired more knowledge, understanding and skills in the concepts of calculating interests in different contexts than what Sham had acquired during same time. Achievement in this case is thus acquisition of experience to solve problems.

► **CONCEPT OF ‘TEST’:** A Test is an: Assessment – to measure a student’s knowledge, skill, aptitude, physical fitness or classification in many other topics.

Action – which produces discoveries that can be used to evaluate product quality?

## ACHIEVEMENT TEST

### ► MEANING

An Achievement Test is a test of developed skill or knowledge. An Achievement Test attempts to measure what an individual has learnt, that is his present level of performance. These are particularly helpful in determining individual or group status in academic learning. Achievement test scores are used in placing, advancing or retaining students at particular grade levels. High achievement scores usually indicate a mastery of grade level material and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.

### ► DEFINITIONS

According to Freeman, “Achievement Test is a test designed to measure knowledge, understanding and skills in a specified subject or a group of subjects.”

According to N.M. Downy: “Any test that measures the attainments or accomplishments of an individual after a period of training or learning is called as an Achievement Test.”

## FUNCTIONS OF ACHIEVEMENT TEST:-

- Provides basis for promotion to the next grade.
- Finds out where each student stands in various academic areas.
- Motivate the students before a new assignment has been taken up.
- Expose pupil’s difficulties which the teacher can help them to solve.

## **CHARACTERISTICS OF ACHIEVEMENT TESTS**

### **► RELIABILITY**

The degree of accuracy with which an exam, test measures, what it seeks to measure a given variable.

A good reliability means that the student will obtain the same test score over repeated testing as long as no other extraneous factors have affected the score.

A good instrument will produce consistent scores. An instrument's reliability is estimated using a correlation coefficient of one type or another.

### **► VALIDITY**

Validity is the quality of a test which measures what it is supposed to measure.

It is the degree to which evidence, common sense or theory supports any interpretations or conclusions about a student based on his/her test performance.

A test is valid when it: produces consistent scores over time. Measures what it intends to measure can be objectively scored and has representative norms.

### **► EASE IN ADMINISTRATION**

A test is good only when the conditions of answering are simple (scientific and logical). Its instruction should be simple and clear.

### **► COST**

A good test should be inexpensive, not only from the view point of money but also from the view point of time and effort taken in the construction of a test. Fortunately, there is no direct relationship between cost and quality.

### **► TIME**

Generally, the time given to students is always in short supply. However, the students too do not accept very long tests. Therefore, a test should neither be very long nor very short.

### **► ACCEPTABILITY**

A good test should be acceptable to student to whom it is being given without regard to any specific situation, that is, the question given in the test should be neither very difficult nor very easy.

### **► SPECIFICITY**

The items in a test should be specific to the objectives.

### **► PRECISE AND CLEAR**

Items should be precise, clear so that the students can answer well and score marks.

### **► OBJECTIVITY**

A test is objective when the scorer's personal judgement does not affect the scoring.

## ► EQUILIBRIUM

Achievement of the correct proportion among questions allotted to each of the objectives and teaching content.

## TYPES OF ACHIEVEMENT TESTS

**Standardized Tests:** Standardization means uniformity of procedure in scoring, administering and interpreting the results.

“A standardized test is one in which the procedure, apparatus and scoring have been fixed so that precisely the same test can be given at different times and places”. – By Lee J Cronbach

Standardized tool is one for which norms have been established.

A standardised test is prepared after several trials of a test to a large number of students.

## CHARACTERISTICS OF STANDARDIZED TESTS

- Content is standardized: item selection done by competent judges.
- Administration is standardized: direction, time limits.
- Scoring has been standardized: rules of rules, scoring key are prepared.
- Interpretation has been standardized: norms are provided.

## IMPORTANCE OF STANDARDIZED TESTS

- Give impartial information about an individual.
- Provides information in much less time than provided by any other devices.
- Tests measures those aspects of behaviours which otherwise could not be obtained.
- In subjective observation we may overlook shy children but these tests discover such cases also.

## TYPES OF STANDARDIZED TESTS

- Aptitude tests
- Attitude tests
- Intelligence tests
- Interest tests
- Personality tests

## TEACHER MADE TEST

- Teacher made tests are classroom tests and are developed by teachers.
- These tests assess students learning every period of time or after a particular unit of study.

## FEATURES OF TEACHER-MADE TEST

- Assess degree of student's progress with reference to classroom activities.

- ▶ Help the teacher to assess individual pupil's strengths, weaknesses and needs.
- ▶ Motivate the students.
- ▶ Simple to use.
- ▶ Provide feedback for teachers as to assess the effectiveness of teaching methods.

### **LIMITATIONS OF TEACHER MADE TESTS**

- ▶ Tests are ambiguous and unclear.
- ▶ Tests are either too short or too lengthy.
- ▶ Tests do not cover the entire content.
- ▶ Tests serve limited purpose.
- ▶ Tests are usually hurriedly conducted.

### **STANDARDIZED TESTS vs. TEACHER-MADE TESTS**

ELEMENTS	STANDARDIZED TESTS	TEACHER-MADE TESTS
PURPOSE	Measurement of educational outcomes of students of a number of school	Measure the outcome of a teacher's teaching or outcome of learning in his/her class.
SCOPE	Its scope is very wide.	Its scope is limited.
ACCURACY	More accurate	Less accurate
REFINEMENT	They are duly edited.	It is crude.
NORMS	Provides norms.	Does not contain norms.
SOURCES	Uses several sources – teachers, experts, teacher research workers.	Based on experience of teachers.
PUBLICATION	Published	Not published

**UNIT TEST:** We know that in order to make the teaching-learning easier, each subject for a particular class is divided into some units or topics. Each unit consists of interlinked concepts. Though the concepts within different units are related with each other yet for convenience every unit is regarded as independent. After the learning-teaching of that unit, you need to know the extent of attainment of each student with respect to the learning of the concepts of the unit.

### **PURPOSES OF UNIT TESTS**

- ▶ The Unit test is a type of formative assessment. It provides feedback which leads to students recognizing their learning difficulties. It also helps the teacher to modify his/her teaching methodologies and planning for alternate learning experiences for the students who have learning difficulties.

- ▶ A unit test usually covers limited competencies and is conducted in a lesser time in comparison to other summative tests. Normally the unit tests are conducted in one period of 30-40 minutes duration. So it does not affect other activities of the class and school in the date of conduct of unit test.

## FEATURES OF UNIT TESTS

- ▶ It is based on limited competencies/specific objectives.
- ▶ Testing students with it is very informal in nature i.e. unit testing is conducted within the normal classroom time without affecting other activities of the school.
- ▶ The maximum marks for a unit test is decided by the teacher. Marks secured in the unit test are less important than the diagnosis of the strengths and weaknesses of the students.
- ▶ The teacher also decides the time to answer the questions, total number of items to be included in the test. It is purely a teacher made test.
- ▶ Varieties of test items (oral, written, performance) can be used in the unit test. But within a single unit test types of items are limited.
- ▶ It does not rank the students on the basis of their performance rather it acts as a tool for further learning.
- ▶ As it is conducted in an informal environment, it reduces the stress of examination in the students.

## PRINCIPLES OF CONDUCTING A UNIT TEST

- ▶ The unit tests cover limited contents/courses.
- ▶ The table of specification that needs to be followed (**Blue Print**) reflects the content areas in one axis whereas the type of questions (oral , written and physical/performance type of items on the other axis related to instructional objectives (knowledge , understanding , application and skills).
- ▶ Limited number of questions which can be answered within a particular period has to be framed by the teacher.
- ▶ After preparation of the items on each content area, the teacher may arrange them systematically and then administer the test to the students in an informal atmosphere.
- ▶ The scoring pattern can be discussed with the students and finalized after the testing is over.

## STEPS IN THE CONSTRUCTION OF AN ACHIEVEMENT TEST

Constructing a good test requires the following steps:

Planning

Writing the test items

Assembling and editing the items and

Making the scoring processes.

## ► Planning

The test constructor, who plunges directly into item writing, is likely to produce an inconsistent test. Without any advance plan, some area of the syllabus will be over emphasised while others may remain untouched. A test constructed without a blueprint is likely to be unbalanced and representative of teacher's interest. Much of the criticism has been done of the objective test system for over emphasis on rote memory and disproportioned in coverage of the syllabus. Test specification should be drawn up before the items are prepared.

► **Determining the purpose of test:** The test is developed by the teacher to assess the student's achievement. This step also includes determining the contents to be included and the related instructional objectives to be achieved.

► **Assigning Weight age to the related content:** This includes assigning marks to the topics that are included in the contents according to their importance and relevance. This can be done according to instructional objectives, units and sub-units of types/forms of questions. Important factors to be considered in design of the test are :

Weight age to objectives

Weightage to content

Weightage to the form of questions/items

Weightage to difficulty level

## SAMPLE OF WEIGHTAGE OF DISTRIBUTION OF MARKS

► **Weightage to objectives:** This indicates what objectives are to be tested and what weightage has to be given to each objective.

Sr. No.	Objectives	Marks	Percentage
1.	Knowledge	3	12
2.	Understanding	2	8
3.	Application	6	24
4.	Analysis	8	32
5.	Synthesis	4	16
6.	Evaluation	2	8
	<b>TOTAL</b>	25	100

➤ **Weightage to Content:** This indicates the various aspects of the content to be tested and the weightage to be given to these different aspects.

Sr. No.	CONTENT	MARKS	PERCENTAGE
1.	Sub topic - 1	15	60
2.	Sub topic - 2	10	40
	<b>TOTAL</b>	25	100

## DEVELOPING BLUE PRINT

- **Developing Blue Print:** A blue-print is a sort of the design for the test paper in which a detailed question-wise distribution of marks over specific objectives, topics and forms of questions are presented. All the steps discussed before should be kept in mind before preparing a blue-print or a design of the question paper.
- Blue print is a three-dimensional chart giving the placement of the objectives, content and type of questions.

### NOTE

- O: Objective Type
- SA: Short Answer Type
- E: Essay Type
- The number outside the bracket indicates the marks and those inside indicates the number of questions.

### ► Writing, Editing and Reviewing

The second step in the construction of the achievement test is the writing of the test items. Following the scheme in Blue- Print, the investigator writes the multiple choice items related to the different content areas.

Questions can be written in the following ways – writing all the questions at one time, writing questions according to their form or types of writing questions unit wise so that the whole syllabus is covered in the test.

Questions should not be ambiguous or out of syllabus. Various types of questions like sentence completion, True or False, Matching Type, Short answer type and Essay type questions can be included according to the blueprint prepared.

### ► Editing and Reviewing

A preliminary draft of the achievement test thus prepared was firmly edited by the teacher herself and secondly it was given to some other subject expert to check the accuracy of the content and language. It was accordingly edited and reviewed. After required correction, final draft of the Achievement Test was prepared.

### ► Preparation of the Scoring key and Marking Scheme

In the case of objective type items/questions where the answers are in the form of some letters or other symbols a scoring key is prepared.

- ▶ In the case of short answer and essay type questions, the marking scheme is prepared.
- ▶ In preparing the marking scheme the examiner has to list out the value points to be credited and fix up the mark to be given to each value point.

▶ **CONCLUSION**

- ▶ Thus, an Achievement Test is quite useful in measuring the learning acquisition by a particular student in different subjects. Based upon the nature of learning outcome and content measured, quality of the test items, procedure of administering and scoring and interpretation the teacher-made tests are prepared.
- ▶ According to the modes of response, three types of test items such as oral, written and performance based (practical works) can be developed and used. The classroom teacher while preparing the teacher-made tests should use all types of items.
- ▶ Unit test is basically a teacher made test which is formative in nature. The unit test is informally conducted by the teacher. It provides credible feedback to the teacher regarding his/her teaching methodologies as well as to the students regarding his/her learning progress and difficulties. Further, it is used for remediation and enrichment purposes.



## 4.10 REMEDIAL TEACHING

**Meaning:** - The word “Remedial” means to “to rectify”, “to improve” or “remedy” something”.

Remedial teaching, also known as basic skills development is instruction provided to students who need more support in core areas.

These students qualify for remediation because of their poor performance in those areas.

- Remedial teaching should be started immediately when the difficulties in learning or else have been noticed, so that the students would not stay behind permanently in their studies.
- In simple terms, remedial students are not struggling because of their intellectual abilities but instead because they are struggling with one subject area like reading, writing or else.
- Remedial programs are designed to help give the students the individual attention that they need to build their skills and their confidence.

### Need & Significance of Remedial Teaching

1. It fills in the gaps that have crept into student’s learning.
2. It provides reinforcement.
3. It provides corrective measures of the concepts that have been misunderstood.
4. Underachievers are motivated to put in more efforts.
5. It helps students to develop confidence and remove hesitation

### Procedure of organizing Remedial Teaching

- **Classification of underachievers:** students who commit similar errors in an area can be grouped together.
- **Selection of Correctives:** measures which will be taken to rectify those mistakes will be selected according to the pace and abilities of the students.
- **Use of Correctives:** correctives will be applied in accordance of the student’s ability for effective outcomes. They can be applied in groups or individually.
- **Evaluation of outcomes:** A test or a worksheet can help teacher to evaluate the effectiveness of the remedial teaching on students.

## PROCESS OF REMEDIAL TEACHING

- **Curriculum Adaptation:** - Curriculum should be adapted to accommodate the learning characteristics and abilities of pupils.
- **Homework Policies:** - Schools should formulate clear policies on homework which should be reviewed regularly and also it must serve the purpose of learning.

- **Formulation of Teaching Plans:** -The topics to be covered must be classified into different levels & taught through small and simplified steps to strengthen pupil's confidence.
- **Teaching activities and Aids:** -Diversified teaching activities such as competitions, discussions, oral games, role play may help the pupil's interest.
- **Objectives of Remedial teaching**
- To give additional help to pupils who, for one reason or another, have fallen behind.
- Such teaching can lay foundation for pupil's lifelong learning.
- This can also help in designing individualized educational programmes with intensive remedial support to help pupil to consolidate their basic knowledge.
- It helps to provide systematic training to develop pupil's generic skills, including interpersonal relationship, communication, problem solving, self management, independent thinking etc.
- **PRINCIPLES OF HELPING PUPILS WITH LEARNING DIFFICULTIES**

- **Stop, Look, Listen!!**

Many a times, lack of conversation and understanding leads to various difficulties among students. Teacher must pay attention to each individual in the class and try to keep a record of their performance.

- **Avoid Labeling**

From kindergarten to college, labeling a student "remedial" has shown negative effects. A teacher should always avoid labeling his/her students in order to maintain their confidence and keep them motivated.

- **Teaching Preparation:** - Before preparing for their lessons, remedial teachers first needs to understand the diverse learning needs of students, so that they may design appropriate learning plans.
- **Teaching Approaches:** -Teachers should give concrete examples before proceedings to abstract concepts by way of simple and easy steps at a pace with the learning abilities of a student.
- **Encourage Pupil's Participation:** - pupil with learning difficulties usually lack self-confidence & are more passive in class, they seldom ask questions or express their views.
- **Show Concern:** -Teacher must show concern about each students problems and try to solve them.

## REMEDIAL TEACHING STRATEGIES

- **Peer Support Program:** - Those who perform better can act as "little teachers" and help students with difficulties.

- **Reward Scheme:**Teacher can offer rewards and prizes in the form of grades or numbers to motivate students.
- **Co-ordination with other teachers:**Remedial teacher may discuss on the teaching plans, learning progress of pupils with other teachers.
- **Assessment and Record on learning:** -By means of assessment, teacher can know the learning progress as well as strengths & weakness of pupils.

## (B) CONTRASTIVE ANALYSIS

- **Meaning:** - *Contrastive Analysis was developed in 1950s by Robert Lado in his book "Linguistics across cultures". It was developed to examine the differences between two languages in an effort to identify problem areas for language learners.*
- It means the comparison of two languages by paying attention to differences and similarities b/w languages being compared.

## GOAL OF CONTRASTIVE ANALYSIS

The goal of the contrastive analysis is to predict linguistic difficulties experienced during the acquisition of a second language; as formulated by Lado (1957), it suggests that difficulties in acquiring a new (second) language are derived from the differences between the new language and the native (first) language of a language learner. In this regard, errors potentially made by learners of a second language are predicted from interference by the native language. Such a phenomenon is usually known as negative transfer.

## THE BEGINNING OF CONTRASTIVE ANALYSIS:

- The main idea of contrastive analysis, as propounded by Robert Lado in his book *Linguistics Across Cultures* (1957), was that it is possible to identify the areas of difficulty a particular foreign language will present for native speakers of another language by systematically comparing the two languages and cultures. Where the two languages and cultures are similar, learning difficulties will not be expected, where they are different, then learning difficulties are to be expected, and the greater the difference, the greater the degree of expected difficulty. On the basis of such analysis, it was believed, teaching materials could be tailored to the needs of learners of a specific first language.
- However, his appeal to compare cultures was not taken up, and contrastive analysis focussed on a surface comparison of languages, starting with the sounds, then the grammar and finally - and only selectively - the vocabulary.

## Branches of Contrastive Analysis

- ☐ Translation
- ☐ Teaching
- ☐ Linguistics
- ☐ Text book writing

## ❑ Error Analysis

**Translation:** A language translated from one to other shows its differences which can be easily found by readers.

Two languages not only differ semantically but culturally too. Because a language of a particular place or region is shaped through different beliefs, different values, different pattern of thoughts.

While comparing two languages, translator must be familiar with equivalents of the words used in text, because only then the translation will be trustworthy and valid.

## Teaching

- ✓ This branch of contrastive analysis helps teachers to design teaching and learning material by comparing two languages and selecting the best.
- ✓ It can help teachers to engage learners in activities to be a good user of target language.
- ✓ It helps in evaluating textbooks.
- ✓ Pay attention to the different underlying rules which differ from culture to culture.

## Linguistics

- ✓ Contrastive analysis pays attention to different languages at phonological, syntactical and semantic level.
- ✓ It finds the similarities and differences b/w languages.

## Text Book Analysis

- ✓ This branch of contrastive analysis helps a writer to use the words which differ in level of difficulty and also helps him/her to avoid too much repetition of words. The writer can balance his/her language from being too difficult to being too easy.

## Error Analysis

- ✓ If someone is aware of the difference between languages, he/she will be able to identify errors in written text as well as in verbal forms.

## Kinds of Contrastive Analysis

- **Classical Contrastive Analysis:** - It believes language as an abstract system, using grammatical competence.
- **Modern Contrastive Analysis:** -It believes language as an concrete system, using communication competence to describe the process of human communication.
- **Contrastive analysis can help teachers to:**
  - design teaching and learning materials (methodology)
  - Engage learner in activities to be a good user of target language.
  - pay attention to the structure of the texts beyond sentence level
  - pay attention to conversation in its regular pattern in different situations

- pay attention to complex areas like intonation
- pay attention to different underlying rules which differ from culture to culture
- contrastive analysis does not suggest a method or teaching technique but help methodologists
- To pay attention to what's of teaching and how's of teaching.

## **(C) ERROR ANALYSIS**

### **What is an Error?**

- An Error is a form in language that is Inaccurate, meaning it is a different from the forms used by competent speakers of the target language.

### **What is Error Analysis?**

- Error analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused them.
- An error analysis should focus on errors that are systematic violations of patterns in the input to which the learners have been exposed. Such errors tell us something about the learner's inter language or underlying knowledge of the rules of the language being learned
- Error analysis is a very important area of applied linguistics and of second and foreign language learning.

### **Classification of Errors**

According to Corder (1973) and Haryono (2011), there are four main types of errors based on the surface taxonomy.

#### **They are**

Omission,

Addition,

Misformation

Misordering

#### **❖ Omission**

Omission errors refer to non-occurrence of necessary structures; that is, the absence of an item that should appear in a well-formed sentence.

#### **• Examples:**

- 1) She a student.
- 2) It is orange.

#### **❖ Addition Errors**

- Addition errors mean addition of some unnecessary or incorrect elements that should not appear.

- 1) There are two men's in the car.

2) He did not played football yesterday.

### ❖ **Misformation Errors**

- Misformation errors refer to the supplement of the wrong morpheme; that is, the use of the wrong form of the grammatical element.

### **Examples**

1) These pen is mine.

2) Me play game every day.

### ❖ **Misordering Errors**

- Misordering errors refer to the wrong position of morphemes in a sentence. That means that the words in the sentence are put in the wrong order.

### **Examples**

- 1) Read they a story.
- 2) I bought a car black.

## **STAGES OF ERRORS**

### ✓ **Pre-Systematic Error:**

- ✓ **Random error:** - When learner doesn't have any rules in mind. Ex: - he cans sing.

- ✓ **Emergent error:** - when learner has specific rules in his mind but may be not legitimate. Ex: - I go to New York.

### ✓ **Systematic Errors:**

- ✓ Learner has certain rules about the language and sentences in his mind and tries to convey his ideas through paraphrasing.

- ✓ Ex: - learner- I lost my road.

- ✓ Native: - what?

- ✓ Learner: - I got lost.

### ✓ **Post Systematic Errors**

- ✓ In this stage learner have few errors and has mastered the system. Learner is self-controlled and waits for the feedback.

- ✓ Ex: - I lost my road; I mean I lost my way.

### ✓ **Sources of Errors**

1. Interlingual transfer
2. Intralingual transfer
3. Language –learning strategies
4. Communication Strategy

**1. Interlingual Transfer:** Interlingual errors result from the transfer of the elements of the learner's mother tongue to the learning of the target language.

**a. Transfer of phonological elements of the mother tongue:**

eskul / instead of /skul/

**b. Transfer of morphological elements:**

Three clever students instead of three clever students

**c. Transfer of grammatical elements**

I am going to university at 8 O' clock every day.

Simple Present = Simple Progressive

**d. Transfer of Lexicon = Semantic elements:**

Two different concepts in Persian are used with the same word which makes interference in English.

He had a quarrel with his woman.

He smokes a lot of cigar.

It was my chance to be in your class.

**2. Intralingual transfer:** The learner applies one rule in target language for other structures in target language inappropriately.

**3. Language – Learning strategies:** It refers to strategies used by the learners in dealing with the target language transfer of rules from the mother tongue.

Simplification: In this strategy learner tries to simplify the rules of target language from himself.

**4. Communication strategy:** it is used when learner is forced to express himself with limited linguistic resources.

**Difference Between Errors and Mistakes**

Errors are rule-governed; they are systematic and show the lack of knowledge of learners.

Mistakes are random deviations, unrelated to any system.

Mistakes may occur in writing or native speaker, or during speech, such as slips of tongue, slips of pen, slips of tongue, slips of pen and slips of ear. Mistakes happen because of strong emotion, memory limitations, and lack of concentration or tiredness.

Sometimes the distinguishing b/w mistakes and error is difficult, but according to linguistics, mistakes have a rather low frequency but errors have high frequency and they are systematic.

## PROSE LESSON PLAN

### GENERAL OBJECTIVES

- To enable students to understand the passage and grasp its meaning.
- To enable students to read the lesson loudly with correct pronunciation, stress, intonation, pause.
- To enable them to understand the passage through silent reading.
- To enrich their active and passive vocabulary.
- To enable them to enjoy reading and writing.
- To enable them to acquire knowledge contained in the lesson.
- To develop their imaginative powers.

### FIRST LESSON PLAN

Pt Name -

Pt Enroll. No.-

Subject- English

Date-

Topic- Prose

Class- VI

Sub- Topic- Dal Delight

Duration- 30 Min

### SPECIFIC OBJECTIVES

#### ➤ Knowledge

- Students will be able to recall the new words and their meanings in the text “Dal Delight”.
- Students will be able to recognize the relevance of the text “Dal Delight”.

#### ➤ Understanding

- Students will be able to interpret the connection between the text and the title “Dal Delight”.
- Students will be able to express themselves in their own words by answering the questions.

#### ➤ Application

- Learners will be able to predict about further incidents in the text “Dal Delight” while they read out the previous incidents.
- They will be able to generalize the main idea in the text.

#### ➤ Skill

- Learners will be able to analyze the need for the reason behind writing the text named “Dal Delight”.
- Students will be able to generate listening and reading skills.



**Instructional Aids**

Black- board, chalk, duster, textbook.

**Teaching Method**

Lecture and Discussion method used.

**Previous Knowledge Testing**

Students might have knowledge about the prose topic “DAL DELIGHT”.

S.No	Pt Activity	Student Activity
1.	Who cooks at your home?	Mother
2.	What all dishes does she cook?	Cake, rajma chawal, dal, kadi chawal etc.
3.	Which dal do you like the most?	Moong dal, urad dal etc.

**Announcement of the Topic**

Well students! Today we will be going to study the lesson “Dal Delight” by Subhadra Sen Gupta.

**PRESENTATION**

S.NO	TEACHING POINTS	PT ACTIVITY	STUDENT ACTIVITY	OBJECTIVES/ B.B WORK
1.	Introduction of the lesson	Teacher will write the title on the blackboard and ask students to open up the chapter. She will further move on to give a brief gist of the lesson. (Sadiq’s father Mohammad Qadir, was a wonderful cook and his greatest speciality was dal. When Nawab Hasan Ali, who liked to taste new dishes, visited their shop, Sadiq was very excited. He was confident that his father’s special dishes would definitely	Students will open up the chapter and listen carefully.	“DAL DELIGHT”

		make the nawab happy. what happened then?		
2.	Ist Model reading by the teacher	Teacher will now read each paragraph from the lesson with proper pause and correct pronunciation.	Students will listen attentively.	Listening ability of students will improve.
3.	2 <sup>nd</sup> model reading by the students	Teacher will give the instruction to the students to read the paragraph.	Students will read the paragraph accordingly.	Speaking skill of the students will be improved,
4.	Pronunciation drill	Teacher will conduct pronunciation drill of the following words by writing them on blackboard and then pronouncing each word correctly: Sadiq, kebabs, urad, Qadir, sighed, shahi, turmeric, phirni.	Students will listen attentively to the pronunciation and then they will try to imitate it correctly.	<b>Pronunciation drill:</b> <ul style="list-style-type: none"> <li>• Sadiq</li> <li>• Kebabs</li> <li>• Urad</li> <li>• Qadir</li> <li>• Sighed</li> <li>• Shahi</li> <li>• Turmeric</li> <li>• Phirni</li> </ul>
5.	Imitation reading	Teacher will ask two or three students to read each of the paragraph individually.	Students will read the paragraph one by one.	Reading ability of students will improve.
6.	Meaning of difficult words	Teacher will write few difficult words with their meaning on blackboard and explain them one by one. <ol style="list-style-type: none"> <li>1. Sherwani- long coat worn with pyjamas.</li> <li>2. Shahi- royal</li> <li>3. By being so difficult- here, by being so particular</li> </ol>	Students will try to grasp the meaning of each word.	<b>Meaning of difficult words:</b> <ol style="list-style-type: none"> <li>1. Sherwani- long coat worn with pyjamas.</li> <li>2. Shahi- royal</li> <li>3. By being so difficult- here, by being so particular</li> <li>4. Phirni- A traditional indian pudding made from rice, sugar and milk</li> </ol>

		4. Phirni- A traditional indian pudding made from rice, sugar and milk		
7.	Silent reading	Teacher will now ask students to reach the taught text silently without moving their lips and producing any sound. She will move and observe the students meanwhile.	Students will read the lesson silently.	Reading ability of students will get better.

### GENERALIZATION

Today we have studied about:

1. Sadiq and his father.
2. Mohammad Qadir's speciality.
3. About the indian pudding names "Phirni".

### RECAPITULATION

1. Who was Sadiq?
2. What was Sadiq father's speciality?
3. Why did the nawab want to visit Qadir's shop?

### HOMEWORK:

Write all the difficult words with their meanings in notebooks and learn each of them thoroughly.

## POETRY LESSON PLAN

### GENERAL OBJECTIVES

- To enable students to understand the poem and grasp its meaning.
- To enable students to read the poem loudly with correct pronunciation, stress, intonation, pause.
- To enable them to understand the poem through silent reading.
- To enrich their active and passive vocabulary.
- To enable them to enjoy reading and writing.
- To enable them to acquire knowledge contained in the poem.
- To develop their imaginative powers.

### FIRST LESSON PLAN

Pt Name -

Pt Enroll. No.-

Subject- English

Date-

Topic- Poetry

Class- Vi

Sub- Topic- Vocation

Duration- 30 MIN

### SPECIFIC OBJECTIVES:

#### ➤ Knowledge

- Students will be able to recall the new words and their meanings contained in the poem “Vocation”.
- Students will be able to recognize the relevance with the theme of the poem.

#### ➤ Understanding

- Students will be able to interpret the theme of the poem “Vocation”.
- Students will be able to express themselves in their own words by answering the questions on the poem.

#### ➤ Application

- Learners will be able to infer the rhythm of the poem “Vocation”.
- They will be able to generalize the main idea in the poem .

#### ➤ Skill

- Learners will be able write the poetry with correct tone, rhythm and intonation..
- Students will be able to generate listening and reading skills.

### Instructional Aids

Black- board, chalk, duster, textbook.

## Teaching Method

Explanation and Discussion method used.

## Previous Knowledge Testing:

Students might have knowledge about the poetry topic “VOCATION”.

S.NO	PT ACTIVITY	STUDENT ACTIVITY
1.	What do you want to become in future?	Pilot, Teacher, Doctor etc.
2.	What is the common name given to all the above?	Job, Profession.
3.	What kind of job would you enjoy?	One that gives respect, one in which the working hours are less etc.

## ANNOUNCEMENT OF THE TOPIC:

Well students! Today we will be going to study the lesson “Vocation” By Rabindranath Tagore.

## PRESENTATION:

S.NO	TEACHING POINT	PT ACTIVITY	STUDENT ACTIVITY	OBJECTIVE/ B.B WORK
1.	Gist of the poem	Teacher will ask the students to open up the poem. She will write the title on the blackboard. Further, she will move on to give the gist of the poem. (In this poem, the child compares his life to that of a hawker, a watchman and a gardener. The child longs to live like them considering them as free, not aware of the hardships faced by each of those people).	Students will listen carefully.	“Vocation” “ By Rabindranath Tagore”
2.	First model recitation by the teacher	Teacher will recite the poem with proper pause, rhythm and intonation. ( When the gong sounds ten in the morning and I walk to school.....)	They will listen attentively.	Listening skills of students will get better.
3.	Second model recitation by the teacher	Teacher will once again recite the poem with proper tone and intonation. She will explain the meaning of	They will listen carefully.	Comprehension power of students will get better.

		the poem line by line.		
4.	Recitation by students.	Teacher will now ask few of the students to recite the poem with proper stress and rhythm.	Some of them will recite the poem one by one while others will listen attentively.	Listening and reading skills of students will get better.
5.	Pronunciation drill	Teacher will conduct a pronunciation drill of the following words: Gong, hawker, crystal, digging, spade, baked, swings, lantern.	Students will try to pronounce each word correctly along with the teacher.	<b>Pronunciation Drill:</b> <ul style="list-style-type: none"> <li>▪ Gong</li> <li>▪ Hawker</li> <li>▪ Crystal</li> <li>▪ Digging</li> <li>▪ Spade</li> <li>▪ Baked</li> <li>▪ Swings</li> <li>▪ Lantern</li> </ul>
6.	Meaning of difficult words	Teacher will write the difficult words on the blackboard and explain each of them one by one. <ol style="list-style-type: none"> <li>1. Gong- A metal disk</li> <li>2. Hawker- A person who travels about selling goods.</li> <li>3. Crystal- Transparent glass</li> <li>4. Spade- Sharp edged tool</li> <li>5. Lantern- A lamp</li> </ol>	They will try to grasp the meaning of each word attentively.	Meaning of difficult words. <ol style="list-style-type: none"> <li>1. Gong- A metal disk</li> <li>2. Hawker- A person who travels about selling goods.</li> <li>3. Crystal- Transparent glass</li> <li>4. Spade- Sharp edged tool</li> <li>5. Lantern- A lamp</li> </ol>
7.	Choral recitation	Teacher will ask the students to recite the poem in group with proper rhythm, pause and intonation.	Students will do as instructed by the teacher.	Recitation skill of students will improve.

**GENERALIZATION:**

Today we have studied about:

- ❖ Child's longing to become a hawker, gardener and watchman.
- ❖ How the poet is different from the hawker.
- ❖ The life of the poet.

### **RECAPITULATION:**

- ❖ Who is the main character of the poem?
- ❖ Why does the poet want to become a hawker?
- ❖ What is referred to as giant in the poem?

### **HOMEWORK**

Make a list of five people whose work make a huge difference and write two to three lines about each of them.

Example- electrician, mechanic etc.

## GRAMMAR LESSON PLAN

### GENERAL OBJECTIVES

- To enable students to understand English language effectively.
- To develop in students knowledge of the underlying rules of grammar.
- To develop students' insight into the structure of English language.
- To enrich their active and passive vocabulary.
- To enable students to assimilate correct patterns of English language.
- To teach grammar as a rule governed behavior.
- To develop mental abilities of reasoning and correct observation.

### FIRST LESSON PLAN

Pt Name -

Pt Enroll. No.-

Subject- English

Date-

Topic- Grammar

Class- Vi

Sub- Topic- Nouns

Duration- 30 Min

### SPECIFIC OBJECTIVES

#### ➤ Knowledge

- Students will be able to recall the definition of "Noun".
- Students will be able to recognize the difference between the types of nouns.

#### ➤ Understanding

- Students will be able to cite the examples of noun.
- Students will be able to predict different types of nouns in sentences.

#### ➤ Application

- Learners will be able to make sentences using nouns.
- They will be able to predict about the elements of nouns.

#### ➤ Skill

- Learners will be able to analyze the need for different types of nouns and their importance.
- Students will be able to generate listening and reading skills.

### INSTRUCTIONAL AIDS:

Black- board, chalk, duster, textbook.

### TEACHING METHOD:

Explanation and Discussion method used.



**PREVIOUS KNOWLEDGE TESTING:**

Students might have knowledge about the grammar topic “NOUNS”.

S.NO	PT ACTIVITY	STUDENT ACTIVITY
1.	What describes any person’s identity?	Name
2.	Name one of your best friend?	Rita, Ram, Heena etc.
3.	Which hill station do you like the most?	Shimla, Ooty, Nanital etc.
4.	What am I holding in my hand? (showing a chalk, pen)	Chalk, pen.

**ANNOUNCEMENT OF THE TOPIC:**

Well students! We have used the name of a person, place and things in above questions that are collectively called as “Nouns” which is our today’s grammar to study.

**PRESENTATION**

S.NO	TEACHING POINT	P.T ACTIVITY	STUDENT ACTIVITY	OBJECTIVE/ B.B WORK
1.	Definition of Noun	Teacher will ask the students to open up their notebooks. She will write the title and the definition with examples on blackboard.  A Noun is the name of a person, a place or a thing. For example: Ram, Sita, Goa, Table, Chalk etc.	Students will listen carefully and copy it down in their notebooks.	<b>“NOUNS”</b>  A Noun is the name of a person, a place or a thing. For example: Ram, Sita, Goa, Table, Chalk etc  There are basically Five kinds of Noun- ✓ Proper Noun ✓ Common Noun ✓ Collective Noun ✓ Material Noun ✓ Abstract Noun
2.	Types of Nouns	Teacher will write the types on blackboard. There are basically Five kinds of Noun- ✓ Proper Noun ✓ Common Noun ✓ Collective Noun ✓ Material Noun ✓ Abstract Noun	Students will listen attentively and then copy it in their notebooks.	
3.	Proper Noun	Teacher will write the definition on	Students will listen and	

		blackboard and explain it using example. ☞ The name given to a particular person, place or thing is a proper noun. ☞ For e.g. - Madhu was born on Tuesday. In this sentence Madhu is a name of particular girl and Tuesday is a particular day.	write in notebooks.	<b>Proper Noun</b>  The name given to a particular person, place or thing is a proper noun.  For e.g. - Madhu was born on Tuesday.
4.	Common Noun	Teacher will write the definition on blackboard and explain using example. ☞ A common noun is a name shared in common by everyone of the same class or group. ☞ For e.g. – (a) Boys play in the ground. (b) Cow gives milk. In both the sentences Boys and milk are common noun because each can be easily measureable in quantity. Boys in Number and milk in litre.	Students will listen attentively and then write in notebooks.	<b>Common Noun</b>  A common noun is a name shared in common by everyone of the same class or group.  For e.g. – (a) Boys play in the ground. (b) Cow gives milk.
5.	Comprehension Exercise	Teacher will write few sentences on blackboard on proper and common nouns and ask students to predict the nouns in them.	Students will try to answer correctly.	1. Ram likes to make cake. 2. New Delhi is the capital of India. 3. Boys are playing in the garden.

				<p>4. Hemant and Hari are best friends.</p> <p>5. Girls are sitting on chairs.</p> <p><b>Collective Noun</b></p> <p>A collective noun is a name given to a number of things regarded as a whole, group or collection.</p> <p>For e.g. - Our team won the match.</p>
6.	Collective Noun	<p>Teacher will write the definition along with example on blackboard and explain in brief.</p> <p>☞ A collective noun is a name given to a number of things regarded as a whole, group or collection.</p> <p>☞ For e.g. - Our team won the match. Here the word team show the group or collection of members.</p>	Students will listen carefully and note it down in their notebooks.	
7.	Material Noun	<p>Teacher will write the definition with example on blackboard and explain in brief.</p> <p>☞ A material noun is the word used for the substance of which the things are made.</p> <p>☞ For e.g. - (a) Copper is a useful metal. (b) My ring is made of Gold. Here Copper and Gold are material by which substances are made.</p>	Students will listen attentively to the explanation and then note down in their notebooks.	<p><b>Material Noun</b></p> <p>A material noun is the word used for the substance of which the things are made.</p> <p>For e.g. - (a) Copper is a useful metal. (b) My ring is made of Gold.</p>
8.	Comprehension Exercise	Teacher will write few sentences on blackboard on collective and	Students will try to answer correctly.	<p>1. Here is an army of soldiers.</p> <p>2. A bunch of flowers is lying</p>

		material nouns and ask students to predict the nouns in them.		<p>on the table.</p> <p>3. My ring is made up of gold.</p> <p>4. I like to wear diamond earrings.</p> <p>5. A group of boys is playing in the garden.</p>
9.	Abstract Noun	<p>Teacher will write the definition along with example on the blackboard. She will move on to explain it and then ask students to write it down in their notebooks.</p> <p>☞ An abstract noun is the word used for an action, state or quality.</p> <p>For e.g. – (a) Laughter is a best medicine. (b) Poverty is a greatest curse. Here Laughter and Poverty shows quality and state. So these are abstract noun</p>	Students will listen and then write it down in their notebooks.	<p><b>Abstract Noun</b></p> <p>An abstract noun is the word used for an action, state or quality.</p> <p>For e.g. – (a) Laughter is a best medicine. (b) Poverty is a greatest curse.</p>
10.	Comprehension Exercise	Teacher will write few sentences on all types of nouns on blackboard and ask students to answer them.	Students will try to answer correctly.	<p>i. Reeta has a doll.</p> <p>i. Seema lives at Kanpur.</p> <p>ii. New Delhi is the capital of India</p> <p>iv. I like to study Arithmetic.</p> <p>v. She always speaks the truth.</p> <p>vi. A bunch of keys is lying on</p>

				the table. ii. Our school team won the tournament ii. Tea is very refreshing drink.
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## GENERALIZATION

Today we have studied about:

- ❖ Definition of Nouns.
- ❖ Types of Nouns.
- ❖ Examples on the types of Nouns

## RECAPITULATION

- ❖ Define Noun.
- ❖ Give one example each of common noun and proper noun.
- ❖ Give one example of abstract noun.

## HOMEWORK

Write five sentences each on the types of nouns in your notebooks.

## About the Authors



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## About the Book

This book is according to latest syllabus of 2 years B. Ed Course of GGSIP University. The main objective of the book is to understand the need and importance of English language and develop proficiency in the language. To extend awareness of the pedagogical practices of teaching of English. It will be helpful in understanding the process of language assessment and continuous professional development. The content of this book is divided into four units. Unit -1 explains the fundamentals of language. Basic perspective of language, history and status of language. Unit-2 elaborates the language development skills. The basic language skills are listening, speaking, reading and writing. Unit -3 explains the language pedagogy and learning resources. Basically, which type of approaches methods are used in teaching of English. In last unit the professional growth and evaluation is explained. This unit is very useful for the future teachers, as they will be able to understand the evaluation techniques and its uses.



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