

Second Semester: Education 025

School Teaching Subject - II(Teaching of English)

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Vice-Chancellor
Mahatma Gandhi Antarrashtriya Hindi
Vishwavidyalaya, Wardha

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Mahatma Gandhi Antarrashtriya Hindi
Vishwavidyalaya, Wardha

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Vishwavidyalaya, Wardha

Unit Writing

Coordinator- Mrs. R. Pushpa Namdeo

Unit-1

Mrs. R. Pushpa Namdeo
Assistant professor
(School of Education)
M.G.A.H.V. Wardha

Unit-2

Mrs. R. Pushpa Namdeo
Assistant professor
(School of Education)
M.G.A.H.V. Wardha

Unit-3

Mrs. R. Pushpa Namdeo
Assistant professor
(School of Education)
M.G.A.H.V. Wardha

Unit-4

Mrs. R. Pushpa Namdeo
Assistant professor
(School of Education)
M.G.A.H.V. Wardha

Unit- 5

Mrs. R. Pushpa Namdeo
Assistant professor
(School of Education)
M.G.A.H.V. Wardha

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From the Desk of Chief Editor.....

Editor ki kalam se.....

Teaching of English

Unit 1: Fundamentals of Language

Importance of English in a multi-lingual society; factors affecting language learning: physical, psychological and social, role of language in life: intellectual, emotional, social and cultural development.

Unit 2: Method and Approaches

direct method, communicative approach and constructivist approach; intra - inter correlation: prose, poetry, grammar and composition. History, geography, mathematics, science, economics and commerce: principles and maxims of language teaching

Unit 3: Language acquisition Inside/Outside the Classroom:

Listening: concept, significance and activities to develop listening; speaking: concept, significance and activities to develop speaking; reading: concept, methods (phonic, whole word), types (loud, silent, intensive, extensive and supplementary), techniques to increase speed of reading (phrasing, skimming, scanning, columnar reading, key word reading), Writing: types of composition (guided, free and creative), evaluating compositions, letter writing (formal, informal); supplementary skills: study skills (note taking and making), reference skills (Dictionary, Encyclopaedia and Thesaurus).

Unit 4: Aspects of Language Teaching and Learning Resources

Planning a lesson, instructional objectives and specifications for prose: techniques (discussion, narration, questioning); methods (story-telling, dramatization); poetry: methods (recitation, song-action), techniques of appreciation; grammar: types (functional, formal), methods (inductive, deductive); learning resources: Computer Assisted Language Learning (CALL), library, language laboratory.

Unit 5: Evaluation

Types of test items and development of achievement test in English. Meaning and significance of comprehensive and continuous evaluation in English; diagnostic and remedial teaching; identifying learning difficulties in language; dealing with language difficulties of the learner, critical appraisal of an English text book.

Teaching of English

Unit-1: Fundamentals of Language

Structure

- 1.1. Introduction
 - 1.2. Objectives
 - 1.3. Importance of English in Multilingual Society
 - 1.4. Factors affecting Language Learning
 - 1.4.1. Physical
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 - 1.5. Role of Language in Life
 - 1.5.1. Intellectual Development
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-

1.1. Introduction

Language is that system by which sounds and meanings are related to each other (Fromkin and Rodman, 1974). Language, communication and human needs are unquestionably linked. Human beings have various needs - individual, social, economic, political and cultural and to fulfil these, humans need language. Language is not only an essential element in the culture of a society, but it is also an essential basis for maintaining and building it up. It is therefore necessary for a teacher to realise the importance of language. In learning classical languages, tone, pitch and accent etc are also important. The tendency of all modern living languages is to make the pronunciation easy. Language does not exist in vacuum. It serves and is moulded by other systems in the human mind. Since language is used to convey ideas, its structure and function must reflect these ideas. Language and life are interrelated but the language always follows life. In every sphere of life humans use language to express themselves. In this unit we will be discussing about language in multilingual society, factors affecting language learning and the role that language plays in life.

1.2. Objectives

After completion of this unit you will be able to:

- understand importance of English in multilingual society,
- know the factors affecting language learning and
- describe the role of language in different domains of life.

1.3. Importance of English in a Multilingual Society

Multilingualism is constitutive of Indian society. Even the so-called ‘monolingual’ in a remote village often possesses a verbal repertoire that equips us to function adequately over a large number of communicative encounters. Indeed, the multiplicity of Indian voices interacts with each other in the Indian linguistic and sociolinguistic matrix, which is built on a variety of shared linguistic and sociolinguistic features. The aim of English teaching is the creation of multilingual that can enrich all our languages. This has been an abiding national vision.

The facts about India being a multilingual country are well known. Therefore educational system in India should make every conceivable effort to sustain multilingualism (see Crawhall 1992; Heugh et al. 1995 among others) rather than suppress it. The societies in India are multilingual and English can play an important role in communication.

The English claims to be the first rate international language. It can even be called a universal language. Hence, its knowledge promotes international understanding by extending the radius of a person’s horizon; it overcomes his prejudices, intolerance and narrow-mindedness. Thus, it is very helpful in fostering internationalism and Co-operation among the nations of the world.

Some people think that English is a link language. It is easily and usually understood by the educated people all over the world. In the absence of English people of one state may have difficulty in communicating with the persons of another state. They cannot share the thoughts of each other.

The study of English enables a person to compare and contrast the good and bad things of his country with those of other nations by doing so (s)he trains her/his analytical and reflective faculties.

English is a direct medium of acquiring knowledge of modern arts, science, humanities, technology. It enables the doctors, engineers and educationists, businessman, and research workers. They enrich their knowledge and experience by reading of English books and Journals.

Study of English as a modern foreign language has tremendous vocational importance for us. It offers opportunities for many and varied vocations, like diplomatic and foreign services, business, commerce, medicine, teaching, law etc.

English widens one’s cultural and intellectual horizon. It develops scientific, technical and commercial relations with other countries. It imparts knowledge of foreign nations and culture.

English is a good source of recreational and useful employment in cultural field. Persons knowing English can enjoy the best stories, Drama, Novel etc.

1.4. Factors Affecting Language Learning

Language is a cultural product of a society. As human needs increase, language becomes more and more complex and tends to expand its range. The purpose, function, domain and sometimes the number may introduce changes in a particular language, but a language still remains a system of communication serving the communicative and cultural needs of the people. Hence change in a language is a natural phenomenon. Idiolect is the unique characteristic of a speaker, we often recognise different individuals by their distinct speech and language pattern, beyond these individual differences, the language of a group of people may show regular variation from that used by other group of speakers of the same language. The systematic or dialectal differences may be due to social factors, regional separation, class, caste, and ethnicity, physical and psychological factors.

1.4.1. Physical Factors

Second language is influenced by the age of the learner. Children who already have solid literacy skills in their own language seem to be in the best position to acquire a new language efficiently, motivated older learners can be very successful too, but usually struggle to achieve native speaker equivalent pronunciation and intonation. Most people including some of the psychologists and linguists believe that children are better at language learning than adults. Penfield (1953) argued that the human brain loses its plasticity after puberty. Seliger (1978) points out that there is much evidence to show that children acquire the phonological system of another language much better than adults and proposes the concept of 'multiple critical periods' correlating with localisation and gradual loss of plasticity. It appears that language acquisition abilities are not lost at once. There is a gradual reduction of such abilities. Age itself is not as important as the different kinds of interaction that learners of different ages have with the situation and with other people. Adults start more quickly and then slow down. Though children start more slowly, they finish up at higher level. (Cook, 1991)

Studies on language acquisition have shown girls to be better learners than boys. Trudgill (1974) showed that women used the prestige linguistic forms more frequently than men and related this phenomenon to female insecurity. He argued that women are socially and economically less secure than men and compensate for it linguistically. Society expects women to be more correct, discrete, quite and polite and increases the pressure on them to use more correct and prestigious linguistics form than men. Agnihotri (1979) showed that girls assimilated the prestige linguistic variants faster than boys while resisting the stigmatised variants. He found that younger women assimilated the host society's language and culture maximally. However in the field of formal foreign language learning there are only a few studies investigating sex as a variable.

For proper language development the smooth physiological functioning of the nervous system and the sensory organs like eyes, ears and tongue are necessary. The auditory organs will help in proper reception of the auditory signals which will be further processed by the nervous system and will help in the recognition and interpretation of the language by the eyes and proper pronunciation with the help of the tongue. Besides, the health of the individual should also be sound for language learning.

1.4.2. Psychological

Learners vary in their attitude towards the language they are learning and also to those who speak this language, which is generally believed to be an important factor in language learning. Children seem to have no specific attitude to their language. According to Allport "an attitude is a mental and neural state of readiness, organised through experiences, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". The nature of attitude of a second language learner can vary from the attitude towards the teacher or the language itself or the group that speaks the language. It may also refer to more general dispositions such as ethnocentric or authoritarianism.

Authoritarianism refers to anti democratic feelings and is generally measured through respect for authority, use of force and nationalism etc. Ethnocentric on the other hand, refers to people who suspect foreign people and ideas and is generally measured through attitude towards the foreigners, preservation of nationality, respect for national symbol etc.

Spolsky(1969) argues strongly that 'one of the most important attitudinal factor is the attitude of the learner to the language and to its speakers'. The initial success or failure in language learning may thus be powerful determinants of linguistic attitudes.

Apart from the attitude in language learning, another thing is motivation. Motivation as a factor within a human being that arouse goal oriented behaviour. Motivation in second language learning according to Gardner is 'referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced through this activity'. Gardner and Lambert (1972) believe that a learner's motivation for learning a second/foreign language will depend on his/her attitude and willingness to identify with the linguistic and non-linguistic features that generally typify the speakers of the target language. According to them, a motivational orientation is said to be integrative if a person learns a second language in order to enter into an active interaction with the target language speakers. The motivation is called instrumental if the learner learns the target language in order to get a job or achieve some other utilitarian objective. Gardner and Lambert conclude that success in second language would be less if the underlying motivation is instrumental rather than integrative.

Pimsleur et al (compared) average achievers and underachievers in high school and noted that a successful learner is invariably found to have personality traits such as social conformity, extroversion, flexibility and tolerance for ambiguity. Introvert learners usually make slow progress particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak. Moreover the extrovert students do not worry about the inevitability of making mistakes. They will take risk and give themselves much practice.

Aptitude for a particular job or skill is the ability to learn quickly and easily and to do it well. Knack of language is nothing but aptitude for languages. It is difficult to determine what this knack is. It is certainly more than having an ear for language because everyone learns their first language. It is popularly believe that some people have more aptitude for learning second languages than others. This observation has generally been made in connection with classroom learning and not learning in real

life situations. The two best known measures of foreign language aptitude for naive speakers of English are the Modern Language Aptitude Test (MALT) developed by Carroll and Sapon (1959) and the Pimsleur Language Aptitude Battery (LAB) (1966). The teacher who has the information about the aptitude of the student can modify the instructional material accordingly. The aptitude of students towards language learning also works as a major factor affecting it.

Intelligence is usually conceived of as the ability to understand, to learn and think things out quickly, compared with other people and consists of verbal ability, reasoning ability, concept formation ability etc. Carroll (1965) conceived of intelligence as learner's capacity to understand instructions and to understand what is required in learning situation. Thus intelligence is also one of the important factors in language learning.

1.4.3. Social Factor

Even though children appear to be born with an innate language faculty, individual languages are acquired in specific socio-cultural and political contexts. Every child learns what to say, to whom, and where. Languages are inherently variable and different styles tend to be used in different contexts by the different age groups (Labov 1966, 1972; Trudgill 1974; Gumperz and Hymes 1972; Gumperz 1964; Habermas 1970, 1996). The variability in human linguistic behaviour is not thus randomly distributed, but links the systems of language, communication, thought, and knowledge.

Regional variation largely affects language learning. If we travel from one place to another in a particular direction, we find differences in language. When the area is close to each other, the difference will be relatively small. However, further we go from our starting point, the larger the difference will become from the point of origin. For example when we move from one region to another we will find variation in language. Example: Hindi spoken in different regions in India varies in accent, sound level etc.

Socio economic status of the speakers also affects language. A number of studies have shown that certain phonological or grammatical differences in the speech of group of people give a clue to the social class in which they belong. When these differences vary in a systematic way, it gives rise to social class dialects.

Caste dialect also affects language. In many parts of India, society is stratified into different castes. These caste dialects were originally spoken by stable, clearly marked groups, separated from each other, with hereditary membership and with little possibility of movement from one caste to another. However, increasing education and urbanisation has narrowed down these linguistic differences.

Within a society many differences occur because of different ethnic backgrounds. For instance, the speech of recent immigrants, as also their children will contain certain identifying features of specific ethnic group.

Language variation according to the social personal characteristics of the speaker such as the region to which one belongs, social class, caste, sex, age, and so on. Many factors can come into play

in controlling the kind of language a speaker uses on different occasions such as when one talks to one's colleagues about their work the language is likely to be different than one will use at home or with family. Thus language variation will depend upon the relationship between the participants engaged in the act of communication.

The learner is the key factor in determining what is learned, how it is learned and how fast. When something is taught in the class, all pupils do not take it in or learn it in the same way or to the same extent. The readiness of the learner which is the blend of ability and attitude that the learner brings in each new learning situation and past experiences is also an important factor in learning. The nature of individual pupils also seems to be an important factor. Another general fact about learning is that what is learnt is not quite the same as what is taught. Thus learning is strongly influenced by the unique individual characteristics of the learners.

Check your progress

Note: Write your answer in the space provided after each item.

1. Why is English language important in a multilingual country?

2. What are the important factors affecting language learning?

1.5. Role of Language in Life

1.5.1. Intellectual development- The language is the means through which we exchange our views with the people of other community, state, countries etc. It facilitates the establishment of contacts with people in different parts of the world. Knowing languages enables an individual to know about the culture, literature, society, art, craft, science etc. Language enables individuals to make sense of their world by developing social and cultural understanding, allows them to express thoughts and feelings, fosters flexible and divergent thinking, provides opportunities to meet and solve problems, and develops language and literacy skills and concepts.

1.5.2. Emotional development- Apart from having the quality of unfolding the world, language has many fictional elements. Poetry, prose, and drama are potent sources, not only for refining our literary sensibilities but also for enriching our aesthetic and emotional life enhancing our synaesthesia

abilities, and enormously improving our linguistic abilities, particularly reading comprehension and written articulation. Literature also includes jokes, irony, fantasy, story, parody, and parable, which pervade our everyday discourse and in no way constitute an autonomous universe cut off from ‘the world’s business’ (Habermas 1996, 1998, 2001). Thus we can say that language helps in emotional development of an individual.

1.5.3. Social development- human beings are social beings and they cannot survive outside the society. Language does not occur in vacuum and for the survival of an individual in society people need language. Language plays an important role in the expression of thoughts and feelings. These thoughts and feelings are expressed inside the society. Therefore for the transmission of information and knowledge one needs language. It also helps in individual social development, as the way they interact, communicate, present, and express themselves in the society will help in fastening social development.

1.5.4. Cultural development- The relationship between language and culture has been known for long. There is no doubt that in addition to a variety of gestures, rituals, and paralinguistic features, language plays main role in cultural transmission formation of and cognitive structures. The linguistic and cultural patterns of social behaviour are largely subconsciously acquired and they gradually become constitutive of our identities. Language in both form whether written or oral helps in the propagation of culture.

Check your progress

Note: Write your answer in the space provided after each item.

3. What is the role of language in intellectual and social development of an individual?

1.6. Let us sum up

In this unit we focused on the role of language in a multilingual society especially with reference to India. Language plays an important role in the life of an individual. In this unit we have learned about the different factors affecting language acquisition, especially physical, psychological and social. Also learned about the role of language in different contexts. An understanding of these factors affecting language learning and role of language, will help pupil teachers in enhancing the language learning ability of the students as well as they will be more insightful in planning the syllabus and curriculum.

1.7. Answers to “check your progress”

1. Sec-1.3. Importance of English in a Multilingual Society
2. Sec-1.4. Factors Affecting Language Learning
3. Sec-1.5. Role of Language in Life

1.8. References and Suggested Reading

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Unit-2: Methods and Approaches

Structure

- 2.1. Introduction
- 2.2. Objectives
- 2.3. Direct Method
- 2.4. Communicative Approach
- 2.5. Constructivist Approach
- 2.6. Inter-intra Correlation of Language with Different Subjects
- 2.7. Principles of Language Teaching
- 2.8. Maxims of Language Teaching
- 2.9. Let us sum up
- 2.10. Answers to “check your progress”
- 2.11. References and Suggested Reading

2.1. Introduction

In the previous unit, we raised and suggested suitable answers to some basic questions about language learning. Now you might be ready with the concept of language learning in a multilingual country, factors affecting language learning and role of language in life. For teaching learning process to be effective in classroom one has to be well versed with the knowledge of physical, psychological and social factors affecting language learning.

In the present unit we will be dealing with various methods involved in teaching of English language like direct method, communicative approach and constructivist approach. We will be dealing with inter- intra correlation of language with poetry, prose, grammar, composition and various other subjects like science, mathematics, history, geography, economics and commerce. We shall also be discussing about principles of teaching language.

2.2. Objectives

After completion of this unit you will be able to:

- understand about different methods of teaching English like direct method, communicative approach etc.
- apply the knowledge of these teaching methods in classroom context.
- know inter-intra correlation between different subjects .
- develop an understanding about maxims and principles of teaching English.

2.3. Direct Method

It is one of the best methods for teaching English. The method originated in France in 1901. It is also called as the natural method or reformed method. The direct method of teaching English language came as a reaction against the translation-cum-grammar method. It is the method of teaching English through conversation, discussion and reading, without the 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. This method could be defined "as a method of teaching English language, through conversation, discussion and reading, in the language itself, without the use of pupil's language, without translation and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions."

For example, in a reading lesson to class V, a new word 'watch' occurs. If we associate it with its intermediate in the vernacular, i.e. 'Gharee', we are teaching the meaning indirectly; but if on the other hand, we associate the word with an actual 'watch' or with the picture of a watch, we are teaching the meaning directly.

Principle

It brings thought, experience, expression and language closer. It lays more stress on listening and speaking English. Mother-tongue is completely avoided in this method. The pupil gets an exposure to objects through the direct method. It emphasizes the establishment of a direct bond between word and idea. It follows full sentences not words. Pupil's senses of listening, seeing, smelling, feeling, touching etc. get the first hand knowledge and as there is no hurdle of translation the thoughts, concepts, ideas, words or objects are fully grasped by the senses. It completely ignores the translation-grammar method. In this method vocabulary is used directly. In the initial stage it lays emphasis purely on oral work. The teacher helps students to build good speech habits. Good speech habits are the basis for good writing habits. Audio-visual material to illustrate the words, history, literature etc. of the foreign nation whose language is to be taught is extensively used. In this method, the role of teacher is very important.

Characteristics

In this method, the teacher either shows the object or its picture or gives the meaning indirectly, through synonym, inference, definition or explanation. Thus, a direct contact between foreign words and concepts is established. In this way mother tongue is not used at all. This method follows the maxim. "From simple to complex" and "From concrete to abstract." Many questions are asked by the teacher while teaching. In this method, grammar is taught inductively. Audio-Visual material is used extensively to explain the meaning. In this method, a direct bond is established between word and idea, word and experience. The auditory impressions and motor activities, that is listening and speaking plays a very important role in picking up language skills.

Merits

It is an interesting method, as it involves many activities. It helps to make the understanding of English easier. In this method, time and energy which are needed in teaching through mother tongue are saved, as there is a direct contact established with the object that is introduced. The students are never dull in this kind of teaching. They have to use their sense organs to feel all the objects in the class. They cannot, thus, lose their interest in the class. In this method, cramming of words and their meanings is discouraged. It helps in improving the pronunciation of the child. In this method, the use of audio-visual aids becomes easy. It develops the linguistic sense and makes the students active. It is based on psychological principles. It bridges the gap between active and passive forms of knowledge. It enables the learners to express their thoughts and feelings directly in English. It helps the pupil to acquire a practical command over the language. It requires correctness and activity on the part of both, the tutor and the taught. The pupil can speak fluently, they can also write fairly, quickly and correctly. It lays emphasis on speech, as oral drill is conducted again and again.

Demerits

It is an incomplete method. It promotes the oral aspect of language learning and ignores reading and writing aspects. In this method, grammar is not taught systematically. This method makes only an aural-oral appeal. It is an expensive method, as a lot of audio-visual aids are needed. In this method, much time is consumed in creating life situations. It is very laborious method on the part of the teacher because teacher has to spend a lot of time for the preparation of a lesson. It is not suitable for all students. It suits only those students who are linguistically minded. Direct method ignores translation completely. Only a limited number of words can be directly associated with their meanings or objects they re-present. There are certain words in English, the definition or explanation of which, is difficult to explain only in English. In the Indian conditions, where the classrooms are over-crowded and even the proper seating arrangement is not available for the learners, this method is inconvenient and impractical. This method is not popular in India because of the shortage of teachers who can teach English through this method. This method gives less importance on systematic written work and reading. Many times it becomes quite difficult to bring word meaning and child's experience together. P. Gurrey and Dr. West do not consider it a method. In their opinion it is principle which can be used along with some method. Because of these demerits the method has failed to yield the desired results. Even then this method is superior to translation-cum-grammar method.

In the end we can say that this method has limited utility and cannot be used in classes. Only the public schools with better facilities can use this type of method of teaching.

2.4. Communicative Approach

The development of language learning or teaching from form-based to a meaning-based approach, the move towards the eclectic approach from a rigid method, the shift from teacher centered to learner centered classes, are all subsumed under the broad term 'communicative approach'. This approach is a recent development in methodology of teaching English. This approach lays a great

emphasis on the use of language. It enables the students to communicate ideas more effectively. The socio linguists Dell Hymes propagated this approach. According to him, the purpose of teaching language is the communicative competence. The following materials are used in this approach different functions such as requesting, informing, expressing likes and dislikes; notions of time, location and duration etc.; using language to perform different tasks such as solving puzzles, dramatization, role play etc. Teachers know that their aim is to get students communicating successfully outside the classroom.

Communicative competence not only applies the grammatical rules of a language in order to form a grammatically correct sentence, but also, to know when and where to use these sentences- in other words, to use them appropriately.

Characteristics of the approach

The communicative approach aims to make all the learners attain communicative competence i.e. use language accurately and appropriately. The prime focus is on the learner and teacher is just a facilitator. It is based upon needs analysis and planning to prepare communicative curriculum and syllabus. It is based upon the concept of how language is used and what is functional utility of language. It lays less stress on grammar and language in use rather than language as a structure. It gives emphasis on the semantic objective of the language which means the meaning of language in real life situation and contexts. The skills of speaking and writing are included in communicative approach. It provides the communicative opportunities where the students may be able to communicate ideas through dialogue, discussion, debate, literary and cultural activities of the schools.

Merits of communicative approach

1. The communicative approach develops the speech ability among the students.
2. It teaches the different ways of expression.
3. This approach is based on the practical utility.
4. It lays more stress on the functional value of language.
5. It enables the students to communicate their idea, both inside and outside the class-room.

Demerits of communicative approach

1. This approach ignores grammar and structures.
2. It is not properly and scientifically developed as yet.
3. It is a new approach, not used and tested in schools for language teaching.
4. Practical utility of this approach is yet to be confirmed.
5. Trained teachers are not available in this approach to teach English language.
6. Students don't get proper environment for communication.

In communicative approach, techniques such as information gap tasks are used. An information gap occurs in a situation where one person knows something which the other person does

not. Information gap task used in the classroom are language games, role plays, retrieving text order etc.

In this approach the teacher is no longer regarded as sole arbiter and controller of what goes in the language classroom. The independent status of a learner is fully accepted. The communicative approach has implications for the classroom teacher in terms of their way of teaching and attitude. Thus communicative approach can be the effective way of developing language competence among learners.

2.5. Constructivist Approach

This view represents a shift from education based on behaviourism, to education based on cognitive theory. The Behaviourist epistemology based on intelligence, domains of objectives, levels of knowledge and reinforcement. However, in the case of constructivist epistemology it is the learner who constructs knowledge on the basis of interaction with the environment. The primary message of constructivism is that active learning enables the students to construct their own knowledge and make their own meaning of what is being taught. According to this approach, acquiring second language will be effective in authentic and complex learning environment or situation. One of the primary goals of using constructivist teaching is that students learn how to learn by training in taking initiative for own learning.

According to Reinfried, constructivist language learning should be action oriented where language is learned through collaboration, free creation is praised, and learning is achieved by actively doing projects and self teaching. Constructivist language learning should be learner centred that supports individualization of learning and autonomy. A learner should develop awareness not only for learning but for the language itself and for the intercultural aspect as well. Constructivist language learning is to be holistic with content oriented perspective, authentic and ready for complex learning environment.

Principle of Constructive approach

One of the most important principles in constructivist approach to language teaching is action orientation. Co-operative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the student is asked to take over teacher's role) have been treated as the major tasks referring to the action oriented method.

The second principle in constructive language teaching is individualisation of learning which is learner centred. It is the learner who is allowed to decide about the fragments and sections of the materials provided by the teacher during the lesson. This possibility to make choices fosters learner's autonomy, thus it takes into account their preferable style and type of learning.

Another principle of constructive approach refers to holistic language experience which involves content-oriented language teaching and usually takes place in bilingual classes. Constructive

approach to language teaching is based on the foundation that knowledge is constructed and not received. It is based on thinking and analysing and not memorising. It also lays emphasis on understanding and applying and not on more repeating.

Constructivist teaching involves negotiation and scaffolding. Negotiation is an important aspect of a constructivist classroom. It unites teachers and students for a common purpose. It is important for the teacher to talk openly with learners about the choice of new information as well as the way of introducing it during the classes, and the formal constraints such as obligatory curriculum. Scaffolding is a more systemic approach to supporting the learner, focusing on the task, the environment, the teacher, and the learner. Scaffolding provides temporary frameworks to support learning and student performance beyond their capacities. The concept of scaffolding represents any kind of support for cognitive activity that is provided by an adult when the child and adult are performing the task together (Wood & Middleton, 1975).

Instructional practice in constructivist classrooms values prior knowledge, is context embedded, integrates cooperative group work, multidimensional assessment, integrates language, content, and process.

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that would lead them to draw their own conclusions on the subject. Teaching strategies which can be used in this approach is that a teacher can use a picture from students' cultural background. Ask students to describe as they say the words, and write the words on paper, put words together and look for patterns. Write sentences from the words formed.

Some of the activities that could be involved in constructive classroom while teaching language are role playing, theme and content based, oral presentations, discussions and debates, metaphors, interactive, collaborative, real life examples, portfolio evaluation etc. Students can construct additional knowledge by writing poems, short plays, screen plays, legal briefs, journals, diaries etc.

Merits of Constructivist Approach

This method of teaching is effective for students who learn better in a hands-on environment and helps students to better relate the information learned in the classroom to their lives. Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.

Demerits of Constructivist Approach

There are some demerits of Constructivist teaching. The training necessary, for Constructivist teaching is extensive and often requires costly long-term professional development. With an average number of students in one classroom, teachers are unable to customize the curriculum to each student, as their prior knowledge will vary. The constructivist curriculum also eliminates standardized testing and grades. It requires more time and energy.

Check your progress

Note: a) Write your answer in the space provided after each question.

1. What are the characteristics of direct method of teaching English?

2. What are the merits and demerits of communicative approach of teaching English?

3. What are the basic principles behind Constructivist approach of teaching English?

2.6. Inter-intra Correlation of Language with Different Subjects

Language is such a wide and varied phenomenon as has been defined in a variety of ways by the scholars of different branches. It is so wide that no definition can cover all the aspect of it. Every effort to define language leads to the simple statement "language is language".

Language is best acquired through different meaning-making contexts, and hence, all teaching is in a sense language teaching. This perspective also captures the centrality of language in abstract thought in secondary education; whereas in the initial stages contextual meaning supports language use, at later stages meaning may be arrived at solely through language.

Language education does not only take place in specific subjects explicitly defined and reserved for it, such as mother tongue education, foreign language education, second language education etc. Language learning and education also take place in each and every subject in school, in

each and every academic/mental activity, across the whole curriculum – whether we are conscious of it or not.

The goals for a language curriculum are twofold: attainment of a basic proficiency, such as is acquired in natural language learning. Language education does not only take place in specific subjects explicitly defined and reserved for it, such as mother tongue education, foreign language education, second language education etc.,. Language learning and education also take place in each and every subject in school, in each and every academic/mental activity, across the whole curriculum – whether we are conscious of it or not.

The language is an instrument for abstract thought and knowledge acquisition through literacy. This argues for an cross-the-curriculum approach that breaks down the barriers between English, other subjects, and other Indian languages. At initial stages, English may be one of the languages for learning activities that creates the child's awareness of the world; at later stages, all learning happens through language. Higher-order linguistic skills generalise across languages; reading, for example, is a transferable skill. Improving it in one language improves it in others. English does not stand alone. Language as a subject in school cannot be solely responsible for language education; the development of language skills and competencies has to be integrated into subject-specific teaching. We need to develop a comprehensive understanding of language education and language learning in school that takes place across all subjects – in addition to the central role of language as a subject itself and all that it involves (e.g. shaping the intellectual and social personality). This linguistic dimension in each and every learning activity is sometimes hidden and partly implicit and therefore often underestimated:

“Language plays a central role in learning. No matter what the subject area, students assimilate new concepts largely through language, i.e. when they listen to and talk, and also read and write about what they are learning and relate this to what they already know. Through speaking and writing, language is linked to the thinking process and is a manifestation of the thinking that is taking place. Thus, by explaining and expressing personal interpretations of new learning's in the various subject fields, students clarify and increase both their knowledge of the concepts in those fields and their understanding of the ways in which language is used in each.” (Ontario Ministry of Education, 1984; quoted in Corson 1990, p. 75).

Every subject whether it be a form of literature and language like poetry, prose, grammar and composition or may be specific subject content like history, geography, mathematics, science, economics and commerce, language plays an important role. Literature is a written or spoken material. It is used to describe anything from creative writing to more technical or scientific work, but the term is most commonly used to refer to the works of creative imagination, including work of poetry, drama, fiction and non-fiction. The class of writing distinguishes for beauty of style or expression as poetry, essays or history in distinction from scientific treaties and works which contain positive knowledge. Poetry is a form of literary art in which language is used for its aesthetic and evocative qualities in addition to its apparent meaning. It may be written independently, as discrete poems or may occur in

conjugation with other arts. Prose is the most typical form of written language, applying ordinary grammatical structure and natural flow of speech rather than rhythmic structure. It is the ordinary form of spoken and written language; its unit is the sentence. Grammar is the most important part of language which helps in correct speaking, reading and writing. In this entire field, language plays an important role. It helps developing the creative imagination, aesthetic qualities, rhythmic structure, and expression etc. Similarly when we talk about language across curriculum we can say that in the field of history, geography, mathematics, science, economics, commerce etc language plays an important role. When we think about the nature of different subjects we find that science content is specific and we have to learn it in the way it is, mathematics deals with concepts, operations, formulas, assumptions, axioms, postulates it is beyond facts, it bothers about proofs; social science deals with facts, concepts, principles, interpretation, values, judgement, opinions, and relevance. In language the main focus is language in the form of poetry, prose, grammar, fiction etc. In all these areas language plays an important role. In explaining the concepts, principles, axioms, theorems, giving judgement and opinion, making interpretations etc we need language as tool. We need language for explaining the central idea of the theme.

Thus we can say that language is more than communication, is linked to the thinking process, is a tool for conceptualising, thinking and networking, it supports mental activity and cognitive precision, language for academic purposes helps express thoughts more clearly and helps to structure discourse and practise discourse functions. The overall goal, therefore, is not just the development of Cognitive Academic Language Proficiency (CALP, Cummins 1979), but of Conceptual Literacy and of Discourse Competence.

Check your progress

Note: a) Write your answer in the space provided after each item.

4. Explain the correlation between language and learning different subjects?

2.7. Principles of Language Teaching

The English teacher should teach English language in such a way that the desired goal of learning may be achieved. Different principles of teaching language are:

Principle of Purpose: People may learn a second or third language for different reasons, commercial, social, scientific, academic, and literary purposes. If the purpose is decided in the beginning it becomes a simple affair to design a course suitable for that purpose. In the absence of any specific purpose they simply drag on.

The Principle of Habit Formation: Language teaching is an art. Like all other arts it needs sustained ‘practice and drill’. The language skills are acquired through activity with the language under proper guidance of a teacher. The steps taken by the teacher in the class should be followed by the child’s practice activities involving his feeling and willingness. According to H. E. palmer, “language learning is essentially a habit forming process, a process during which we acquire new habits.” This involves plenty of practice of contextualized speech designed to incorporate each new item into the learners developing systems: The principle of: (a) of practice and drill, and (b) of learning by doing, are to be followed by the teacher and learner of English. For healthy language habits the pupils must pay attention to:

- Habit of listening to the sounds of English words,
- Habit of speaking English with proper accent and intonation, and
- Habit of spelling.

Principle of Motivation: “Motivation is the super highway to learning.” It is in fact the principle of interest. Learning English is a painful process and gives considerable mental strain to the learner. Therefore, the teacher should try his/her best to reduce the strain by making use of pictures, models and objects in the class. The conversational approach and the play way, can effectively diminish the dullness and monotony that is likely to fall on the pupils. At the introductory stage the class should be properly motivated to receive the new knowledge in the light of previous knowledge and experience. The pupils should feel that they are acquiring knowledge with their own efforts. The pupils should constantly feel that their knowledge of English is increasing and that they can readily use it. The other ways of arousing interest are:

- I. Linguistic games,
- II. Use of gramophone record
- III. Use of flash cards and other audiovisual aids, etc.

The Principle of Multiple Line of Approach: According to this principle the teacher has to proceed simultaneously from many different points of view towards the goals to be realised by him. He/She has to select and reject judiciously without favour or prejudice, the material to be presented and the method of its presentation. Some of the common approaches to the teaching of English are the cultural approach, the social approach, the conversational approach, the functional approach, the situational approach etc.

The Principle of Interest: Children learn easily and quickly things in which they are interested. In the learning of English as a foreign language the principle of interest is to be kept in mind by the teacher especially because the children do not have an innate interest in the learning of this language. The teacher, who creates interest among his/her pupils, not only wins over his own difficulties but also wins the young hearts of his-pupils. Language thus learnt will necessarily help the children in expressing their needs, desires and feelings.

The Principle of Concreteness: Often we hear the maxim ‘Proceed from concrete to the abstract.’ This implies that all knowledge and all experience which the child gains in his practical life should be re-lived in the process of teaching. Thus, the knowledge and experience of the child will be established permanently in his mental store. It enables the child to understand the vague and abstract part of the knowledge. But it requires, on the part of the teacher, to transfer the vague and abstract part into concrete experience. For this, he/she has to take resort to the various aids so that his lessons become more interesting. He can proceed by presenting ‘objects’ before words. While teaching verbs, the teacher can begin with such ‘actions’ that can be performed in the class e.g., sit, stand, come, go, shut, open, walk, read, write, bring, etc. The teaching of adjectives, prepositions and adverbs may also be carried in the same manner.

Principle of Accuracy and Correctness: This principle will enable the pupils to use accurate or ‘exact’ word. That is, their minds shall function in an accurate selection of the ‘right’ words. A right or ‘exact’ word is that which is used to impart its meaning in the context we desire to use it. At a later stage it enables one to develop a compact style. The mind of the growing child will not wander if the principle of accuracy is practised. Hence, the linguistic habits we desire to be formed by our children should be accurate. It can be practised by giving all the possible meanings of a particular word or all the synonyms together with their context in which meaning or synonyms can be possibly used.

Principle of Selection and Gradation: Selection and gradation is another important principle to be kept in mind by the teachers of English. In fact, selection leads to gradation and gradation precedes selection. The teacher, before making a start in his/her process of teaching and in order to achieve the required results, has to select material for his teaching. Here the material taught and the ‘aids’ which he/she desires to use, should be in accordance with the physical and mental age and health of children.

The Principle of Linking with Life: Linking of the subject matter with life is one of the important principles of any teaching. In teaching of English as a second language the teacher can easily do so because language is used in everyday life whether it is in a classroom, home, play field or market. The students come in contact with their teachers, head master, classmates, school-mates, play-mates and get opportunities to express their ideas with them. All these school experiences are parts of life experiences. The job of an English teacher should be to encourage his/her students to use the learned structures of English language in their daily life situations.

The Principle of Proportion: Language is a system. The system of language is an organic whole. Just as the system of our body is composed of the senses of hearing, seeing, heart, lungs and brain, etc., so is the system of language composed of sounds, words and structures. The system of our body functions properly and effectively when all our organs work inter connectedly and co-ordinately. So, does the system of language function properly and effectively when an inter-connection and coordination is maintained among the various organs. This can be achieved when due proportion is maintained in the functioning of these organs. These are the principles which should be kept by language teachers.

2.8. Maxims of Language Teaching

Teaching is an art, to gain mastery of which one should know the maxims. These maxims have been invented not by an educationist, but by a psychologist. In fact they have been developed and they make teaching effective. These are common maxims and are known by the name of ‘maxims of teaching method’. Most of these are based on psychological principles. Some of these are:

From known to unknown: Many things to be taught by the teacher in the classroom are known by the students. The teacher should make use of this known material. The children gain several experiences by being a member of the family, taking part in sports, travel and in interaction with relatives and other contemporary groups. These experiences are generally disorganised. Giving a definite shape to such disorganised experiences and to move from the known to the unknown becomes a natural educational technique. The use of the known material should be done in all subjects, If the relation of the unknown is not related with the known, no useful teaching can take place. This maxim should be paid attention to while introducing a lesson.

From simple to complex: The subject matter should be divided into various categories and these categories should be arranged according to the order of difficulty. Some topics are easy to learn and others difficult. The simple thoughts should be taken first. Simplest thoughts should be presented at the beginning and then less simple thoughts should be, presented. This is the correct way of teaching. Thus, the teacher should proceed from simple to complex.

From indefinite to definite: The child is full of abilities and capacities. Many thoughts remain present in child’s mind, but these are generally dull and unclear. As soon as a child sees an object he/she will start thinking about it. The child forms indefinite thoughts about it according to convenience, interest and need. It is the duty of the teacher to clarify and define the indefinite and doubtful thoughts. The teacher can take help of pictures, models, charts etc. to clarify and define thoughts. Every word used by the teacher should be understood by students. Every thought expressed by the teacher should get fixed on the mind of the students like a picture.

From concrete to abstract: The objective of education is to enable a student to gain authority over abstract terminology and thoughts. A person is generally considered literate on the basis of their ability to think abstract, but this ability can be gained only the after analysis of concrete objects. A child learns those thoughts faster which are related to concrete examples. If a teacher wants to educate about a new thought, he can do it by relating it to a concrete object. For example, a teacher can take help of maps, charts, pictures of rivers, mountains, lakes, etc. to clarify abstract thoughts of enhancing vocabulary of students.

From particular to general: This maxim means that an example should be presented at first and the students should be enabled to form a conclusion by themselves. The students do not take interest in general principles. General laws and principles are certainly necessary for the growth and development of mental processes, but they should come after specific things and activities. Examples should be so presented before the students that they are able to guess general laws and principles. A

successful teacher is the one who can enable students to observe specific objects to draw generalisation by themselves. This maxim is considered mandatory in teaching grammar.

From empirical to rational: Empirical knowledge is based on experiment-based experiences. It is the result of practical activities. In the beginning, a child gains knowledge by practical activities which are called empirical. Rational knowledge is based on logical analysis of experiences. Experiences are analysed scientifically, and they are taken as proven facts if they are logical. It is called rational knowledge. In the same way, the child he knows that the sun rises in the east and sets in the west, and the cause of day and night are sunrise and sunset. It is the stage of empirical knowledge, but after the child comes to know the revolution of the earth round the sun, he/she would know the cause of the natural incidences. It would be the stage of rational knowledge. The teacher should proceed with empirical to rational while teaching. Similarly, the child can apply this knowledge to with grammar and literature which necessarily form with such facts.

From seen to unseen: According to this maxim of teaching a child learns things easily which can be seen. So teaching should proceed from seen to unseen. This maxim is the second meaning of the sentence. Generally the present is seen, while the past and future are unseen. So the present should be taught at first and the past and future should be taught later. Similarly, active tense is generally used, so it should be taught first, while the passive should be taught after the concept of active has been cleared. So is the case with direct and indirect narrations.

From whole to part: A child sees a thing as a whole. It is the nature of their brain to gain a thing in its whole form than in its parts. Gestalt psychologists have shown by experiments that anything is seen and understood as a whole. The teacher should proceed from the whole to the part while teaching a lesson. The knowledge of parts can be given at a later stage. As soon as a thing comes before our eyes, we see it in its whole form and then pay attention to its various parts. In fact, the meaning of understanding parts means to pay more attention to it. So, it is necessary to pay attention to the above maxim. While teaching about sentences in grammar, we should begin by teaching complete sentences, and not its parts like subject and predicate, etc.

Thus, while teaching, a teacher should consider these maxims of teaching so as to teach effectively and attain the teaching objectives.

Check your progress

Note: a) Write your answer in the space provided after each question.

5. Explain the basic principle behind language teaching?

6. Why it is important for the teachers to know about the maxims of teaching?

2.9. Let us sum up

In this unit we focused on the different methods of teaching English. What are the basic characteristics, principles underlying this method? Language is the expression of ideas by means of speech and sounds combined into words. It is a system of arbitrary vocal symbols by which social group co-operates. In this context we learned about how language is correlated with different subjects. Different methods of teaching such as direct method, communicative method and constructive method were also discussed. We discussed about the principles of language teaching and the maxims of teaching.

An understanding of these concepts will help pupil teachers in enhancing the language learning ability of their students and effective classroom transaction.

2.10. Answers to “check your progress”

1. Sec- 2.3. Direct Method
2. Sec-2.4. Communicative Approach
3. Sec-2.5. Constructivist Approach
4. Sec-2.6. Inter-intra Correlation of Language with Different Subjects
5. Sec-2.7. Principles of Language Teaching
6. Sec-2.8. Maxims of Language Teaching

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Unit-3: Language Acquisition Inside/Outside the Classroom

Structure

- 3.1. Introduction
- 3.2. Objectives
- 3.3. Listening
 - 3.3.1. Concept and significance
 - 3.3.2. Activities to develop listening
- 3.4. Speaking
 - 3.4.1. Concept and significance
 - 3.4.2. Activities to develop speaking
- 3.5. Reading
 - 3.5.1. Concept
 - 3.5.2. Methods
 - 3.5.3. Types
 - 3.5.4. Techniques to increase speed of reading
- 3.6. Writing
 - 3.6.1. Types of composition
 - 3.6.2. Evaluating composition
 - 3.6.3. Letter writing
- 3.7. Supplementary Skills
 - 3.7.1. Study skills
 - 3.7.2. Reference skills
- 3.8. Let us sum up
- 3.9. Answers to “check your progress”
- 3.10. References and Suggested Reading

3.1. Introduction

In the previous unit, we focused on various methods involved in teaching of English language like direct method, communicative approach and constructive approach. We discussed about inter-intra correlation of language with poetry, prose, grammar, composition and various other subjects like science, mathematics, history, geography, economics and commerce and also about principles and maxims of teaching language.

In the present unit, we will be dealing with the concepts of basic language skills like listening, speaking, reading and writing. We would also be discussing various types of compositions and study skills.

3.2. Objectives

After completion of this unit you will be able to:

- understand the concept of listening, speaking, reading and writing,
- apply the knowledge of writing composition in different contexts,
- know about various study skills like note making and note taking,
- differentiate between types of reading. and
- develop an understanding of referencing.

3.3. Listening

3.3.1. Concept and significance

Listening is a receptive rather than a productive skill, but is a valuable skill. Listening deals with the conscious attention to what is being said. A good listener learns a language quickly and efficiently. Listening skill is related to audio sense. Listening is passive when someone is speaking than listening. Speech generates sounds which reaches to the audio sense. The sound makes sense or meaning by mental organisation. The child is attentive to the sound, which is understandable. The listening skill has the specific meaning and condition. All the sounds do not facilitate listening. Some sounds have no sense or meaning to it. The listening skills require the condition in which sounds created by the speech must have some sense or meaning. The sound should be supported by actions. The person should be able to understand the meaning of the words conveyed through sounds. Listening skill is the basis of good learning of language. It makes speaking skills effective and workable.

Listening basically focuses on two aspects i.e. listening for perception and listening for comprehension. Listening for perception is practised more at the primary level where learners are being introduced to the language. The listening exercises do not use visuals so that the learners concentrate on the sound of words of intonation patterns. The learner has to rely on his/her ear to repeat these sounds. The methodology involves repetition of short, and discrete items. The teacher

demonstrates the sounds which she wishes to teach while learners are encouraged to imitate and identify them using drill and choral repetition. The teacher may correct the students where necessary.

Listening for comprehension is more relevant to the teaching of listening at the middle school level. In this process, the listening material is based on a particular context and the learner is given practice in specific areas of listening, which are related to his/her needs. The teacher is most often expected to make short, quick responses as part of the listening exercise. Learners usually find these activities challenging, as effective listening activities have an element of game playing or problem solving built into them. For examples, learners may listen to a script recorded in tape giving details of a speech while they play the role of a lawyer, jotting down details of speech given by the chief minister.

The listening task can be of two kinds - extensive and intensive. In extensive listening the learner listens to an interesting story, radio programme or anecdote. The listening material may be lengthy. The learner listens for pleasure and is not expected to complete a worksheet or a task. Extensive listening may take place inside or outside the school. In intensive listening, the learner listens over carefully. For example, while listening to directions the listener listens with full concentration. Such listening material is short and has a special task or worksheet designed for it. There is some, amount of challenge so that the learner feels motivated to complete the task. It is through the completion of this task the learner gets practice in specific listening skills. The intensive listening practice takes place in class and should be so designed that it becomes practical, easy to administer, and can be completed within the time limit of a lesson. The listening tasks are effective if the learners have a well designed, interesting and carefully graded activity to complete. Some of these tasks can be to express agreement or disagreement, taking notes, making a picture or diagram according to instructions or answer questions. Very often the listening task is based on filling in diagrams, grids, maps and tables. It is important to bear in mind that these grids etc. are simple and do not become over elaborate. The listening material should not be densely packed and go beyond the understanding of the learner. The learner must be able to complete it within a given period of time. Very lengthy intensive listening practice can de-motivate and frustrate the learner. The task that the learner is expected to do should be simple like making short, intermittent responses by marking, drawing, ticking off or writing one or more words. The task should not require the learner to write or read too much information.

Phases of a Listening Class

The teacher has to plan a great deal on the physical aspects of a listening class. The size of the class, the arrangement of the furniture, the availability and quality of cassettes and recorder have to be taken care of in advance. There are three phases of a listening class.

The Pre-listening Phase

In this phase, the teacher sets up the activity which gives the learner a purpose for listening. A quick look at the listening exercise helps the learner to understand the context and what s/he has to listen for. The pre-listening activity is a very short phase. At times the learner may be asked to guess what they will hear.

The While-listening Phase

During this phase the learner completes the task based on the listening material. The diagram/map/table helps the student as it gives an idea about the listening passage. It also gives the learners the necessary support as it gives them clues whether the answer is to be given in one word or phrase form and not full sentences. It helps them to concentrate on the listening activity rather than worry about grammar or reading. The learners should be encouraged to gather as much information as they can from the passage while listening. If they fill in the information later, it would turn into a memory task and not a listening one. The focus of the task is on the message of the listening text. The listening tasks can be graded carefully by the teacher. Gradually, the learners can be asked to jot down detailed information.

The Post-listening Phase

This activity occurs after the learners have completed their listening activity. The information or completed chart which has been filled can be used for integrating with other skills. For example the learners can be asked to use the completed map at the end of a listening task to give directions to another student for reaching a particular place. Thus speaking skills can be integrated with listening. Similarly writing skills may be integrated by asking learners to write an account of their trip, for the school magazine.

3.3.2. Activities to develop listening

There are different kinds of listening activities. Listening to a telephone call and writing a message, listening to a sports commentary and completing a chart, listening to instructions and marking a ground plan and jigsaw listening. However, there are listening comprehension activities where a learner may be required to listen and not make an overt response or make a minimum non-verbal response. For example the teacher may tell a story giving practice to learners in extensive listening where they listen to large chunks of spoken language. Alternatively she may use a set of pictures which illustrates different parts of the story, asking learners to put them in a sequential order. This would be a non-verbal response.

Another kind of listening activity which is done most often in classes is listening to a text and reading it at the same time. But this kind of exercise does not really develop the learner's skills of listening comprehension. The text that is being heard or read aloud is not the kind of heard speech that the learner will be faced with in listening situation, Besides, it does not develop the learner's reliance on the ear because they have the written text in front of them. It may happen that the written word

hampers the learners from understanding accurately what s/he may hear in a real listening situation. For example, the learner may read aloud or hear the words spoken from a written text and fail to recognise these words when heard as part of a spoken discourse. The sound of these words changes when spoken as part of natural colloquial speech.

Dictation: One of the most common listening exercises which has been practised continually in schools is dictation. A positive features of dictation is that it involves the learner.

Dictation can become a meaningful and interesting language activity provided the teacher plans carefully. The teacher dictates a number of words very quickly like aura, aristocracy, bonded, peace, disease, absence, juggler, kitty etc. Students were unable to catch all the words. They are then asked to pool the words they have written. The complete list is then used to write down a story. Pair work can be used effectively while using dictation. Students A and B are given copies of gapped exercises. The students know that each group has half of the text A dictates and B writes, then B dictates and A writes until the story the complete. So not only are the students listening, but also writing.

Listening and following a route: In this activity a route map is used and exercises designed to link the spoken description with the map. This activity can be improvised quite easily by the teacher. The route she wishes the learner to mark can be traced on her copy of the map. She can then give the learner instructions, adding comments and a brief description. A map of a place they would like to visit as part of a class trip can be given. In this way a real life context is introduced and the activity becomes more interesting.

Listening to a telephone call and writing the message: Learners at the middle school are often required to make telephone calls for formal and informal purposes. Listening forms a key element in telephone skills. In this activity the learner is introduced to a situation where Rekha has to give an important message to her friend Meera. It is the mother Mrs. Sharma, who receives the message. The learner has to jot down the message noting important details of the school trip.

Listening to a sports commentary and completing a chart: Another interesting context for a listening lesson is provided through listening to a sports commentary. The learner listens to the commentary for specific information. In this the learner uses background sounds for clues, for example, playing of the band for the march past, commentary on the games of cricket, football etc.

Jigsaw Listening: Another kind of listening activity is called Jigsaw listening. In this the teacher divides the class into groups. Each group listens to a part of the story on the audio cassette. In the next stage learners send one or two members from their group to other groups. They will be asked several questions and will have to respond and give information. The various groups thus collect the missing sequences of the story. Now, in their original groups they speculate on the last part or the end of the story. Usually, a mystery story is most suitable for Jigsaw listening. Each group then reports to the class their version of the story what their point of view or conjecture is. Other groups are free to react, question and comment. Finally, the teacher plays the final part of the recording, which resolves the mystery. Though this is an extremely challenging and interesting activity yet it has some problem areas in its implementation. First of all, the teacher has to make multiple recordings so that the groups

can listen to the recording simultaneously. If she has only one recorder then a single group can listen to the recording at a time, in which case, she has to think of techniques how to occupy the other groups who are awaiting their turn to listen or for others to finish.

Some of the other activities include listening to talk or lecture, participating in a meeting, seminar, debate or discussion, participating in a conversation, listening to announcements at school and at public places outside school, taking part in a lesson etc.

Check your progress

Note: a) Write your answer in the space provided after each question.

1. What is listening? What are the different phases involved in listening?

2. List out the activities involved in developing listening skills.

3. What is the role of teacher in the jigsaw listening activity?

3.4. Speaking

3.4.1. Concept and significance

Speech is the language that precedes reading. In language learning the child has ample practice in speech before he starts reading. The child has already learnt certain sounds and structures unconsciously. Speaking creates the sounds which are used to understand the message. Lingual senses are involved for generating sounds in speeches. Learning to speak a language is the shortest path to learning to read it and write it. Listening and speaking are intimately related to each other, though listening is a recognition skill and speaking is production skill. This skill almost depends entirely on the learner's knowledge of the pronunciation of the words and articulation of sounds in the language. Anyone having the ability to speak English produces the characteristic English speech sounds in isolation and in combination. They can also use appropriate stress and intonation patterns and appropriate word structures to express the intended meaning.

To understand spoken English the child has to distinguish sounds from similar sounds and understand the lexical meanings of words in context and grammatical meanings of structures. The main purpose to teach and learn language is to communicate with other speakers of that language. The ability to communicate effectively in any language involves appropriate use of two different media. For direct interaction with the people we use oral medium. In other words, we listen to understand the message being conveyed to us orally and respond to the message conveyed to them. The second medium that involves the language for communication is the written medium. In this the message is conveyed to the other speakers of the language by use of the sign in the page i.e the use of letter, alphabets.

Conversation whether formal or informal requires the ability to think, skill in the use of appropriate language, skill in the use of device that contribute to the success of oral communication and help make the speaker more fluent.

Speaking skills form the basis of good learning of any language. In fact this strengthens the foundation of language learning. A student of language, who is good in oral work, is automatically good in reading and writing. Speaking is the necessary ground work for every other stage of learning English. The first requisite for understanding and speaking a language is the ability to discriminate between the sounds of the language. There may also be a number of English sounds that are not used in the mother tongue of the students. One cannot produce sound that one has not heard. Therefore the first step in developing skills of listening and speaking is training the learner to listen for the characteristic speech sounds including stress and intonation patterns.

Oral skill has two major components. First, there are **motor perceptive skills**. These are the means of perceiving, recalling and articulating in the correct order the sounds and structure of language. Generally these are developed at the primary level where learners are put through various look and say exercises or patterns. The second component of oral skill is the interaction skill. By using this the learner will be able to transfer knowledge from language learning situation to a language use situation. This skill involves knowing what to say, how to say and how to establish and maintain contact with other persons.

Some of the important functions when the learner needs to perform with the language are:

- greeting friends, superiors, strangers
- discussing ideas
- responding to questions
- clarifying meaning or intension
- giving report of an event
- seeking and giving information in class and out of class, etc.

There are several functions of language.

The significance of developing speaking skill is that it helps the student to become a good debater, orator and also an active participant in discussion. It removes shyness and hesitation of the speaker and induces confidence and encouragement amongst them.

Technique in teaching oral skills :

Conversation class: This is the most accepted technique to develop oral skills amongst students. The teacher sits with the group of learners and asks them questions about their family, home, hobbies etc.

Topic based discussion: In this, the teacher plans discussions on interesting topics. This is an improvement on the conversation class, because the discussion is now structured and is clear. But it lacks a purpose. Learners are likely to feel motivated to speak on a topic merely to practice their English.

Task based fluency practice: With increasing importance being given to a communicative language teaching, task centred fluency practice is being used more and more. In this, a group is given a task to perform through verbal interaction. It may be in the form of group activity or role play.

Group work has been especially conducive for the development of oral skills. It gives an opportunity to the learner to speak in a small group, and the teacher is also freed from being centre staged and moves freely around the room giving advice and support to the students when needed.

3.4.2. Activities to develop speaking

For learners to be actively involved in the classroom processes and not remain passive receptacles, it is important for the teachers to plan some activities for developing speaking skills. Learners need to practice making short utterances such as individual sentence or a few sentences. Teachers can use these utterances to reinforce grammatical structures. Oral skills, however, concentrate on the learner's needs to make longer utterances. Learners need to interact appropriately and competently at different levels, and with different people, in a variety of situations. Some of the speaking activities are as follows:

Using Stories: Story telling has a special role to play in developing oral skills. It is an infinitely more interesting and involving activity than monotonous oral drills and bland role plays.

Theme Pictures: The teacher uses the story selection and tells the story to the class. She then spreads the pictures on a table at the end of the room. Students are then asked to pick pictures that they associate with the story. Each student tells his or her partner or the group the reasons for choosing a particular picture. The Teacher needs to collect a lot of pictures from magazines and journals. The pictures should be selected carefully. An adequate number of pictures which are related to the story

and several others which are unrelated can be compiled. This activity is interesting and useful. It brings out the fact that each student listens to the skeleton story and then creates his or her version. The personalisation of the story motivates the learners to participate enthusiastically.

Skeleton Stories: The learners can be given the skeleton of the stories. The facts given should be clear and simple. Once the learners have heard the story, they are asked to give their versions of it. The story chosen must be one that can be interpreted in more ways than one. An alternative is to tell an incomplete story. Students sit in groups of four and after the story-telling session, each of them give his or her version of the ending.

Using Sound Sequences: In this activity, the teacher plays a recorded sound sequence on an audio cassette. In groups of four or five, each student tells the group his or her interpretation of the story. The group finally selects the most interesting story and sends one story-teller from the group to tell the story to the whole class. The teacher has to make arrangements so that the recording is heard by all. She may like to work on some vocabulary connected with the sounds they would be hearing, without taking away the interest of the task. Vocabulary training, as an enabling exercise, can be done prior to the listening period to make their story-telling more effective. Students find this an engaging exercise and are most willing to work out a skit or a dialogue based on their group's story.

Dictation: The practice of dictation can be made purposeful by integrating it with an oral activity. A set of words are dictated to the class. Once the words are dictated, the group appoints one person as the secretary. The words are written on the board. Each group constructs a story from the list, following the order given. Students are then asked to tell their story to the class.

Picture Composition: The teacher draws an incomplete picture on the board. Students are divided into groups. Each group is given a turn to add to the picture. Once all the groups have taken turns at drawing, each group tells their version of the story to the whole class. The teacher can make the first drawing if none of the students volunteer. The picture space has to be large so that different groups can contribute. The drawing should not become too crowded. This activity encourages learners, who may not be very good at speaking, to make their contribution to the group. It fosters a feeling of confidence which can be nurtured by the teacher.

Telling Anecdotes

A popular and natural form of building oral skills is by relating anecdotes. The teacher can incorporate suitable anecdotes in day to day teaching. This helps in providing a model for the learners. Practising telling anecdotes, effectively invite learners to relate their own anecdotes. Some of the possible topics for anecdotes are: in my maths class, my first essay, my first drawing etc.

Participating in a Discussion

Most text books incorporate activities which necessitate students interaction whether in pairs, groups or the class as a whole. At times, units are especially designed, to have separate sections for each skill. Discussion can precede or follow reading texts. The reading text can give a flip to the

imagination of students and also give the less confident learners support in terms of content. The teacher's role is of an observer, manager and facilitator. If the speaking activity focuses on the use of specific language structures, then the teacher can direct the attention of learners in advance to these structures. They may be listed in the text. Once the discussion begins, however, the teacher could allow it to develop, rather than arbitrarily calling the attention of learners to grammatical details. Common errors in grammar and usage can be noted for remedial work to be done later on. At times, the dominating student can be tactfully handled so that each student in a group gets a turn. The teacher can, if need be, join a group.

Class Debate: Most often students, oral skills are assessed in inter-class, and/or inter-school debates. It would be useful to first organise these debates at the class level. Teachers can take up relevant topics for debates which are linked to the students, life at school and home. As students move to middle school, and their knowledge of the world increase, learners can debate on wider issues. Short reading texts, letters to the editor, a newspaper cartoon and all kinds of verbal and visual stimulus can be used to start off the students, thinking process. The teacher can involve the learners in not only participating in the debate, but also at the organisational level.

Role Playing: The teacher allots a role card to each student. The card has some points which a student can take up in the course of the activity. It is important to ensure that learners have understood very clearly what they are supposed to do. Initially, a short demonstration in which the teacher along with a few students work out some role play, can be useful. The information in the role cards is in incomplete sentences or phrases. These are take-off points for students to use while participating in the role play. Students are not strictly bound to the role card. While selecting role play tasks, relationship to the learners' experience is important. But it is equally challenging to have a role play based on a strange and unfamiliar situation. The teacher's role is to clarify what the role play entails. Some materials have role play built in along with the themes. But, the teacher can select suitable role play from other texts keeping the difficulty level and interest of her learners in mind.

Radio Show: This activity can be planned by tapping various resources, for example, television advertisements and radio. One of the most useful is the Times FM. It provides a good model for learners. Of course, the focus being different, the Radio Show prepared by the learners will have less recorded music. Often, students use incidents taking place at school as subjects for reporting, for example: school projects, class projects, school events, interschool events, sport news, interviews of teachers and students. The teacher can introduce the radio show by playing an already recorded sample of the same. The radio show need not follow a rigid or set pattern. Students are to be divided into groups. Each student in a group should be given an equal chance to participate. The recording can have short excerpts of music, preferably played by the students.

Check your progress

Note: a) Write your answer in the space provided after each question.

4. What are different activities to develop speaking skills among students?

5. Design an activity in the form of role play to develop speaking ability among students?

3.5. Reading**3.5.1. Concept**

Reading is, fortunately, one of the most convenient and easiest of all linguistic skills. Of the four basic language skills, speaking and listening are oral, whereas writing and reading belong to the written form of language. Categorised along their roles, speaking and writing are skills of expression (or productive skills); but listening and reading are skills of comprehension (or receptive skills). Obviously, the productive skills ought to be more difficult than the receptive ones, i.e. listening and reading should be easier than their productive counterparts, viz. speaking and writing. Reading indicates towards knowing of the language. It helps in knowing world news, important information through newspapers, journals, books etc. It is a source of recreation. In leisure hours one can go through books, magazines, journals etc. C. Fries rightly remarks, “our main purpose in developing the ability to read among our children is that we wish to put them in possession of the power gaining pleasure and profit from the printed pages. It is a good source of self-education”.

3.5.2. Methods of Reading

There are different methods of reading. Some of the Important methods of reading are

1. Alphabetic Method,
2. Syllabic Method
3. Word Method,
4. Phrase Method,
5. Sentence Method,
6. Story Method,
7. Phonic Method.

Alphabetic Method

It is also called the 'ABC Method' and 'Spelling Method'. It is used in West as well as in East. It was invented by Greeks and Romans and was used till the end of the middle ages. Following steps are undertaken to teach by this method :

1. Teaching the pupils the names of the letters in their alphabetic order
2. Repeating ABC... XYZ until known by heart.
3. Combining two or more letters to form a word e.g. h-e is 'he'; s-h-e is 'she'.
4. Combining words into phrases and sentences.
5. Reading passages. The procedure is- letters - words - phrases - sentences.

Advantages

Shanti Sarup observes, "It gives the child ample opportunity for seeing words correctly written and thereby enables them to build up the essential visual image of words."

Limitations of the Method

- It is a difficult and lengthy method.
- It is not pleasant to read.
- It is dull and monotonous.
- It does not expand the eye-span. .
- It neglects conceptual and perceptual learning.

Syllabic Method

Teaching by this method starts with teaching of syllables. In in this method, the unit of teaching is syllable and not an alphabet. Since syllables form compact sounds, many consonants can only be pronounced accurately when they are combined with vowels. The method is helpful in reading such sounds. It is found to be a better method in comparison to the Alphabetic method.

Procedure

- I. Syllables are used directly.
- II. Syllables are combined to form words and sentences.

Limitations

- The syllable-structure of English is complex, and therefore it becomes hard for pupils to read as most of them are in their tender age.
- To remember all the syllable-structures of English Puts a heavy memory load on pupils.
- Since this method is analytic, so it is hard to understand.

- Syllables do not carry meaning and are insignificant.

Word Method

In this method a whole word is given for reading from the beginning Words are presented with the help of audio-visual aids. The teacher may use the picture of a flower and the word 'flower' written under it. After showing the picture the teacher asks the students to look at it She says 'flower' and writes the word on the black board. The pupils are taught to read it at sight by associating it with the accompanying picture. This method is also known as "Look and Say Method" and 'See and Say Method.' It is based on the following assumptions:

- A word has its own characteristic form. It helps the eyes in recognising it.
- The smallest language unit is word.
- The basic unit of thought are words.

The second step in teaching by this method is the repetition of multiple word by the pupils. This can be done by looking at the picture and the black-board. The next step is to introduce sentences by joining many words. Finally, the practice of reading is done by reading the text-book. This method is considered better than the alphabetic method.

Advantages

- It is a direct method which has all the advantages of a direct method.
- It facilitates oral work.
- It is based on the maxims of teaching.

Limitations

- All words can't be taught by using pictures.
- It fails to develop the skills of deciphering new words.
- It does not help in developing accuracy and independence in recognising words.
- Since the child is required to remember many symbols of words, it strains their memory.
- It ignores spellings.

This method has been recommended by various scholars inspite of these limitations.

Phrase Method

It lies mid way between the word method and the sentence method. This method is based on the assumption that phrases are more interesting than words; phrases convey meaning; at each fixation of eye, a reader recognises not a word, but a group of words; phrases are more suitable units of reading. This method follows the following procedure: the teacher prepares a list of phrases and writes

one phrase - on the black-board; then asks the pupils to look at the phrase attentively; the teacher reads the phrase and the pupils repeat it several times; new phrases are compared with the phrases already taught.

Advantages

- It helps in extending eye-span.
- Rapid growth in teaching has been found.
- Phrases can be presented with more interesting material aids.

Limitations

- It has all the limitations of the word method.
- It is an uneconomical method of mastering words.
- It places emphasis on meaning rather than reading.

Sentence Method

This method is just the opposite to Alphabetic Method. Sentence is the unit of speech. We should adopt it as a unit. This method is based on the following assumptions: the time unit of thought is a sentence and not a word; a sentence is also a unit of speech; a sentence conveys a complete meaning; a sentence has a distinctive total sound. This method follows the following procedure: first of all the teacher selects a sentence and teaches it by conversation; then he shows the sentence written on a flash-card with a picture side-by; the teacher then reads the sentence loudly and gives some time to the students to recognise the sentence; after some time the teacher asks the students to read the sentence; he asks them to read it many times; the teacher now indicates towards the phrases of the sentence and reads them and asks pupils to do so; the teacher reads the individual words of the sentence and asks the pupils to read them; then the teacher reads the words with their spelling and asks- the students to do so; now the teacher does many exercises of reading by selecting words from the sentence. Hence, the procedure of this method is Sentence - Phrases — Words — Letters.

Advantages of Sentence Method

- It facilitates speaking.
- It is natural and also a psychological method.
- It helps in self-education.
- It makes use of visual aids.

Limitations of Sentence Method

- It over-emphasises memory in the process of learning.
- Teaching of alphabets through this method becomes tedious.
- The readers find it difficult to read a sentence without the knowledge of words and letters.
- Trained teachers are needed.
- Properly graded text-books are needed.
- It is a time consuming method.

Story Method

It is an advance over sentence method. In this method the pupils are told a story in four or five sentences illustrated through pictures. The children first learn the story by heart and then read it. Thus, they first recognise sentences and then words. This method is based on the assumption that children have a natural liking for stories.

Advantages of Story Method

- It helps to create interest in the child.
- It gives a complete unit of thought.

Limitations of Story Method

- It encourages guessing in the students.
- It fails to develop a habit of reading accurately.
- It puts a heavy load on the memory of the students.

Phonic Method

This method of teaching is used in England and in some public schools in India. This method is based on phonology and is generally used in association with the Alphabetic Method. In this method, the teaching units are ‘sounds of letters’. This method is based on the following assumptions: words are produced, not by letters but by sounds of words; after learning the sounds, they should be combined into syllables, words and sentences.

Procedure

Step I: The teacher begins with the sounds of vowels. He writes a letter, say ‘e’ on the black-board, and gives the sound of it. In this way he gives the sounds of all the alphabets. Thus, in this method the form of the letter and its corresponding sounds are presented together. The pupils imitate the teacher. The teacher is free to use the chart of sounds.

Step II: The sounds of consonants are then presented just like the sounds of vowels.

Step III: The teacher then writes the consonants along with vowels and gives the sounds. These combined sounds are produced by the pupils.

Step IV: The sounds are combined to form words which are written on the black-board and are read first by the teacher and then by the pupils. The teacher gives a good practice by preparing a list of words.

Step V: Words are combined to form phrases and sentences.

Advantages of Phonic Method

- It provides a good knowledge of sounds.
- It follows the maxim 'analysis to synthesis'.
- It is a logical and scientific method.
- It is linked to speech training.
- It helps to avoid spelling defects.

Limitations of Phonic Method

- It puts emphasis on word recognition and ignores the meanings.
- It causes confusion in pupils because many words have the same sound but different spellings.
- It does not help in expanding eye-span.
- It delays the development of reading words as a whole.

Check your progress

Note: a) Write your answer in the space provided after each question.

6. What is word method of reading?

7. What is phonic method of reading? Explain its advantages.

3.5.3. Types of reading

Reading is one of the important aspects of language learning and teaching. There are mainly six types of reading. These are:

- Loud reading,
- Silent reading,
- Intensive reading,
- Extensive reading,
- Supplementary reading

Loud Reading

This type of reading is also known as oral reading. It is introduced after two months of reading i.e. when pupils learn what they have to read in a book. The main objectives of Loud Reading are : to enable students to read with correct pronunciation, articulation, intonation, stress and rhythm; to enable students to read with expression; to test students, knowledge of speaking words, phrases and sentences; to give practice; to understand the meaning; to prepare pupils for effective silent reading. Steps involved in loud reading are:

Step-1: A model reading is given by the teacher with correct pronunciation, punctuation, rhythm etc.

Step 2: Students should read loudly. Here, the teacher should correct the pronunciation if mistakes are found. However, such corrections are to be done only after the student finishes reading and not in between. Speed of reading may be emphasised at the advanced stage, At the primary stage more emphasis should be laid on accuracy.

Precautions

- Loud reading should be done only after the teacher has given a model reading.
- The passage for reading should be within the comprehension power of students.
- Mistakes in reading should be checked and corrected by the teacher.
- In the beginning speed should never be emphasised upon.
- The teacher should check the students, postures, while they read.
- Before loud reading, pronunciation drill is essential.

Advantages

- Students learn the proper method of reading.
- Students develop the skills of speech and giving lectures.
- The mistakes related to pronunciation can be corrected.
- It trains various sensory organs such as eyes, ears, mouth etc.
- Students learn by imitation, which is a natural method of learning.

Limitations

- It does not help in penetrating the meaning.
- In later life, it is silent reading which is preferred.
- If a student becomes habitual to loud reading, he cannot become an extensive reader.
- In most of the public places such as library and reading room, only silent reading is allowed.

Silent Reading

It is the most important type of reading. In silent reading the students are asked to read a passage, they are abstained from making sound, whispering, murmuring or moving lips while reading, pupils do not stop at punctuation marks; the movement of their eyes stops only at difficult places.

Aims of Silent Reading

- To enable students to read without making sounds and moving lips, so that they may not disturb others.
- To enable students to read with ease, speed and fluency.
- To make students read with comprehension.
- To get the students, vocabulary expanded.

Steps involved in silent reading are

Step 1: Teacher explains to the students about silent reading

Step 2: He asks the students to read a passage silently.

Step 3: To check, if the students are whispering or murmuring, the teacher takes a round of the class. During his round he also supervises the postures of the students.

Step 4: After allowing sufficient time to the students to complete silent reading the teacher asks a few questions so as to test the understanding of the students. He asks only simple and direct questions.

Precautions

- Only those passages should be read which can be understood and appreciated by the students.
- Special attention to be paid to weak students.
- The paragraph for reading should not be too long.
- The teacher should be particular about giving students a task of wide reading by gradually selecting fresh and unseen paragraphs.
- Teacher must give necessary instructions before silent reading.

- Teacher must ask comprehension questions after silent reading.

Advantages

- It is time saving and quick.
- It saves energy.
- It develops the ability to read with interest.
- It is quite useful in later life as it is used in public places and libraries.
- It initiates self-education and deep study.

Limitations

- It does not teach correct pronunciation.
- It cannot be checked if the students are actually reading.
- The mistakes of students are not corrected. It is uninteresting.

Intensive Reading

Intensive reading has for its objective the full understanding of the text with its arguments, its symbolic, emotional and social overtones, the attitude and purpose of the author, and the linguistic and literary means the author employs to achieve his purpose. It aims at the following: to enable students to speak English correctly; to improve and extend their knowledge and command over English; to enable them to use English language without fear, to develop in them the habit of thinking in English; to increase students' active vocabulary; to concentrate upon language.

Steps involved in intensive reading

In teaching Intensive Reading, the following steps may be adopted.

- I. Introduction. For the introduction part of a passage for reading, any of the following methods may be used by the teacher: explain the social, cultural, political or scientific background of the lesson; ask some introductory questions which are based on the previous knowledge of the students; ask some revision questions. Such questions are asked only if a part of the lesson has been taught.
- II. Model Reading. In model reading, the teacher reads the passage with correct pronunciation, stress, intonation, rhythm and pause.
- III. Loud Reading. Teacher should invite students to read aloud, turn by turn. During this the teacher should correct the mistakes of the students. According to EG. French, the following points be given due consideration while reading aloud.
 - Never let any pupil read too much,

- Reading round the class should be avoided,
 - Help, and do not blame a student who cannot read well,
 - Do not let all the pupils read together,
 - If a student stops abruptly over a word, the teacher should say the word himself so as to avoid any unnecessary delay.
- IV. Explanation - Teacher has to explain to the students, new words, phrases, sentences, patterns etc. for giving explanation using synonym, antonyms, prefix, suffix etc. For explaining sentences and patterns, special parallel sentences or structures could be presented.

Advantages of Intensive Reading

- It increases the active vocabulary.
- It helps in learning grammar.
- It explains the meaning.
- It improves the power of expression.

Limitations

- It has only a limited utility in forming an active vocabulary.
- It rarely gives joy and pleasure to students.
- Its procedure is long and uninteresting.
- It does not teach grammar systematically.
- It gives too much emphasis on language side.

Extensive Reading

Extensive reading presupposes speed and ease which come only from a copious amount of reading. It is also called 'rapid Reading' or 'Independent Silent Reading'. Extensive reading means (a) to read silently, (b) to read quickly, (c) to understand the subject-matter and meaning as quickly and efficiently as possible, (d) to read without the help of the teacher (e) to read words into passive vocabulary.

Aims of Extensive Reading

- To understand the meaning as quickly as possible.
- To increase passive vocabulary.
- To develop a taste for reading.
- To inculcate a habit of reading for pleasure and profit.

- To concentrate upon subject-matter.

Procedure for Extensive Reading

Following are the main steps in extensive reading:

- I. Introduction. For the purpose of introduction, the teacher should, (a) give main hints of the passage, (b) briefly explain the difficult portions, and (c) deal with special difficulties of the language.
- II. Silent Reading. Here, the students should read silently but quickly.
- III. Questions. To judge the students, the teacher asks a few questions.

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.

Supplementary Reading

It is just like extensive reading, but its function is to supplement intensive reading of a detailed prose lesson. It is generally introduced in the middle stage with one to three supplementary readers. It follows the procedure of teaching as for the extensive reading.

Check your progress

Note: a) Write your answer in the space provided after each question.

8. How many types of reading are there? What is loud reading?

9. What is the difference between extensive and intensive reading?

3.5.4. Techniques to increase speed of reading

There are various techniques involved in reading, which are:

Scanning

Reading technique of 'scanning' is used to locate quickly specific information by selectively digging out information out of books. For example, when one wants to consult a dictionary or index and needs to find out a specific fact from an article already read, scanning is very useful. Basic steps involved in scanning are:

- The first step would be to fix clearly in mind what one is looking for.
- The second step is to plan how the required information can be obtained. For example, if one is looking for a name or a place, capital letters can provide clues.
- If one is looking for an important idea, one would try to anticipate the words which help in locating it.
- Floating approach (moving back and forth) for collecting information may be used.

Scanning, therefore, is of great importance to executives, administrators, professors, researchers and students.

Skimming

It is the fastest reading technique which is used for obtaining more important information out of a lot of material. Skimming is generally done when a reader desires to read a lot of material in a hurry. It does not require a high degree of comprehension. Here, the average speed of the reader is 400 to 800 words per minute. It is also done when we want to get a quick and general idea of a large piece of reading material. For example, we skim news paper headlines and skim through a book which we must return to the library in a very short span of time.

Importance of Skimming -

- Skimming is very useful for both students and professionals.
- Skimming is also useful in building up reference material.
- It is useful to the students who need to be familiar with a large number of books for a particular course.

Phrasing, Columnar Reading and Key Word Reading

Phrased reading is simply breaking up any text into meaningful phrases, usually using hash marks to denote the beginning or ending of a phrase. Reading with phrasing in fluent reading allows children to use meaning and structure sources of information to support the use of visual information, thereby helping them solve the problem as they read the text. It also involves putting together all sources of information, meaning, language structures, and print knowledge in an integrated and flexible manner to support the comprehension of the text. When this happens, phrased and fluent

reading is not simply a product of reading, but a major contributor to reading proficiency. Following strategies can be used to develop phrase reading:

- Use of poetry, as there are a lot of natural line breaks, and it helps students understand the concept of reading in phrases.
- Copying a page from a text that students are already reading and adding hash marks to it.
- Using a quick rubric to assess students, fluency on a given text before the phrased reading lesson. Then have the students reread the same text, and reassess their fluency using the same rubric.

Columnar reading proceeds in the forms of column. Columnar text is one in which, one or two or even more vertical sections of text lie side by side in a document and separated by a rule or a blank space. It is arranged in a number of single vertical lines like in newspapers, journals etc. It make the reading task easy for the readers as long lines of text can be hard to read. So doing ‘multiple column breaks’ makes it easier for the readers to read the text or a piece of literature.

Key word reading is an approach to help students focus on the task that is to get the students to underline one keyword from each statement. Key word reading is also the method of finding the correct answer. It is the method in which the words that represents the gist of the line or paragraphs is underlined or highlighted, which in turn helps the reader to understand and remember the key points of the chapter or lesson whenever required.

Check your progress

Note: a) Write your answer in the space provided after each question.

10. What is the role of skimming and scanning in reading?

3.6. Writing

Writing is a skill that can be developed through knowledge of various components of language coupled with the imaginative and creative faculties of the learner. It involves the creative use of the richness of a language for the benefit of the desired effect. The students need to be acquainted with the expressive potential of the language. They should be taught how they can make the best use of the grammar and lexis of a language, spellings, vocabulary, punctuation, sentence linkers, and other cohesive devices as well as various formats for formal and informal forms of writing. Especially, the

students need to be trained in writing those compositions which may be useful for them in the day to day life. The main purpose of teaching English is to enable our students to understand English when read or spoken, and to express their thoughts in writing or in speech. The other aim of this teaching is to enable our pupils to produce original expression in the form of stories, books, letters to editors, reporters and so on. Therefore, the teaching of composition has occupied an important place.

3.6.1. Types of composition

The word ‘composition’ is derived from the word ‘composes’ which means to put together. So, composition means putting words and sentences together to express one’s own ideas. It requires procuring of ideas and expressing them in the language. Simply put, it is the expression of our thoughts, ideas, feelings and observations.

H. Champion says, “The ultimate aim of composition is to enable the pupil to arrange his own ideas in his own way, freely; to choose his own word.”

To enable the students to write good composition, the following points may be helpful:

- The topic should be specific rather than general, and related to the interest and experiences of the students.
- Oral composition should precede written composition.
- Individuality should be encouraged.
- The best attempts should find their way in the wall magazine or printed magazine.

Types of Composition

There are two types of composition: (i) Guided, and (ii) Free composition.

Guided Composition

Guided composition is a technique of controlling writing in language learning. Here, students are presented with controlled situations by providing them with ideas, structures and vocabulary. These are given to understand fully about the topic of composition, its sequence and arrangement, the structure, and to some extent, the vocabulary too that will be used. Guided composition is closed-ended. In it, the students are to follow the teacher’s suggestions or guidance and do composition work accordingly. Guided composition is not a strictly controlled composition. It is an effort to lead the students nearer to free composition. In a controlled composition, the students are not given the freedom to construct sentences of their choice, and their use of vocabulary is also strictly controlled. Oral or written composition are guided when:

- The topic for composition is carefully selected by the teacher.
- The various details of the topic are given to students by the teacher.
- The teacher also decides the procedure for the practical completion of the topic.

- The vocabulary and structure to be used is thought over by the teacher.
- The teacher is always ready to guide the students in the - composition work.

Guided composition can be done by the following exercises:

- a) Substitution tables
- b) Transcription
- c) Dictation
- d) Transformation of sentences
- e) Composition of incomplete sentences, and
- f) Reproduction etc.

Merits of Guided Composition

- It paves the way for free composition.
- The teacher can correct the mistakes of students at the very beginning.
- The assistance from the teacher makes composition writing for little children interesting.
- Guided composition also corrects grammatical mistakes.
- Students learn structures too.

Free Composition

In free composition, the student is free to make use of any structure and vocabulary items that he likes. It is that type of composition that gives the student freedom to choose words, structures and ideas. However, the teacher may help the students in collection of ideas by giving an outline. In this way, he may supply to students some language material too. Free composition is open ended. Here, each student is free to express his/her ideas in their own language.

Free composition should be introduced at the later stage. French correctly states, free composition in which the child has to make up his own thoughts, has no place in first three years of a six or seven year course. If it is used, it will only result in a large number of most discouraging mistakes.

A free composition is one in which:

- There are no restrictions on pupils for use of vocabulary and structure.
- There are no restrictions on the length of the composition.
- Pupils are free to tackle the topic set for them.
- Pupils are forced to think freely.

Types of Free Composition

There are mainly five types of free composition:

- (a) Narrative
- (b) Story type
- (c) Reflective e.g. essay writing, letter-writing
- (d) Imaginative, and
- (e) Literary writings e.g. abstract writing, explanation writing etc.

Significance of Free Composition

- I. It helps the students at the higher stage of learning, and also in their later lives.
- II. It paves the way for logical thinking and creative work.
- III. It develops translation ability, because pupils first think in their mother-tongue and then translate the ideas into English.

3.6.2. Evaluating composition

The aim of correction work is to point out the mistakes of the pupils so as to enable them to acquire the correct forms. The teacher's job is not only to find out errors, but also to offer suggestion to each student as to how he can improve his composition. The teacher is expected to point out not only the mistakes of language, but also the short-comings in the subject- matter as also in the way of its presentation.

Check your progress

Note: a) Write your answer in the space provided after each question.

11. What are different kinds of free composition?

3.6.3. Letter writing

Correspondence is one of the chief means of keeping in touch with those separated by distance. Letters bridge the spatial gap. Both formal and informal communication is possible through letters. With the advent of information technology, e-mail has become more popular, yet, letters continue to be the main form of official and unofficial communication.

a) Informal or personal letters - Letters written to friends, relatives, parents etc. are personal letters. The tone is intimate and there is much room for the communication of emotions. The salutation in such letters could be like:

My dear Brother,

My dear Sister,

Dear Ravi,

Dear Anuj,

The complimentary close should be in agreement with the salutation. For example:

Yours affectionately,

Your affectionate brother,

Your loving friend, etc.

The body of the letter will consist of information to be communicated along with the message and enquiry of well-being. The students may be asked to write letters about topics familiar to them. However, they must be taught to follow the structural pattern of the letters closely. The right hand top corner of the page may be used to write the date and the sender's address.

The structure of a personal letter could be like this -

Sender's address

Date

Salutation

Body

Complimentary Close

Signature

Receiver's address

b) Formal letters - Formal letters can broadly be categorised into two:

(i) Official letters

(ii) Business letters.

The learners who are learning writing skills are more likely to use this form of letter than personal letters. The category of official letters includes applications for leave, job applications, letters of complaint to authorities, joining reports, request letters etc. Business letters include letters seeking

information, providing information, letters for placing orders, for supplying goods, sale letters, tender notices etc. The structure of a business letter could be as follows:

Heading

(At the top like the letter head of a company)

Heading

Date

your reference

Inside address

Attention

Salutation

Subject

Body

Complimentary Close

Signature

Identification Marks

Enclosures

While teaching students to write formal letters, it must be clarified that they need to be direct, and to the point. However, in business letters certain degree of politeness is required so that the deals are materialised and even the refusals do not become offensive.

The salutation in formal letters ought to be very formal. Some of the examples of salutation with corresponding complimentary close are given below :

-Sir,

Yours faithfully

-Dear Sir/ Madam,

Yours faithfully/ truly,

-Dear Mr. Roy

Yours sincerely,

In formal letters, the signature should be accompanied with the name (in brackets) of the officer signing the letter.

The layout of the official letters is of the following types:

- i) The indented form
- ii) The Block form
- iii) The Complete block form
- iv) The Semi Block form
- v) The Hanging-indented form

The most popular form of lay out used in official and business communication these days is the complete block form. In this form all parts of the letter are aligned with the left margin except the heading which is printed. A letter in this form saves more time because indentation is no required for any part. In this form, generally, open punctuation is followed.

Heading

Date - (e.g.) 14 May 2007

Address of the receiver

Salutation

Body _____

Complimentary close

(e.g.) Yours faithfully

Signature

Name (e.g.) V.K, Mathur

Identification Mark (e.g.) SPD/CR

Enclosures (e.g.) Encl

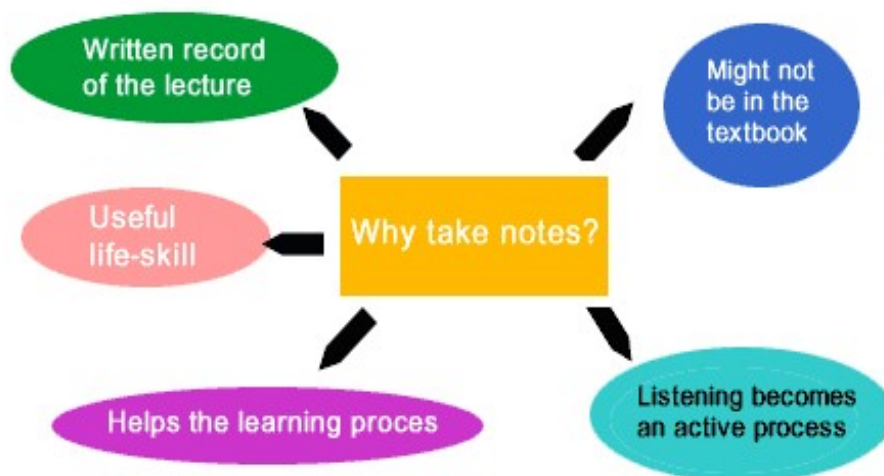
Check your progress

Note: a) Write your answer in the space provided after each item.

12. Write a letter to principal of the school regarding organising a co-curricular activity in the school.

3.7. Supplementary skills**3.7.1. Study skills**

Note-taking is the practice of recording information captured from another source. By taking notes, the readers record the essence of the information, freeing their minds from having to recall everything. Notes are commonly drawn from a transient source, such as an oral discussion or a lecture. Note taking is a form of self discipline. Note taking is a passive process which is done at lectures. Taking notes is an important process. It allows the readers to have a written record of the lecture which may not be in their textbook. A more important reason for taking notes is that there is a direct relationship between what happens in lectures and what comes up in the exam.



(Retrieved from: <https://www.wits.ac.za/ccdu/academic-skills/note-taking-and-note-making/>)

Note making

Note making is an important study skill like summarizing, substance writing and precise writing. It is one of the many forms of information transfer skill. The information contained in a piece of text is given in one form, note making requires to transfer the information to another form. Note-making is an active and focused activity where one assimilates all the information and make tries to a sense of it. Note making means listing out in brief the most important facts and ideas and arguments contained in a piece of written text. Note making is a means of recording information from the written or printed material that we are reading. The material may be a book, an essay or an article, a piece or fiction or even a poem. The process of note taking is followed by note making which forms the final consolidated notes. The main steps involved in this process are:

- Reading through lecture notes.
- Underline headings and subheadings.
- Correct spelling mistakes and rewrite illegible portions.
- Fill in any gaps.
- Underline or highlight important sentences or paragraphs.
- Make sure that the concepts are understood.

The main aim of note making is to integrate lecture notes with readings from articles, prescribed and recommended books or tutorials etc. It is best advised to use lecture notes as the basis for integration. Note making process is extremely useful in evaluation.

Check your progress

Note: a) Write your answer in the space provided after each item.

13. How note taking is useful for students? Whether note taking should be taught in class?

3.7.2. Reference skills

Dictionary, Encyclopaedia and Thesaurus

It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Gonzalez (1999) found that dictionary work was laborious but necessary, and students need to be taught practical use of the dictionary. Exploring dictionary entries can be an important and

effective component of understanding a word deeply. The entries can also help students determine the precise meaning of a word. Allen (1983:82) perceives, 'Dictionaries are passport to independence and see them as one of the student - centred learning activities'. Nevertheless it is obvious that the dictionary can be an extremely useful learning resource, especially as it makes the learner more independent of the teacher. There is hardly any aspect of vocabulary work that the dictionary is not relevant to. The exercises which follow are related to teaching students the proper use of the dictionary. Bilingual dictionaries are fairly straight forward to use, but there is a lot to be said for the use of monolingual dictionaries, from the point of view of encouraging students to think in the target language. There is now a choice of good monolingual dictionaries available at various levels of difficulty and specially written for the foreign learner.

The simplest exercises relate to checking on the tricky endings of some English words, such as those ending in -able/-ible, -ant/-ent, etc. One possibility is to give the students a list of such words, some wrongly spelled and some correctly spelled. One might feel uneasy, however, about giving wrong examples in this area, where the learner is so prone to confusion anyway. Students should also be aware that dictionaries can help them with spelling problems. This can be a trickier procedure than checking pronunciation because if one is using a monolingual dictionary, it means that one has to be familiar with the various sound-symbol possibilities in English.

An English teacher should instruct the students to bring a handy **dictionary and thesaurus** every day. By using dictionary, every student can see the meaning and pronunciation. By using thesaurus, they come to know synonym, antonym and similar words. If they are able to write sentences with the new words, they can memorize them easily. Bilingual dictionaries are more helpful in the beginning of vocabulary enhancement. Step by step, the students start to use English to English dictionaries. Visual dictionaries will make the learning process more effective.

An **encyclopaedia** is a comprehensive reference work containing articles on a wide range of subjects or a numerous aspects of a particular field usually arranged alphabetically. An encyclopaedia is a type of reference work holding a comprehensive summary of information from either all branches of knowledge or a particular branch of knowledge. Encyclopaedias are divided into articles, which are usually accessed alphabetically by article name. Its entries are longer and more detailed than those in most dictionaries, which focus on linguistic information about words. It also focuses on factual information concerning the subject for which the article is named.

The purpose of an encyclopaedia is to collect knowledge disseminated around the globe; to set forth its general system to the students with whom we live, and transmit it to those who will come after us, so that the work of preceding centuries will not become useless to the centuries to come; and so that our offspring, become better instructed, and at the same time become more virtuous and happy.

Encyclopaedia is important in teaching most of the language skills to the students. In addition to dictionary skill other skills which the student will develop are:

- reading skills, by directly using and adapting materials of the encyclopaedia of a different language level;

- listening comprehension skills, on the basis of authentic sound texts of the encyclopaedia adapted by the teacher to the learning process;
- improve writing skills, answering to partners' questions, participating in preparation of reports, compositions, other joint activity of partners;
- enlarge the vocabulary, both active and passive, of the current foreign language that reflects a certain stage of development of the culture of people, social and a political system of a society;
- get acquainted with culture that includes speech etiquette, features of speech behavior of various people, traditions of the country;
- form steady motivation to English as Second Language learning.

Difference between Encyclopaedia and Dictionaries

There are some broad differences between encyclopaedias and dictionaries. Most noticeably, encyclopaedia articles are longer, fuller and more thorough than entries in most general-purpose dictionaries. There are differences in content as well. Generally speaking, dictionaries provide linguistic information about words, while encyclopaedias focus more on the thing for which those words stand. Thus, while dictionary entries are inextricably fixed to the word described, encyclopaedia articles can be given a different entry name. As such, dictionary entries are not fully translatable into other languages, but encyclopaedia articles can be. In practice, however, the distinction is not concrete, as there is no clear-cut difference between factual, "encyclopaedic" information and linguistic information such as it appears in dictionaries. Hence, encyclopaedias may contain material that is also found in dictionaries, and vice versa. In particular, dictionary entries often contain factual information about the thing named by the word.

Check your progress

Note: a) Write your answer in the space provided after each item.

14. What is the role of dictionary and encyclopaedia in teaching English?

3.8. Let us sum up

In this chapter we have studied about the various skills that are developed through language. These are basically listening, speaking, reading and writing. The activities involved in developing these activities have also been discussed, including how the activities could be incorporated in the classroom process so as to develop language skills among students. Different methods and types of reading were also discussed. The techniques to increase reading such as skimming, scanning, phrasing etc were discussed too. How to write composition and type of composition along with different study skills were as well discussed. How to use different references like dictionary, encyclopaedia, thesaurus and library were also dealt with.

3.9. Answers of check your progress

1. Sec-3.3.1. Concept and significance
2. Sec-3.3.2. Activities to develop listening
3. Sec-3.3.2. Activities to develop listening
4. Sec-3.4.2. Activities to develop speaking
5. Sec-3.4.2. Activities to develop speaking
6. Sec-3.5.2. Methods of Reading
7. Sec-3.5.2. Methods of Reading
8. Sec-3.5.3. Types of reading
9. Sec-3.5.3. Types of reading
10. Sec-3.5.4. Techniques to increase speed of reading
11. Sec-3.6.1. Types of composition
12. Sec-3.6.3. Letter writing
13. Sec-3.7.1. Study skills
14. Sec-3.7.2. Reference skills

3.10. References and Suggested reading

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Unit-4: Aspects of language teaching and learning resources

Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Planning a lesson
- 4.4. Prose
 - 4.4.1. Instructional Objectives and specification
 - 4.4.2. Planning a lesson for teaching of prose
- 4.5. Poetry
 - 4.5.1. Instructional Objectives and specification
 - 4.5.2. Importance of teaching poetry
 - 4.5.3. Planning a lesson for teaching Poetry
- 4.6. Grammar
 - 4.6.1 Types

- 4.6.2. Methods
- 4.7. Learning resources
 - 4.7.1. Computer Assisted Language Learning (CALL)
 - 4.7.2. Library
 - 4.7.3. Language laboratory
- 4.8. Let us sum up
- 4.9. Answers of check your progress
- 4.10. References and Suggested reading

4.1. Introduction

In the previous chapter we have discussed about various language skills. What are the activities which could be arranged for the students to enhance these skills? How to compose formal and informal letter, what are different study and reference skills.

In the present unit we shall be discussing about lesson plan, what is its importance, how lesson plans of prose differs from poetry and that of grammar from prose. We shall also be discussing about various methods of teaching poetry, prose and grammar and also about various learning resources.

4.2. Objectives

After completing this unit the student will be able to:

- know about the format of lesson plan.
- plan a lesson on specific topic.
- know about methods of teaching prose, poetry and grammar.
- understand how functional grammar differs from formal grammar.
- know about the different learning resources and its use in various context.

4.3. Planning a lesson

Planning is essential for effective teaching. A lesson plan is a detailed plan which is prepared in advance by the teacher. It makes classroom teaching effective. The teacher, in this manner, can teach his students properly and scientifically. Also the teacher can prepare teaching aids, questions, summary of the lesson etc. Lesson planning, simply put, is pre-preparation by the teacher. It is helpful for the teacher as well as the students, because by, this is how teacher decides how to teach his students.

According to C.V. Good “A Lesson-plan is a good teaching outline of the important points of a lesson arranged in order in which they are to be presented. It may include objectives, points to be asked, references to materials, assignments etc.”

We can say that proper planning of the lessons is the key to effective teaching. It gives the teacher an idea of how to develop the key concepts and how to correlate them to real life situations, and what to include in the lesson.

A good lesson-plan has some characteristics, which are -

- Lesson-plan should be in a written form.
- Subject, time, class, teaching method and teaching material and its utilization should be mentioned in the plan.
- In lesson planning general and specific aims should be clearly decided.
- The teacher may keep in his mind the individual differences of the children before the planning of the lesson.
- At lesson-plan should be related to a new lesson through the original lesson already known to the students,
- Important examples /illustrations should be mentioned in the lesson-plan.
- Adequate students, participation should be included in the lesson planning.
- Proper arrangement of exercises for evaluation should be in a good lesson-plan.

Lesson-plan has an important place in class-room teaching. The vital aspects of a lesson-plan are:

- It makes the work of the teacher pre-planned and systematic,
- It saves time and energy.
- It helps in deciding the aims of the lesson.
- It helps the teacher in deciding teaching methods, materials etc.
- It provides self-evaluation chances to the teacher.
- It makes teaching effective and impressive.
- It reduces the repetition of questions.
- It increases the student's participation in teaching-learning process.
- It promotes the self confidence of the teacher.

The following steps should be followed by a good teacher for preparing an ideal lesson plan as given by Herbert:

1. Aims - (1) General aims - according to the subject like prose, poetry, grammar etc.
(2) Specific aims - according to the subject-matter.
2. Introduction - It establishes relationship between previous knowledge and new knowledge.

3. Presentation - It is the most important part of the plan. It develops the subject-matter including teaching points, teacher's activities student's activities.
4. Recapitulation - It is also called evaluation.
5. Home Work - These are the main steps of an ideal lesson-plan.

Ideal lesson plan

- (1) lesson plan No.-
- (2) Essential Entries like Date, Day, Class, Section, Subject, Period, Topic, Duration.
- (3) General Aims (Prose/poetry/teaching)
- (4) Specific Aims- These aims are directly related to the particular context. These are changed in accordance with the changes in the lesson and context.
- (5) Essential teaching aids- General classroom aids like chalk, duster, black-board, pointer and text-book.
- (6) Specific teaching aids - It depends on the topic and the teacher's common sense. To makes the topic interesting, easy and helpful for effective teaching.
- (7) Teaching Method - In general the teacher uses translation-cum-grammar method, inductive method, explanation, as well as question-answer method because these methods are suitable according to Indian class-room conditions.
- (8) Previous Knowledge - Previous knowledge implies to the knowledge that the students already possess, before teaching them a new lesson. Previous knowledge will inspire the child to learn more and more. A teacher should keep in mind the previous knowledge of his students about the new lesson. Only after that he should prepare questions and an ideal plan.
- (9) Introduction - It is the bridge between previous knowledge and new knowledge. It is based on previous knowledge. By introduction, a teacher prepares his students to gain new knowledge. It could be in the form of question answer, role play, stories etc. Its basic aim is to develop interest among students.
- (10) Statement of Aim - After the problematic question the teacher tells the statement of aim. By this, the teacher introduces the students their new lesson. The teacher declares the name of the topic. But it is must for the teacher to make the statement of aim clear and short. After statement of aim, the teacher should write the topic on the black-board and underline it.
- (11) Presentation - This is the main feature of the lesson-plan. It has some sub-parts like our body, which are –
 - a) Model reading - It should be presented by the teacher with proper intonation and pronunciation.
 - b) Loud reading - 2-3 students of the class should read the para or recite the stanza.

- c) Pronunciation and correction work - It helps the students with correct pronunciation. Teacher should correct the students reading mistakes and pronunciation mistakes while they are reading.
 - d) Black board work- In this part of the presentation, the teacher prepare columns on the board and writes headings like words, meanings, and underline them. He writes new and difficult words on the board and uses device/methods for asking the meaning.
 - e) Explanation - Now the teacher is ready to present the lesson. After the blackboard work, he presents and make the matter clear. He then divides the entire paragraph into teaching points, because it is a psychological method. He reads two or three lines and then asks related questions, and the students try to give the answers. The teacher should ask for maximum students participation for developing his lesson, or he should ask more questions to the students. After that, he should explain the poetry and give some examples or illustrations as well.
 - f) Silent Reading- After completing the topic, the teacher asks the students for silent reading, and observes them carefully. He gives 8-10 minutes for silent reading after which he gives his concluding statement.
- (12) Recapitulation – Now the teacher asks questions to the students. But these questions are related to the specific aims of the lesson. It is an evaluation of the students as well as teacher. In recapitulation the teacher should ask How and Why type questions.
- (13) Home work - The teacher gives homework to the students according to the lesson. It helps with the revision of the lesson. It may be written or oral. It is the last stage of lesson planning.

Conclusion — Lesson-planning is extremely helpful for the teacher in imparting education to his pupils. Moreover, the students will also find it easy to acquire knowledge if the teacher is well prepared. It motivates the teacher for pre-preparation. Lesson planning saves energy as well as time, and makes classroom teaching effective.

Format of Lesson Plan

Lesson Plan No:

Name of School:	Class:
Name of Pupil, teacher :	Date:
Subject:	Period:
	Topic:
	Time:

General Objectives:

Specific Objectives:

Teaching Aids:

Teaching Method:

Previous Knowledge:

Introduction:

Statement of Aim:

Presentation:

Sr. No	Teacher's Activity	Student's activity	Blackboard Work
1.	Model reading	--	--
2.	---	Loud reading	
3.	Difficult Words		
4.	Explanation		
5.		Silent Reading	

Evaluation:

Recapitulation:

Homework:

Check your progress

Note: a) Write your answer in the space provided after each item.

1. Plan a lesson for teaching English in class six using the steps of an ideal lesson plan?

4.4. Prose

The teaching of English prose is important for teaching the pupils, not only the English language, its grammar, new vocabulary and pronunciation, but also it is very helpful in providing new information and knowledge about the past historical events, current happenings in the world, as well as the lives of great personalities. Pupils also develop a keen interest in reading more and more literature, and also acquire the capability of imagining, thinking and expressing themselves freely.

4.4.1. Instructional Objectives and specification

To aims of teaching prose can be divided into two parts

(1) General aims. (2) Specific aims.

General aims - These aims are related to the whole subject. The general aims of prose teaching are as below-

- To enable the students to understand the meaning of a passage.
- To enable the students to read the passage loudly with correct pronunciation, intonation, stress, articulation of voice and modulation etc.
- To enable the students to express fluently their ideas, feelings or thoughts orally as well as through writing.
- To develop their power of imagination.
- To enrich their vocabulary.
- To enable them to enjoy reading and writing.
- To enable them to use punctuation marks in writing.
- To enable the students to get 'the knowledge contained in the passage.
- To enable the students to understand the passage by silent reading.
- To prepare them for world citizenship.
- To enable the students for self-study and literature.

Specific aims- These are decided according to the subject matter of the prose lessons. The specific aims according to the subject matter of the prose lesson may be as follows:

1. Descriptive Prose

- To develop imaginative power of the students.
- To develop the habit of free thinking among the students.
- To develop their love for natural objects.
- To develop their aesthetic sense.
- To acquaint the pupils with the style of author.

2. Essay – teaching

- To make the students curious about the subject of the essay.
- To enable them to arrange the ideas in a systematic way.
- To acquaint the students with the style of the essay.
- To enable the students to think freely.
- To prepare the students to receive knowledge.

3. Story – teaching

- To give knowledge of some facts through the story.
- To develop interest for story reading.
- To gain some moral lesson as a result.
- To give character training.
- To enable them to compose short interesting stories.

4. Play-teaching

- To build their character.
- To make them play in different ways.
- Giving them opportunities.
- To develop self-confidence among the students.
- To make them play different roles.
- To make them speak English in the conversation style.

5. Biography and Autobiography

- To acquaint the students with the lives of great people.
- To show the students the path of character building.
- To increase their aspiration.
- To inculcate in them desirable sentiments.
- To develop the taste of the students for reading biographies of famous persons.

4.4.2. Planning a lesson for teaching of prose

The teacher must be careful and well prepared before hand while presenting the prose lesson, and also, take the following steps: -

1. Previous knowledge- The teacher should impart new knowledge to student by linking it to their previous knowledge. Therefore, he should know and assess it beforehand as to how much knowledge the students have already gained. It facilitates the teaching learning process.

2. Material aids- The teacher can use different material aids to make his teaching interesting and effective. These aids also help a teacher in creating real class-room situations. They motivate the students to learn with ease and enjoyment. The teacher may use ordinary class-room equipment, for instance-duster, chalk, black-board etc. He can also use other aids like- tape-recorder, T.V., radio, chart, map, model etc.

3. Introduction- The introduction should be very interesting, and should be based on the previous knowledge of the learners. It should not be too short or too long. It should be in the very beginning of the lesson. It may be done in a number of ways, for example: by putting questions, by narrating an interesting story, by showing model or chart, by showing slides on projector, tape recorder etc. In this

way, the teacher can make his teaching learning procedure interesting and effective, and can give a practical shape to his planning

4. Declaration of Topic- After introduction the teacher should declare the topic. At this stage, the learner should have clear cut objectives put/set before him. Hence, the teacher should state the aim of his teaching.

5. Presentation -The teacher should try to present the lesson in an effective and interesting manner. He should try to teach the lesson in units, so that the students may easily understand the topic. Presentation is the main part of the lesson plan. So, it should be presented efficiently before the pupils. The following sub-steps should be followed for effective presentation.

Step I— Model Reading/Reading aloud by the teacher—it is to be done by the teacher. The teacher reads the passage loudly so that the students understand the exact way of reading. The teacher should be careful about his pronunciation, intonation, modulation or stress etc. while reading the passage. He should also be particular about his own expression. Before doing 'model reading', the teacher should ask the pupils to open their books to a particular page and to look on it attentively, and do silent reading while he reads the passage loudly. While reading, he should also keep a watch on the students and may hold the book in his left hand only.

Step II — aloud by the students—model reading is done by the students. The teacher will ask the students to read out the passage loudly. One student will read at a time, and other students will look into their books and read silently along with the student reading loudly. The teacher will correct the errors of pronunciation. The teacher can also write these difficult words on the black-board and ask the students to pronounce then one by one.

Step III — Detailed exposition— the teacher clarifies the meanings of difficult words, phrases or idioms etc. The teacher may write the words and their meanings on the black-board. The teacher can adopt different methods for explaining the meanings. These can be:

- The teacher can tell the meanings by showing the object, model, pictures, or charts.
- The teacher may take the help of the pupils mother-tongue.
- The teacher can explain the meaning by using those words 'in sentences.
- The teacher can also take the help of the words of similar meanings or opposite meaning words.
- The teacher can also draw a sketch or figure on the black-board.

Step IV — Explanation-the teacher will explain the passage in brief. Any method of teaching English can be adopted by the teacher, such as direct method, bilingual method, communicative method, constructive method etc. The students will listen carefully.

Step V — Silent reading — the teacher will ask the students to read the taught unit silently. The teacher must be careful to see that:

- The class is quiet during silent reading.

- The students should be attentive and their lips should not move while doing silent reading. .
- The teacher should supervise the class carefully by taking rounds of the class room.
- The teacher should fix the time limit for silent reading.

Step VI — Evaluation — after silent reading some questions may be asked by the teacher. These questions should be from the units taught in the class. The language of the questions should be easy. Questions should be properly distributed among the students. Questions should be asked in order to know whether or not all the students have followed the passage. The teacher may write the questions either on the black-board or on the roller-board.

Step VII — Home assignment - adequate home assignment must also be given. It is given to test whether the students have learnt the lesson and have got the idea. Home assignment may be given in different forms, like fill in the blanks, gist of the passage, answer the questions etc.

A teacher should take certain precautions while teaching prose, which are:

- The teacher should pre-plan his lesson every day.
- He should try to present the material in the most objective form.
- Introduction of the lesson should be interesting.
- Topic should be declared at the correct time.
- He should ask some intelligent students to read the passage loudly, so that the slow readers may also understand how to read the passage.
- Each day's lesson should be made known in advance to the pupils, so that they should read it at home, before it is taken up in the class room.
- Questions should be asked on language, as well as on thoughts and ideas contained in the lesson.
- Before asking the pupils to read, the teacher should explain the new vocabulary.

Check your progress

Note: a) Write your answer in the space provided after each item.

2. What are the general aims of teaching prose?

4.5. Poetry

4.5.1. Instructional Objectives and specification

Musical and metrical form of language is poetry. According to Wordsworth, poetry is “the spontaneous overflow of powerful feelings.” In other words, we may say that poetry is beauty. It is the beauty of language; beauty of thought, mood or feeling. It is the most intimate expression of a man’s spirit. Poetry is regarded as the noble thoughts and noble emotions caught in to noble language. Its main importance in the classroom is that it brings the students into contact with human nature, and also, with feelings and aspirations of great souls. It enriches their emotional life and develops an aesthetic sense among them. Students get pleasure through rhythm and the rhyme of poetry. Children are very fond of poetry due to its musical sounds and rhythms. Hence poetry occupies an important place in every school curriculum.

Poetry enriches the experiences of the pupils. It facilitates the natural aptitude for poetry in pupils. It enables students to learn speech rhythm through the rhythm of poetry. Poetry always imparts enjoyment and pleasure to students and introduces variety.

Menon and Patel have said, "the aim of teaching poetry is not so much to improve the child’s knowledge of English as to add to his joy and increase his power of appreciation of beauty.”

A. The general aims of teaching poetry are:

- To enable the pupils of lower classes to enjoy a poem.
- To enable the pupils to appreciate the poem.
- To enable the students to recite the poem with proper rhythm and intonation etc.
- To create love for English poetry among the students.
- To develop their aesthetic sense.
- To enable the students to understand the thought and the imagination of the poet contained in the poem.
- To develop the imagination power of the students.
- To develop a taste for poetry reading and writing.
- To enable the students to enjoy recitation, individually and in chorus.
- To train the emotions of the students.

B. Specific aims of teaching poetry are:

The specific aims of teaching poetry differ from poem to poem. They depend largely on situation, scene, feelings and thoughts depicted in the poem. Each poem contains a special and exclusive message from the poet. The specific aims of teaching poetry are as follows:

- To enable the students to understand the central idea contained in the poem,

- To communicate the exclusive and specific message of the poem to the students.
- To appreciate the poem.
- To enable the students to understand the gist of the poem

We can say in the words of Ryburn, “that our aims should be to give pleasure and thus lay the foundation for an adequate appreciation of English poetry.”

4.5.2. Importance of teaching Poetry

Poetry is the most intimate expression of a man’s spirit. It is the beauty of language. A musical and metrical form of language is poetry. Poetry gives pleasure; poetry increases the child’s sensitiveness to beauty and helps to develop his imagination.’ The importance of teaching poetry as follows:

- Poetry provides a pleasurable read to the children.
- Poetry increases the power of imagination among the students.
- Poetry lays the foundation for an appreciation of the beauty of a language.
- Poetry is more memorable than prose.
- Poetry helps in learning pattern sentences because certain patterns are repeated.
- Poetry has a special appeal for the aesthetic and intuitive sides of the pupils personality.
- Poetry brings the students into contact with human nature and feelings.
- It enriches the experiences of pupils.
- It enables the students to learn speech rhythm through the rhythm of poetry.
- Children are very fond of poetry due to its musical sounds and rhythms.

4.5.3. Planning a lesson for teaching Poetry

There is no definite method of teaching poetry. But Mr. Ryburn says, “a good poem is a complete whole.” So the steps involved in teaching poetry are:

- General aims.
- Specific aims
- Teaching aids.
- Previous knowledge
- Introduction/set induction
- Statement of aim.
- Model recitation by the teacher.
- Loud recitation by the pupils

- Silent reading by the pupils.
- Meaning of difficult words/Blackboard work.
- Explanation of the stanza.
- Comprehension questions.
- Appreciation questions
- Assignment / Home work.

After deciding on the content, the teacher follows the following steps:

1. General Aims: The main aim of teaching poetry is to develop the power of appreciation of beauty. The general aims of teaching poetry are:

- To enable the students to appreciate the beauty, rhyme and style of the poem.
- To enable the pupils to read aloud the poem with proper rhythm and intonation.
- To enable the students to enjoy recitation, individual or chorus of the poem.
- To make the students understand the thought and imagination contained in the poem.
- To train the emotions of the students.
- To instil a sense of a love for English literature in them.
- To develop their aesthetic sense.

2. Specific aims: The specific aims of teaching poetry differ from poem to poem. They depend largely on situation scene, feelings and thoughts depicted in the poem. Each poem brings a special and exclusive message from the poet. Nevertheless, the following are the specific aims of teaching any poem

- To enable the students to appreciate the specific poem taught.
- To enable the students to read the poem with correct rhyme and rhythm.
- To enable the student to understand the idea of the poem.
- To communicate the pupils the exclusive message of the poem.

3. Teaching Aids - There is no need of material aids for teaching poetry. If the poetry is not explaining the scene clear, material aid of a picture depicting the scene is enough.

4. Previous knowledge - The teacher should know the age, previous experiences and mental development of the students. These will help him teach poetry and link the new knowledge to the previous one.

5. Introduction - Before teaching the poem, the teacher should give an appropriate introduction of the poem to arouse the interest of the pupils, and to create the proper atmosphere for teaching the poem. Introduction differs from poem to poem.

Thompson and Wyatt have suggested three ways of introduction:

- i. The best method is to read a parallel poem similar in subject matter with the poetry to be taught. If possible, the parallel poem should be by the same poet.
- ii. Second method is to give the gist of the poem and then ask two or three simple questions on the same.
- iii. The third method is to give the life sketch, style and characteristics of the poet.

Introduction can also be done as follows:

- i. Introduction can be done by playing sonic music.
- ii. The teacher can ask some questions on the previous knowledge of the students.
- iii. If the poem to be learnt is descriptive, a picture can be shown. Two or three questions on the picture should be asked.

Before introducing the poem the teacher should give a short introductory talk either in the pupils mother tongue or in simple English about the background and the general theme of the poem. This should quickly lest the interest of students should flag. The introductory talk must have a bearing on the poem.

Whatever method the teacher employs for introduction, he should be particular about not to spoil the environment necessary for the poem.

6. Statement of aim - After making the students curious to know about poem by introduction, the teacher should state the aim briefly in clear words.

7. Presentation - Ryburn says, "A good poem is a complete whole", so the poetry should be taught in one single unit with the following steps:

Model recitation by the teacher- Students derive pleasure from the poetry by its rhythm and musical sound. Therefore, the teacher should read the poem aloud, it may be done once, twice or thrice. This recitation of the poetry by the teacher brings out clearly the beauty of sound and rhythm, of thoughts and emotions, and the feelings of the poet while writing the poem. Ryburn rightly says, "A good poem should be taught in whole." If, of course, it is very long, it should be divided into units.

Loud recitation by pupils - The teacher should ask two or three students to read the poem just as the teacher has read. The teacher should help them in reciting it with effect, but he should not check them while reading, because it mars the flow.

Silent recitation by the pupils – The pupils should then be asked to read the poem silently, and to try to grasp the general meaning. The students should be encouraged to bring their language difficulties to the notice of the teacher.

Meaning of difficult words - After the silent recitation by the pupil, the difficult words are dealt with. The teacher asks the students to find out difficult words. The teacher tells their meaning one by one, orally. But should not give much time to it.

Explanation - The teacher should explain the gist of the poem, As the meaning of the difficult words has been already dealt by with the teacher beforehand the students can therefore, easily understand the meaning of the poem.

8. Comprehension Questions- The purpose of such questions is to know if the meaning of the poem is clear to the students, and to make certain ideas more clear. These questions should be simple and should not break the continuity of the poem. Their number depends upon the length and ideas of the poem.

9. Appreciation Questions- These questions aim to make clear the (i) beauty, (ii) feelings and (iii) main idea of the poem. These questions are used to test:

- The appreciation of the beauty of thoughts.
- The appreciation of the beauty of images.
- The appreciation of the beauty of emotions.
- The appreciation of the beauty of style and language.

10. Assignment- There is not much importance given to assignments in poetry teaching. The teacher may ask the students to memorise the lines of the poem or to write the gist of the poem.

Check your progress

Note: a) Write your answer in the space provided after each item.

3. What are the basic steps followed while teaching poetry?

4.6. Grammar

English grammar has been defined in various ways by different scholars. The word 'grammar' means different to different people. To a linguist, it means “the total set of signals by which a given

language expresses its meaning” or “the total structure of a language.” According to Prof. W. Nelson Francis, grammar has three different meanings. The first meaning of grammar (Grammar 1) is “the set of formal patterns in which the words of a language are arranged, in order to convey larger meanings.” It gives the pupil the ability to speak and write correctly and also provides a systematic classification of all the language forms. The second meaning of grammar is “the branch of linguistic science, which is concerned with the description, analysis, and formulization of formal language patterns.” It enables the pupils to use properly and describe a thinking etc. in the language, more-or-less unconsciously or, instinctively by the native speakers.”

The teaching of grammar cannot be discarded since it occupies a very important place in the curriculum. Some people believe that there is no nexus between the teaching of grammar and the students improvement in writing of English. They believe that a language is learnt, not by mastering the rules, but by actually using it. Though, at the initial stages, it is not essential that formal grammar should be taught, yet at the secondary level, when students have acquired a good command over the items of language, grammar should be taught. Formal grammar should be taught after the students have mastered a little bit of the language. In other words, we can say that in the beginning the method of teaching grammar should be inductive, rather than deductive.

4.6.1. Types of Grammar

- Theoretical Grammar or formal grammar
- Functional Grammar
- Scholarly Traditional Grammar
- Structural Grammar
- Transformational - Generative Grammar.

Theoretical grammar or formal grammar- It is also known as Perspective or Formal grammar. It lays emphasis on rules and forms, rather than on functions and their applications. So, students are asked to learn all the grammatical rules. Rules are first taught to the students, and then their application. In this way, grammar is taught for the sake of grammar. It is an old traditional type of grammar.

Functional grammar- It is also called as Descriptive Grammar. It describes the way in which the language is actually used by the native speakers. It does not lay down the rules to be rigidly followed in the use of a language. In simple words, we can say that it describes the behaviour of the language. Functional grammar does not shut its door against any new usage. It is an incidental grammar which is acquired by the learners unconsciously by imitation, and consciously by observation. It has its practical value. Therefore, it is strongly recommended. Functional grammar is very useful for the young learners as they do not find any interest but a means to an end. It changes along with the changes occurring in a language.

Scholarly traditional grammar- Scholarly traditional grammar was framed by the scholars of various Universities. In developing it, scholars took help of bibliographic references and critical evolution of the work of their predecessors. It is full of diversity. But the school grammar is not influenced by it.

Structural grammar - This type of grammar was developed by an American linguist C.C. Fries. He published his book “The structure of English” in the year 1952 to explain the new system he had laid to emphasize on the structures of sentences. But later on, it was felt that it is not a complete system in itself.

Transformational Generative Grammar - According to Transformational-Generative Grammar, there are two types of sentences : (i) basic sentences or learned sentences, (ii) transformed sentences. The transformed sentences are derived from the basic sentences, but the basic sentences cannot be derived from other sentences. For instance, “Apple is red in colour” is a basic sentence. Its transformed sentences can be:

Colour of apple is red.

What is the colour of apple?

Is apple red in colour? etc.

4.6.2. Methods of Teaching of Grammar

The traditional method - The traditional method enjoyed a high place in teaching of grammar some decades ago. Under this method, grammar is taught with the help of a grammar book containing definitions, rules, exercises and examples etc. The teacher tries to make the rules and definitions more clear to his students by giving various examples. In simple words, we can say that rules and definitions are made clear teacher asks the students to solve the exercises given in the text-book on grammar. In this way, the procedure in this method is from rules to examples"

Demerits of traditional method - The traditional method of teaching grammar is going out of use these days, due to following reasons:

- Memorising of rules and definitions is a dull task. Therefore, students do not find interest in them.
- Students may forget the rules and definitions even after memorizing them.
- This method does not proceed from known to unknown, simple to complex and particular to general.
- Often young learners find themselves lost in the confused problems and examples.

The inductive-deductive method

There are two main ways involved in this method in order to teach grammar, i.e., deductively and inductively. Both deductive and inductive teaching have their pros and cons, and which approach

we use and when can depend on a number of factors, such as the nature of the language being taught and the preferences of the teacher and learners. It is, however, generally accepted that a combination of both approaches is best suited for the EFL classroom. These two approaches have been applied to grammar teaching and learning. A deductive approach involves the learners being given a general rule, which is then applied to specific language examples and honed through practice exercises. An inductive approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practise the language.

Inductive method is being successfully used to teach grammar. The following steps are followed in this method:

(1) Systematic presentation of examples and illustrations. (2) Observation and analysis of examples. (3) Generalization. (4) Application of the rule. (5) Practice in the change of voice with the help of examples.

1. Systematic presentation of examples and illustrations - First of all, the teacher presents examples and illustrations in a systematic order.
2. Observation and analysis of examples - The teacher presents two types of sentences and helps his students to analyse them. He then asks them to note the change in verbs, to point out the subject, verb and the predicate in the sentences. Then he asks to mark the changes that they find in the second type of sentences.
3. Generalisation - After the analysis of the two type of sentences, the students themselves come to generalisation.
4. Application of the rule - After explaining to the students the changes in the second type of sentences, the teacher explains the rules.
5. Practice in the change of voice with the help of examples - The teacher asks the students to change the sentences from Active Voice to Passive Voice, and vice versa. from Passive Voice to Active Voice. He provides them ample scope for practice and asks them to give more examples.

Advantages of the Inductive Deductive Method

Following are the advantages of inductive-deductive method

- (1) This method is considered to be the best method for teaching grammar, because it follows some sound educational principles
- (2) Rules discovered by the pupils themselves are easily remembered. So there is no need for memorising of rules.
- (3) It develops thinking ability among the pupils.
- (4) It makes learning of grammar interesting.
- (5) It keeps the pupils active.

Disadvantages of the Inductive-Deductive Method: This method is suitable only at the early stage.

The informal method - This method is very useful in the early stages when pupils are taught orally. It suggests the teaching of grammar, not by rules but by usages. It advocates that by continuous practice, grammar can be learnt easily. But all rules cannot be explained through this method. It takes much time, and a systematized knowledge of grammar cannot be provided by this method.

The correlation method or the incidental method or the reference method - In this method, grammar is taught incidentally. Grammatical rules and their implications are explained along with teaching of text-books. In this way, students can know the practical use of grammatical laws.

Limitations of Grammar Teaching

- Researchers have revealed that learning the rules of a language is not enough for acquiring perfection. Language learning, largely, depends on practice and habit formation, because it is a matter of skill.
- Knowledge of grammar does not help in either fluency of speech or articulation and colloquial expression.
- It never provides ideas.
- It actually hinders the spontaneous learning of a second language.
- The use of parsing and full analysis is a waste of time as compared to the effectiveness of many other methods.

Following precautions should be taken in care while teaching grammar:

- Teaching grammar should be started as soon as the pupils acquire some command over the language.
- The lesson should be prepared in advance.
- The method of teaching adopted by the teacher should be according to the age, interest, ability and the general standard of knowledge of the students.
- At the early stage, example is more important than the rule itself.
- Appropriate material aids should be used wherever necessary.
- The teacher must be very particular about the correct and incorrect forms.
- The material at each stage should be determined by the items of language that the students have learnt.

Check your progress

Note: a) Write your answer in the space provided after each item.

5. What is the difference between functional and formal grammar?

6. What are different methods for teaching grammar?

4.7. Learning resources**4.7.1. Computer Assisted Language Learning (CALL)**

Graham Davis defined CALL as "the search for or study of applications of the computer in language teaching and learning." It is a form of computer based learning which carries two important features: bidirectional learning and individualised learning. CALL programs aim to teach the aspects of a language learning process through the medium of computers. CALL originates from Computer Assisted Instruction, where computers were first viewed as an aid for teachers. The philosophy of CALL is more students centered with the lessons allowing the learners to learn on their own using the structured or unstructured interactive lesson.

It is a tool that helps teachers to facilitate language learning process. It can be used to reinforce what has been learned in the classrooms. It can also be used as a remedial to help learners with limited language proficiency. It is meant to supplement face to face instructions and not to replace it. CALL software programmes are designed specifically to promote language learning. It usually includes a substantial degree of interactivity. For example: Language Lab Software, CD-ROMS etc

CALL programs can be developed for the many parts of a language learning process. Some of the factors that determine the characteristics of a CALL program include: the language taught

The language of instruction

The language writing system

The level of the language to be taught (from absolute beginners to advanced)

What is to be taught (grammar, informal conversation and pronunciation)

How it is to be taught

Benefits of CALL

Interactivity - Computers promote interactivity. Learners have to interact with the computer and cannot hide behind their classmates. CALL programs promote interactivity using many senses. Not only is text presented, but also sound can be heard and videos viewed. Videos can be viewed in mute mode so that the learners can use various strategies to ascertain what is happening. Graphics can be used to demonstrate not just grammar items, but also for spatial related language topics .

Feedback - The computer can give feedback at the touch of a button. Thus, learners can test their knowledge and learn from their mistakes. It is important that errors are corrected before they are converted into parts of the learners “language knowledge”. CALL programs can not only correct errors but also reinforce the knowledge shown in correct answers.

Learner Autonomy - Probably the most important benefit is that of Learner Autonomy. The learner can spend more time on those topics that are causing difficulty. Information can be reviewed and tasks can be repeated until the learner is happy to move on to a new topic. The learner feels in control, which usually enhances satisfaction levels with the learning process.

Privacy - Another benefit of CALL programs is the private environment it offers for self-conscious language learners. Many learners are shy in a traditional classroom setting, not participating as much as they would like, for fear of making mistakes and being the object of ridicule.

Motivation - Motivation is an important factor in language learning. Motivation encourages greater learner effort, and thus greater language performance.

Access to Information - A CALL program has the potential to provide more information to the learner. Learners can avoid information overload if they feel they are being overwhelmed. They can leave a program to give themselves time to absorb the new knowledge. In a traditional classroom setting, students cannot usually leave if they feel overloaded. They must wait until the class has ended; possibly not paying attention to what the teacher is saying and missing out on the topic being taught.

Repetition - Another benefit of CALL is the ability to repeatedly review information. This repetition can aid reinforcement, which is an important element in learning. This can either be text, audio or video. Learners can listen to audio portions of a CALL program until they are satisfied that they have understood what is being said.

Non-Traditional Features - CALL programs should not just imitate what happens in a traditional classroom situation but enhance the learning process by doing things that are only possible with the use of the computer.

4.7.2. Library

A library is a collection of information resources and services, organized for use, and maintained by a political body, institution or private individual. In the more traditional sense, it meant a collection of books. This collection and services are used by people who choose not to - or cannot afford to - purchase an extensive collection themselves, who need material, no individual can reasonably be expected to have, or who require professional assistance with their research. However,

with the collection of media other than books for storing information, many libraries are now also repositories and access points for maps, prints or other artwork, microfilms, audio tapes, CDs, LPs, cassettes, video tapes and DVDs, and provide public facilities to access CD-ROM and subscription data bases and the Internet. Thus, modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. More recently, libraries are also understood as extending beyond the physical walls of a building, by including material accessible by electronic means. The origin of a library lies in the keeping of written records. The first libraries as repositories of books were those of the Greek temples, and those established in conjunction with the Greek school of philosophy in the 4th century B.C. Today's libraries frequently contain periodicals, microfilms, tapes, videos, compact disks and other materials in addition to books. The growth of on-line communication networks has enabled us to search electronically linked databases worldwide. School libraries play a significant role in imparting education. Can you imagine a language teaching situation characterized by the absence of all or any of the following: textbooks, supplementary readers, workbooks, exercise books, tape-recorders, audio-visual aids such as slides, filmstrips, cine-films, television, record-players, video recorders, computers, closed-circuit television, etc? All these things make a library. If teaching is done without some of the aforesaid accessories, it would not yield fruitful results. Today, libraries play an expanded role in education by offering enhanced methods of learning via audio and videotapes, printed materials, CD-ROM, the Internet, and reference volumes previously unavailable. Automation of libraries continue to make these services more widely available. Computers are increasingly important in the library networks. Language learning can certainly be promoted if learners are provided online access to the library's holdings, as well as data, abstracts and texts. We, as ESL teachers, should ensure maximum use of the technological revolution that has swept through the education scene in recent times to make the teaching/learning process creative, varied, and more charming. It may not be a surprise if you, although the most naturally gifted teacher, are not taken seriously by learners if you fail to incorporate any of the new possibilities offered by information technology.

4.7.3. Language laboratory

A Language laboratory is a room designed for learning language (especially second/foreign language) and equipped with tape recorders, video cassette recorders, or computers connected to monitoring devices, enabling the instructor to listen and speak to the students individually or as a group. A teacher can use varied materials in a language laboratory with individual tape recorders for each pupil, and with facilities for the teacher to check learners' work. Most of the suggestion for exercises can also be used with a simple tape recorder in the class, but listening practice is often more effective when the learner has his own machine and can listen to the same piece many times. Tape recorders can be used to help the pupil both to understand and to speak the language he is studying. Computer has brought about a revolution in the field of language laboratory. Firstly, the most effective

use of the laboratory is likely to be in the training and development of listening skills. A very simple analysis of listening would give it four headings: understanding a speaker's accent or pronunciation, understanding his grammar, recognizing his vocabulary and being able to grasp the meaning of what he says. As teachers of a foreign/second language we may then construct exercises to practise each of these aspects of listening one by one. However, effective comprehension depends on our being able to do everything at once and so the learner must also have some chance of natural listening practice that is not directed towards any particular aspect of listening skill but involves them all. Secondly, the language laboratory can also be used in a more limited way to train speech habits. The language laboratory is not as suitable for speaking practice as it is for listening practice. One can listen to and learn from a tape/computer, but cannot really talk to someone it can only simulate talking.

Listening in the language lab can, therefore, be a real language experience, whereas talking in the lab is only a rehearsal for real conversation. We can discuss speaking exercises in the lab under two headings-intuition and manipulation. Dialogue exchanges can be recorded to practise the pronunciation of particular sounds, stress, rhythm patterns and intonation. The learner can repeat these models in the privacy of the laboratory as many times as they want. The learner, cannot practise speaking in a language laboratory, but they can practise using the rules of the language that they will need when they speak. Exercises or drills for those purposes can be divided into two type: exercises that require substitution and those that require transformation. To be effective, language laboratory lessons need to be carefully planned and integrated with the classroom. Laboratory materials also need to be interesting as well as relevant, and if possible amusing as well as systematic.

This consists of a system which makes use of tape recorders to provide individualized language learning facilities. A typical language laboratory has booths with tape recorders. These recorders generally have an ON, STOP, FAST FORWARD, REWIND and RECORD mechanism. The master recording, which enables a learner to listen on one track and record on the other, is provided in each booth.

The booths are connected to a monitor control panel. The teacher supervising the language laboratory (LL) session can plug into any of the booths to listen in and provide help where and if required. Learners listen in individual booths and do the tasks required.

A typical language laboratory tape has the following pattern:

- a. The learner listens.
- b. The learner repeats/does the task.
- c. The learner plays back the tape and listens to his/her recording.

This follows the pattern 'stimulus → response → feedback', a pattern advocated by the structural methodologists.

Some variations are introduced in these programmes, though the basic pattern remains the same.

Variation 1

- a. The learner listens (to model).
- b. The learner speaks.
- c. The learner listens (to model).

Variation 2

- a. This is the same as above, but there is a fourth step:
- b.d. The learner repeats it.

Variation 3

- a. The learner listens (to model).
- b. The learner identifies the sound (on a task sheet).
- c. The learner practises it.

Variation 4

- a. The learner listens (to a dialogue).
- b. The learner answers questions.
- c. The learner listens to the right answer.

Variation 5

- a. The learner listens (to a dialogue).
- b. The learner takes role 1.
- c. The learner takes role 2.
- d. The learner plays back the whole.

Check your progress

Note: a) Write your answer in the space provided after each item.

7. What is the role of a language laboratory in teaching English?

8. How CALL is helpful in teaching English?

4.8. Let us sum up

In this unit we discussed about lesson planning, as well as the methods of teaching poetry, prose and grammar. We have also studied about functional and formal grammar, how learning

resources such as CALL, Library and language laboratory can be used effectively to teach in language class.

4.9. Answers of check your progress

1. Sec-4.3. Planning a lesson
2. Sec-4.4. Prose
3. Sec-4.4 Poetry
4. Sec-4.5.3. Methods of Teaching English Poetry
5. Sec-4.6.1. Types of Grammar
6. Sec-4.6.2. Methods of Teaching of Grammar
7. Sec-4.7.3. Language laboratory
8. Sec-4.7.1. Computer Assisted Language Learning

4.10. References and Suggested reading

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Unit-5: Evaluation

Structure

- 5.1. Introduction
- 5.2. Objectives
- 5.3. Types of test items
- 5.4. Development of achievement test in English
- 5.5. Continuous and Comprehensive Evaluation in English
 - 5.5.1. Meaning
 - 5.5.2. Significance
- 5.6. Diagnostic test
- 5.7. Remedial Teaching
- 5.8. Identifying learning difficulties in language
- 5.9. Dealing with language difficulties of the learner
- 5.10. Critical appraisal of an English textbook
- 5.11. Let us sum up
- 5.12. Answers of check your progress
- 5.13. References and Suggested reading

5.1. Introduction

In the previous unit we have discussed about how to plan a lesson for transacting in the classroom, its importance for the teacher, and the format of a lesson plan. We have also discussed about the methods of teaching poetry, prose, grammar etc. as well as the different learning resources that can be used in the classroom for teaching English.

Evaluation is a continuous process. Its primary objective is to get feedback to improve methods, materials, teacher training, as well as classroom transactions. In the present unit we shall be discussing about evaluation, how to prepare different test items; development of achievement test, meaning and significance of CCE, diagnostic and remedial teaching, identifying learning difficulties in language and how to deal with these difficulties. We will also discuss about textbook analysis.

5.2. Objectives

After the completion of the unit the student will be able to:

- prepare different test items for evaluation.
- develop an achievement test.
- know the concept of CCE.

- prepare diagnostic test and apply remedial teaching.
- identify the learning difficulties of the learners and deal with it.
- critically analyse the English textbook.

5.3. Types of test items

The examination is universally felt to be the single or main obstacle to curriculum reform. How can evaluation be made an enabling factor for learning rather than an impediment? Language evaluation needs not be limited to “achievement” with respect to a particular syllabi, but must be reoriented to the measurement of language proficiency. Test development helps the teacher to monitor the usefulness of the test. The process of test development is interactive. It helps us reconsider and revise decisions regarding the test at a later stage. It also helps to develop and define scoring scales/methods. Different types of test items are:

Objective type

These test items have only one right answer, so regardless of whoever corrects it at any time, the ‘correct’ answer will be the same. These items are preferred by many agencies, like the UPSC and other recruitment boards, as there can be no controversy about marking and the scores are both reliable and valid. Under the objective type items, the following are used most often:

Multiple choice items

In the example below, the main sentence in the test item above is called the stem, and the four choices given are the distracters.

..... read Paulo Ferire Oppression of the Oppressed?

- Did you
- Have you
- You wilt
- You have

Multiple choice questions seem easy to prepare, but in reality, it is very difficult to make a challenging item. The distracters must be plausible, and they must force the examinee to look at the stem and make the right linguistic choice.

Cloze items

This is a technique used to measure reading comprehension and general language ability. This procedure originated in the 1950s as a means of assessing the difficulty level of a reading passage for native speakers. In this test, each ⁿth word is deleted, and the examinee has to fill in the blank with the deleted item.

Under this item type, two types of scoring procedures are used: the exact word method where the exact word used in the original text must be supplied, and the appropriate or acceptable word method where the examinee can supply any word which is acceptable or appropriate. Quite often, a

cloze passage has provisions for both the above scoring procedures, the exact words fitting into function gaps (conjunctions, prepositions and articles), and the appropriate words fitting into semantic gaps (nouns, adjectives, verbs, adverbs).

True/false items

Here, the information from a reading passage is paraphrased, and the examinee has to judge whether the statement is true or false. This is one of the easiest of items to construct and score, and also, an item that allows for a lot of guesswork. Test constructors feel that a true/false item is good for teaching as it can be followed up by Why-questions.

Why is it true?

Which part of the text tells you this?

Why is it false?

It may also be followed by:

Correct the false statements.

Gap-filling items

Unlike a multiple choice item, no choices are given in a gap-filling item. Instead, the category of the words to be filled in (generally a structure or function word) is given. For example: Complete the following using 'a', 'an', 'the' or the zero article. Complete the following using suitable prepositions.

Information-transfer items

These items are generally based on a reading passage. The examinee has to read the passage and complete a flow chart/table. The input can sometimes be in the form of listening material. For example, in the test item below, the examinee listens to the description of a geographic region. They then complete the given key.

In this part of the test you will hear a description of land use in the South Kauta region. As you listen, you should decide what the symbols in the key below the map stand for. After this section of the test, you will be given time to complete the key. To do this, use the words in the box to the right of-the key.

Joint Matriculation Board, March 1978

The examinee reads a passage and identifies figures/diagrams. For example, they can be given a passage about types of doors, followed by drawings of different kinds of doors. They have to match the description of/in the pictures and identify them.

Matching items

These items cover grammar, vocabulary (meaning, collocation, connotation, etc.) or comprehension. They can be very simple or very challenging. For example:

(Grammar)

A

1. If you mix blue and yellow
2. My grandfather, who is eighty,
3. He is too young
4. She was so happy
5. We will admit you in our college

B

- a. to join our group.
- b. you get green.
- c. that she danced round the room.
- d. provided your application reaches us on time.
- e. walk five kilometres every day.

(Vocabulary)

A

1. The painting was aesthetically
2. The new product is environmentally
3. He is wiry, but is physically
4. Using detergents is ecologically
5. It is financially

B

- a. safe.
- b. viable.
- c. pleasing.
- d. strong.
- e. unsound.

Completion items:

This is used to test a variety of skills and can be marked objectively. In one type of test item, the first half of a sentence is given, and the examinee completes it. Very often, a clue is given in the form of another sentence. For example:

I didn't know about the test. I didn't come prepared.

If I had.....

In another type of item, clues or words and phrases are given, and the examinee is asked to write a complete sentence. For example :

milk - will not - supply - tomorrow

(Answer: milk will not be supplied tomorrow.)

Writing too can be tested using this type of item. For example, sets of words/phrases are given, and they must be put together to form a coherent letter. All features of a language and its discourse can be tested through this item.

Subjective type

These are open-ended questions that test the learner's productive skills. There are three main types of items.

- Short answers: These are generally based on some text or given passage.
- Paragraph writing: These can be text based or free.
- Essays, comments etc. on a given topic.

The difference between the items consists in the amount of support given. For example, an open-ended writing item can read as follows:

Write an essay on 'Science: boon or sin' in three hundred words.

or

Write an essay consisting of five paragraphs on 'Our transport system'

The first paragraph should deal with transport in general.

The second should deal with road transport systems.

The third with water transport systems.

The fourth with air transport systems.

The last should conclude the essay.

The most important aspect of subjective type questions is the preparation of marking criteria even before the item is prepared. The decision on what the item must test should be taken before writing the item. A paragraph, for example, has many features, ranging from spelling and handwriting, to discourse features, such as the use of linkers, vocabulary and various sentence structures. What is to be given greater weight age should be clear, otherwise the scoring becomes arbitrary.

Speaking is another area where subjective scoring is done. But here again, if the criteria for marking are worked into the scheme of the examination, there is more consistency in scoring. One examiner might want to know whether the examinee can speak fluently on professional topics, while another might want to know the general fluency level of the examinee —whether his/her speech is fragmentary or only occasionally hesitant.

Check your progress

Note: a) Write your answer in the space provided after each item.

1. What are the merits of objective type test?

5.4. Development of achievement test in English

In teaching learning situations, achievement tests are most popular and commonly used technique of measurement. The basic question arises to answer what achievement tests measure. The old concept was to measure the awareness of subject-matter. Now the emphasis is that achievement test measure the teaching objectives or learning outcomes. These achievement tests are termed as criterion tests.

Achievement tests measure generally the learning outcomes or educational outcomes, and can be they may classified in two forms

1. The cognitive outcomes of education,

2. The non-cognitive outcomes of education.
3. The cognitive outcomes of education are recently discovered and grouped into six major categories. Knowledge, comprehension, application, analysis, synthesis and evaluation - B. S. Bloom
4. Non-cognitive outcomes of education. (i) Flexibility in thinking; (ii) Balance judgement; (iii) Critical perception; (iv) Educability (v) Selectively, synthesising ability and (vi) Cultural awareness. Motivation, persistence, creativity etc are also included.

Uses of Achievement Tests

1. Assignments of Grades: Standardized achievement tests are more often used to assign course grades. It is more meaningful to assign grades on the basis of achievement test score.
2. Promotion to The Next Class: In educational institutions, the students are promoted to higher class on the basis of achievement test scores.
3. Classification of Individuals: Achievement test are often used to classify students in to special courses in school, high school or college.
4. Counselling and Remedial Teaching: Achievement tests are very useful to the school psychologists, as well as to the clinical psychologists in understanding the difficulties of particular child.
5. Vocational Guidance: Achievement tests in combination with course grades are useful in helping the students to choose future programme of school work or vocational training.
6. Measuring the Effectiveness of Learning Situations: If the student's performance is poor we can infer that The teacher is not doing well. There are three major factors contributing to the student attainment: 1. Initial aptitude of students; 2. Effectiveness of learning experience and 3. Nature of the test.

Preparing a good annual achievement test paper:

In order to assess a student's achievement as a summative assessment, you have to develop a term end or an annual achievement test paper. A good question paper, which is intended to evaluate the achievement of the students, with respect to a variety of specific learning outcomes, may include different types of test items that are relevant to the specific instructional objectives. Let us consider the necessary steps in preparing a good question paper.

The first step for preparing a good question paper is to develop a design or framework. For this, you have to:

- a. Analyze the course content into different content units and decide the weightage that is to be given to each in the test.
- b. Decide the weightage to be given to different objectives being tested.
- c. Decide the weightage to be given to different forms of questions to be used in preparing a question paper.

- d. Decide the weightage to be given to time and marks for different forms of questions.
- e. Decide the weightage to be given to the difficulty level in the test.

The second step is to prepare a table of specification, i.e. the blueprint, which reflects the distribution of the various types of question to be set on different content units, testing particular objectives, such as knowledge, understanding, application, skill, etc. You will most likely need essay type, short answer type as well as objective type items to evaluate the learning outcomes of students related to objective at varying levels. Let us see how a table of specifications (blueprint) is developed.

Preparing a Table of Specifications (Blueprint)

Decision on units and their weight: The very first planning you have to do is about the syllabus and also to fix their weight in terms of marks. You can include more topics in the yearly examinations, but in quarterly or half year examinations, fewer topics should be included. So each topic would be given more marks in comparison to the yearly examination. Let us take the example of the blueprint of English subject for class VI. There are six units and the question paper will be based on these units. The weightage given to each unit is presented in Table 1.

Table 1: Weight age given to different content units

Content Units	Weight age given
Poem	10
Comprehension	20
Writing	15
Vocabulary and Grammar	20
Course book	20
Miscellaneous	15
Total	100

Identification of objectives and their weight age: After fixing the unit weight, you also have to consider the instructional objectives. The test is good only if it is able to evaluate the achievements of educational objectives fixed by you. You can allocate appropriate weightage to various objectives such as knowledge, understanding, application, skill etc. The weightage given to different objectives is presented in Table 2.

Table 2: Weight age given to different instructional objectives

Instructional objectives	Weightage given
Knowledge	40
Understanding	30

Application	20
Skill	10
Total	100

Deciding types and number of test items: You will also have to decide what kind of questions will be there in your text and in what proportion. Generally, in an achievement test, a teacher has to include the different types of items (essay, short answer or objectives). You have to decide their appropriate proportion and marks designated for each type. It is only an estimate and should not be taken rigidly. e.g. In an English achievement test, the counts for long answer, short answer, and objective type questions are 3, 15 and 25 respectively, and their respective marks are 10 for each long answer, 3 for each short answer and 1 mark for each objective type items. The weight age given to different forms of questions is presented in Table 3.

Table 3: Weight age given to different forms of questions

Instructional objectives	Weightage given
Essay Type	30
Short Answer Type	45
Objective Type	25
Total	100

The fourth step in the preparation of question papers is to give weightage to marks and the time required for different forms of questions. The allotment of marks and time to different forms of questions is presented in Table 4.

Table 4: Weight age given to marks for different forms of questions

Forms of questions	Marks per question	Total number of questions	Total Marks
Essay Type	10	03	30
Short Answer Type	03	15	45
Objective Type	01	25	25
		43	100

Estimation of Time: For teacher-made achievement tests, only the experience of the teachers should be enough for the estimate of time. You should try to analyze and estimate the time for different types of questions. Here, we have taken hypothetically the total duration of 2 hrs and 30 minutes. For different forms of questions, weightage given to time are presented in Table 5.

Table 5: Weight age given to time for different forms of questions

Forms of questions	Time per question (in minutes)	Total number of questions	Total Time (in minutes)
Essay Type	20	03	60
Short Answer Type	05	15	75
Objective Type	01	25	25
		43	160

The next step is to give weightage to difficulty levels of the items, which is presented in Table 6.

Table 6: Weight age to difficulty levels of the items

Difficulty levels	Weight age given
Difficult items	25
Average items	50
Easy items	25
Total	100

Preparing Blueprint

A blueprint is a two-dimensional chart showing different types of items with marks for each topic/unit and each of the objectives. It should follow the respective weightage of marks for the different objectives and topics, as well as the various types of items as prescribed by the school or in the syllabus. These specifications have been discussed in the earlier steps of planning of this test.

Based on the above steps, you can develop the final blue print. With the help of such a table of specifications, you will be able to ensure the needed validity of adequate coverage of syllabus units and assessment objectives. The final blueprint is presented in Table 7.

Table 7: Blueprint (Table of Specifications)

Objectives →	Knowledge			Understanding			Application			Skill			Total
Forms of Question → Unit ↓	E	SA	O	E	SA	O	E	SA	O	E	SA	O	Unit
Poem	-	3(1)	2(2)	-	-	2(2)	-	3(1)	-	-	-	-	10
Comprehension	-	3(1)	1(1)	10 (1)	-	2(2)	-	-	1(1)	-	3(1)	-	20
Writing	-	3(1)	1(1)	-	3(1)	1(1)	-	6(2)	1(1)	-	-	-	15
Vocabulary and Grammar	10(1)	-	1(1)	-	3(1)	1(1)	-	-	2(2)	-	3(1)	-	20
Course book	10(1)	-	4(4)	-	-	2(2)	-	3(1)	1(1)	-	-	-	20
Miscellaneous	-	3(1)	2(2)	-	3(1)	-	-	3(1)	-	-	3(1)	1(1)	15
Sub total	20(2)	12(4)	11(11)	10(1)	9(3)	8(8)	-	15(5)	5(5)	-	9(3)	1(1)	100 (43)
Total	40			30			20			10			100

Entries made are only to illustrate. You have to decide about these while preparing the blueprint. However, it must confirm to weightage indicated in the design to the various objectives (**40, 30, 20, 10**), content units (**10, 20, 15, 20, 20, 15**) and form of questions (**E= 30%, S.A. = 45%, O.T. 25%**) as reflected in this table of specification or blueprint.

Preparation of Test Items/Questions: Test items form the very basis of testing. A test constructor should have good knowledge of the subject. The test items should be clear, unambiguous and according to the objectives. Different types of items - essay, short-answer and objective types - should be written out in sufficient numbers. Items of varying difficulty should also be prepared. Experienced teachers are able to estimate it by their judgment. Some items from model test papers or question banks can be taken up.

After collection, a review of items is done on the basis of blueprint requirements and on quality of items. Only unambiguous and specific objective type items are retained.

Preparing Scoring Key: You have to plan proper instructions for marking in order to maintain the objectivity and validity of the test. Objective type tests have exact answers. Their answers and their marks should be given. Short answer questions are also quite specific in nature, and the possible points or ideas in answers should be mentioned with their marks for each.

Essay type questions are lengthy and need specificity for uniform marking. Important steps or points of answer should be explicitly mentioned along with their corresponding marks.

The above guidelines for marking questions from first to the last one should be able to make our testing more reliable.

These achievement tests are used normally at the end of term/year as a part of summative assessment. Care should be taken so that the summative assessment and the unit tests have appropriate fraction of contribution in overall assessment of the students. In a two term system, it is advised that every term should have at least two formative assessments (unit tests) and one summative assessment (achievement test). This ratio is not fixed. It can be changed as per the need and nature of the subject.

Limitations of Achievement Tests

The following are the limitations:

1. It pertains to the excessive standardization of instructions which ignores the individual differences.
2. Achievement tests are so designed as to cover all important goals of the educational area.
3. It is difficult to develop such items to test the understanding, critical evaluation and the application and appreciation of general principles.
4. The students are frequently motivated to concentrate upon those aspects of a course that will lead to better performance or better achievement test scores, encouraging the attitude of the students.

5. Limitation is to decide the validity of the test. Sometimes it has high predictive validity, or some time, content validity.
6. It is very difficult to eliminate the personal factors of test construction. Therefore reliability is affected.

Check your progress

Note: a) Write your answer in the space provided after each item.

2. Take any topic from class VII English book and prepare an achievement test along with a blue print.

5.5. Continuous and Comprehensive Evaluation (CCE) in English**5.5.1. Meaning**

CCE refers to a school based evaluation, which covers all aspects of school activities related to the child's development. It treats evaluation as a developmental process, emphasizing on two fold objectives, such as continuity of evaluation, and assessment of broad based learning outcomes in a comprehensive manner. It covers all the domains of learning i.e. cognitive, affective and psychomotor fields. Evaluation in the cognitive domain is associated with the process of knowledge and understanding. The affective domain applies to characteristics such as attitudes, motives, interests, and other personality traits. Evaluation in the psychomotor domain involves assessing the learners' ability to use his or her hands (e.g. in handwriting, construction and projects).

Continuous

The term 'continuous' refers to regularity in assessment. The growth of a child is a continuous process. Therefore, the students' progress should be evaluated continuously. Evaluation has to be completely integrated with the teaching and learning process. Assessing students on a continuous manner is one aspect of CCE. The continuous aspect of CCE takes care of 'Continual' and 'Periodicity' aspects of evaluation. Continual aspect also includes the evaluation of a learner during the instructional process through various formal or informal methods of evaluation, also referred to as formative evaluation. Another aspect associated with continuous evaluation is periodicity of evaluation. Periodicity means evaluation of performance of a learner should be done frequently at the end of every unit or term. This is also known as summative evaluation.

Comprehensive

The second term associated with CCE is 'comprehensive'. The term 'comprehensive' is used here mainly in two ways: One, with respect to the skills, abilities, attitudes and values to be evaluated, and other, with the tools and techniques to be used for evaluation. CCE is comprehensive in nature as it takes care of achievement of learners in various school subjects from science, mathematics, languages, social science, work education and activities. It also includes the assessment of co-scholastic aspects like attitude, values, life skills and other co-curricular aspects of development of the learners. CCE is also comprehensive in nature in terms of tools and techniques used for evaluation of the learner. It includes various tools like observations, interview, rating scales, checklist, document analysis, portfolio analysis, anecdotal records and techniques of assessment such as assignments, projects, quizzes, debates, discussions, club activities, performance, experiments, researches etc. CCE is comprehensive in nature as it works for assessing the various areas of learning, including knowledge, understanding, applying, analyzing, evaluating and creating. It evaluates the learners' progress in all the three directions, i.e. cognitive, affective and psycho-motor.

5.5.2. Significance of CCE

- Continuity in use of the target language through ongoing assessment procedures can assure the learners of an immediate language gain and can therefore prove to be highly meaningful and motivate learners to perform better.
- It identifies the learning progress of the students at regular time intervals on small portions of content.
- It employs a variety of remedial measures of teaching based on the learning needs and the potential of different students.
- Encourages learning through employment of a variety of teaching aids and techniques involving the learners actively in the learning process.
- Recognises and encourages specific the abilities of the students, who do not excel in the academics but perform well in other co-curricular areas.

5.6. Diagnostic test

Diagnostic test identifies learning difficulty and encourages remedial and individual instructions. It is an instrument developed by educational scientists for the purpose of locating difficulties, and, if possible, revealing their causes. It measure the student's understanding of a subject area or skills base. The attitude formerly held that general methods of instruction were adequate to reveal learning difficulties is of ill repute among the more advanced thinkers in the field of educational practice. The modern point of view holds that the teacher should diagnose the learning difficulties and should be able to cure them. They must find out the difficulties that children experience in their

school-work, and proceed to correct them by a specific form of activity. Some schools also diagnose concepts as a whole, aiming to reveal commonly held misconceptions in specific subjects.

Diagnosis is the art or act of recognising a difficulty by the means of its symptoms. It is an explanation of the difficulty based on an examination of the facts. It may be scientific or otherwise. It is scientific if the explanation is based on facts determined by careful examination of the case with the aid of mechanical instruments or skilled observation, cumulative records, anecdotal procedures and other techniques involved in the case study.'

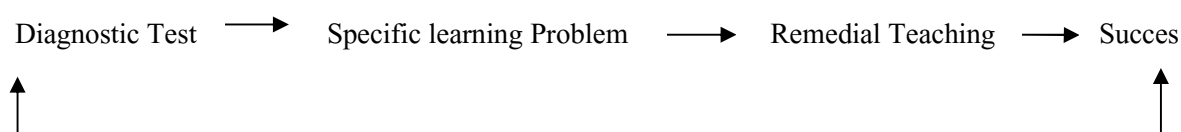
Diagnostic test is an instrument consisting of a set of questions or items. It is a systematic procedure for analysing a person's behaviour with the aid of numerical scale.

The **use of diagnosis** by the teacher is the act of discovering and knowing the students difficulties in learning from the symptoms which are apparent in any form. In the class work, the symptoms are generally known from observation. But sometimes, they cannot be known until very careful measurements are made for the purpose of diagnosis. In whatever way the symptoms are known, they indicate the source of trouble or difficulty. It is also used to identify the strength and weakness of the students, to know the nature of learning difficulties, level of learning difficulties and to analyse the cause of learning difficulties. There are two **purposes of diagnostic** teaching. First, it should show the specific difficulties that the subject-matter presents to the student. Second, it should reveal the specific difficulties the students face in mastering those difficulties.

In the opinion of Yoakam and Simpson, "the diagnostic programme frequently extends beyond the function of revealing the subject matter difficulties and the faulty techniques of learning text-book materials. It includes an analysis of the pupil's personality in all of its phases, and attempts to arrive at a reasonable interpretation of the causes of poor achievement."

The Subjective Fields of Diagnostic Teaching is generally limited to the tool subjects such as reading, spelling, writing, grammar, and arithmetic. Its main reason is that these subjects as taught generally involve particular types of learning.

Steps involved in Diagnostic Test:



Diagnostic test makes the pupils conscious of their weaknesses and of the necessity of being on the alert for their mistakes. It represents a scientific way to go about uncovering incorrect forms of study activity. Wrong tendencies to action are revealed as soon as the symptoms appear in class-room work. Diagnostic teaching reduces the number of special problem cases to a minimum, prevents the development of ineffective habits of work, and at the same time, develops a wholesome attitude

among the pupils towards their school-work. If the practice of diagnosis is carried on specifically, it will do much towards saving pupils from the effects of wrong reactions, as well as the development of habits, which may lead to better progress.”

5.7. Remedial Teaching

Remedial teaching is to ensure the desired quality of learning. It is very essential for ensuring effective learning and in improving the quality of education. It is a type of teaching aimed at correcting the errors or addressing the gaps in knowledge. The teacher, like the physician, uses test instruments to find out the difficulties in English language learning. Therefore, diagnostic test provides a detailed picture of the strengths and weaknesses in the areas of the students’ learning. The stages of diagnostic testing are: Identifying the students who need help, locating the learning difficulties, and discovering the causal factors. After locating the area where the difficulty lies, the teacher devises some strategy to overcome the problems in learning. Therefore, the teachers should be trained to tailor their classes to a wide range of different learning styles. They should assess each student's individual proficiency level and then create a plan for the student's learning. From time to time during the classes, teachers should evaluate the progress of individual students and modify their learning plan as needed. Thus, the teachers can help the student improve their self-confidence throughout the course of the program.

Remedial teaching is identifying slow learners and giving them the necessary guidance, thereby helping them overcome their problems after identifying their areas of difficulty. It involves testing, teaching, reading, and re-teaching.

According to Yoakam and Simpson, “Remedial teaching tries to be specific and exact; it attempts to find a procedure which will cause the child to correct his errors of skill or thought. It aims to correct the errors from the past, and thus, in a sense, prevent future errors. It is not always successful, but under favourable conditions, as in spelling, arithmetic, and reading, some unusual results have been achieved. In the regular work of the class-room, one of the purposes of the teacher is to find ways and means of applying remedies for errors of all sorts. In spelling, for instance, observation of the work of pupils may reveal that they are not following a systematic method of study. Remedial work may consist in instructing them in a better method and having them practice the method under the teacher’s supervision until it is learnt.”

The functions of classroom teaching and remedial teaching are to realize the English teaching objectives. It should abolish educational mistakes. If there are no mistakes in teaching and learning, there is no need for remedial teaching. Another function of remedial teaching is to recondition habit and skill, to correct errors of knowledge, to improve personality traits, to resolve conflicts, and to substitute good attitudes, interests, and ideals for undesirable ones. Serious physical, emotional, and social defects of the child will often prevent his learning, even though the teacher has used well-established techniques in teaching. Likewise, remedial measures based upon analysis of errors in

mechanics of learning will fail unless the physical, emotional, and social defects of the child are successfully treated.

In the above paragraphs, the following functions of remedial teaching have been indicated.

- To assist the poor students to pace with their classroom teaching.
- To solve the learning difficulties of the poor students.
- To improve and modify their instructional procedure in view of a wide coverage of the learners variation.
- To avoid the wastage in Education process.
- To raise the standard of English teaching.
- To evolve the effective strategies of English teaching.

Methods and Techniques of Remedial Teaching:

There are various methods and techniques which have been devised in English language teaching. A language laboratory may be established even for remedial teaching. The programmed tests are also prepared for this purpose. In the opinion of Yoakam and Simpson remedial teaching is carried on in the following ways:

1. “Incidentally, as in the past.
2. By the case-study or clinical method, in which individual pupils are segregated for treatment.
3. By systematic treatment of errors before a whole group after diagnosis.
4. By the group-individual method through the use of practice materials administered to the group but designed for treatment of individual differences.
5. By small group instruction in which the work is largely individualized.

Remedial teaching for English would include:

1. Drills of sentence-patterns - The teacher may take up one sentence pattern at a time and give simple repetition drill to the class. Then substitution, completion and conversation drills can be used for teaching the sentence-patterns. After oral practice, they should be given written practice.
2. The correct sentences and the corrected sentences may be written on a chart. The students should be asked to consult that chart again and again. Thus, they will be able to get rid of incorrect English.
3. There should be frequent tests in order to see whether the students have made some improvement or not. Thus, regular guidance and careful supervision can help the students in the improvement of English.”

Procedure for Remedial Teaching

Steps for Remedial Teaching- Planning, organizing, leading and evaluating. The remedial teaching is followed after actual classroom teaching. Thus, remedial teaching involves four steps.

First step is to identify the poor students in English subject by using achievement tests, school marks, personal observation of teacher and interview technique.

At the second step, a diagnostic test in English related to specific area, pronunciation, spellings, reading, grammar, and comprehension, etc., is administered to locate the learning difficulties and its causes.

Third step remedial instructions are to be prepared for remedial teaching.

In the Fourth step an appropriate strategy is used for remedial teaching. After teaching, a test is administered to ascertain how far learning difficulties could be removed. It may suggest about re-teaching or further remediation.

Procedure for Remedial Work- Remedial work should be done in small groups of backward students on the following lines:

- **Lecture and Demonstration:** While teaching remedial pronunciation, the teacher should give lecture as well as demonstration. He should give simple demonstrations, because they are always effective. For example, he can demonstrate the sound 'V' with the lower lip, pressing against the upper teeth. He should supplement his demonstrations with charts, showing the position of lips and tongue.
- **Listening Practice:** The teacher's demonstrations should invariably be followed by a listening practice on the part of the students. They should not be allowed to produce a sound unless they have plenty of opportunities to listen to it.
- **Ear training** is the most effective form, and can be imparted by reading out from a list composed of meaningless words, which when dictated give no clue through meaning to the sounds composing them.

Check your progress

Note: a) Write your answer in the space provided after each item.

3. What do you understand by evaluation of scholastic and co-scholastic area?

4. What is the significance of diagnostic test?

5. What are the basic steps involved in remedial teaching?

5.8. Identifying learning difficulties in language

Students who are described as having a learning difficulty are the students who are academically at-risk. Their difficulties would not come from a lack of language exposure, social/emotional concerns, or cultural differences. These students may potentially meet the criteria for a diagnosis of learning disability. The following are the characteristics of student suffering from learning difficulties in language:

Difficulty in reading and spelling words: They have lack of exposure to English word reading, spelling and unfamiliarity with English words. This might be due to memory problems, phonological processing deficits and difficulties in reading at the word-level.

Difficulty in comprehending text: The Knowledge of English language skills (sentence structure, vocabulary, grammar, morphology, and pragmatics) were underdeveloped. They also have lack of relevant background knowledge. This might be due to Language processing problems, sequencing problems, memory problems, difficulty drawing inferences, and difficulty with connectives.

Poor writing skills: It develops in tandem with language. Students do not have the language skills to express thinking. This might be due to organization or processing problems, memory problems, fine motor skills or motor-sequencing problems, slow processing speed, or difficulty in developing language skills.

Easily distracted: Students require more visual/concrete support and are overwhelmed & exhausted by language learning process. This may be due to auditory processing difficulty, attention problems, including ADHD, or processing speed difficulty.

Trouble following directions: Student don't know the vocabulary used. They need time to comprehend an utterance in one language, and translate into another. This may be due to sequencing or memory problems, attention problems, language processing problems.

Can't remember information taught: Students are overwhelmed with multiple demands of language learning. They may do better in the their native language. This may be due to memory problem, language processing problems etc.

Adds, deletes or replaces words paraphrases when speaking : The students may not yet have learned the word. They lack the grammar to use the word correctly. It might be due to memory or oral language processing difficulties and word finding difficulties.

Trouble retelling a story: Students are unfamiliar with the vocabulary or content of the story. This may be due to organization or processing problems, long-term memory problems etc.

Difficulty with math word problems: Student Lack the vocabulary and/or cultural context to understand the problem. This may be due to Language processing or abstract/fluid reasoning problems, working memory difficulties and dyslexia.

Aggressive or withdrawn behaviour: The students lack educational experience. Different cultures have different behavioural norms; withdrawn behaviour may be due to a 'silent period' which is normal for language learners. This might be due to self-regulation issues, social communication concerns, language processing problems, or anxiety or depression.

Social and emotional problems: Stress related to moving to a new country and culture often leads to social and emotional issues. This may also be due to self-regulation issues, mental health concerns, learning difficulties and related frustration.

The teacher can also identify the student by comparing the student's academic achievement with others, and his difficulty in spoken language. Their on-going weaknesses in phonological awareness (e.g., inability to match sounds to letters, hear rhymes, to replace one sound with another, break a word into sounds, blend sounds together), word reading difficulties in both languages (i.e., home language and English), difficulty remembering or naming letters, sounds, and reading sight words accurately and effortlessly, not progressing despite targeted instruction in word reading, persistent spelling errors, vocabulary, grammatical mistakes etc.

5.9. Dealing with language difficulties of the learner

After identifying the learning difficulties among students, the following steps could be taken to deal with it:

- Instruction should always be based on the student's level as determined by diagnostic and educational assessment, and should target areas identified as weak.
- Intervention should begin as soon as difficulties are identified.
- Instruction should be systematic and explicit, and should incorporate on-going assessment and progress monitoring.
- Opportunities to apply new skills in authentic contexts should be given to the students.
- Instruction should take language development into account.
- For ELLs, there should be a focus on different aspects of vocabulary development.
- Learning should be fun and motivating.
- Engaging in age-appropriate materials and strategies should be used.
- Gather information about each individual student's background, skills and abilities.
- Measure student progress to see if they are learning what is being taught to them.

- Follow a systematic process of assessment and intervention to determine and address the student's needs.

Check your progress

Note: a) Write your answer in the space provided after each item.

6. What do you understand by learning difficulties in language?

7. As a language teacher how will you deal with learning difficulties?

5.10. Critical appraisal of an English textbook

‘Teaching Materials’ include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-Rom, DVD or the Internet. They can be instructional in the way that they inform learners about the language. They can be experimental in the way that they provide exposure to the language in use, and they can be elucidative in the way that they stimulate language use, or they can be exploratory in the way that they seek discoveries about language use. (Tomlinson 2001: 66). No one course book can be ideal for any particular class. An effective classroom teacher needs to be able to evaluate, adapt and produce materials so as to ensure a match between the learners and the materials that they use. Most books that aim at explicit learning make use of examples of language that focus on the linguistic features being taught at a particular point of time. The examples chosen are usually contrived so that they look short and simple. However, this is done at a great cost. Redundancy, which is an integral part of natural language, is eliminated making the texts artificial, meaningless and incomprehensible. The materials should make learners socially sensitive and encourage them to respond to issues relating to drugs, gender, violence, politics, etc. The materials should gradually shift from local cultures to neighbouring cultures and then to world cultures. It should become increasingly clear that textbooks should provide space not only for different themes, but also for different varieties of language. In the context of India in particular, we feel that language textbooks should attempt to introduce teachers and learners to the richness and diversity of our linguistic and cultural heritage. In addition to including lessons on the languages of different states, it may be very useful to provide a linguistic map of India.

The following criteria can be used for analysing textbooks:

Design of the textbook: While analysing the design of the textbook following points should be kept in mind that whether textbook:

- is well organized,
- is visually attractive,
- contains visual materials,
- pictures serve their aim,
- includes a detailed overview of the vocabulary to be taught in each unit,
- includes a detailed overview of the functions to be taught in each unit,
- includes a detailed overview of the structure to be taught in each unit.

Activities of the textbook: While analysing the activities in the textbook, following points should be kept in mind that whether textbooks:

- help learner's language development.
- are varied (free or controlled exercises) ,
- provide sufficient communication ,
- provide meaningful practice, include pair work,
- include group work,
- promote creative responses,
- reinforce what the students have already learned,
- are organized from simple to difficult.

Motivational Factors: While analysing the motivational factors in the textbook following points should be kept in mind that whether the textbook:

- attracts the students' attention,
- motivates the students positively,
- encourages the learners' classroom participation language is presented in an attractive way,
- encourages learners to become independent in their learning.

Grammar and Vocabulary: While analysing the Grammar and Vocabulary in the textbook, the following points should be kept in mind that whether the textbook:

- covers major grammatical areas,
- focuses on potential difficult grammar points,
- the grammar exercises are interesting,

- the grammar exercises provide meaningful context,
- there are enough exercises for revising grammar,
- the grammar is presented from simple to difficult,
- covers basic vocabulary items,
- the meaning of new vocabulary is presented in context,
- there are enough exercises for vocabulary development,
- the vocabulary exercises are interesting for the student.

Supporting Materials: While analysing the supporting material in the textbook, the following points should be kept in mind that whether textbook:

- gives enough advice on teaching methods,
- gives enough information about the topics,
- suggests alternative plans for each unit,
- contains appropriate supplementary activities,
- contains different kinds of activities.

Four Language Skills: While analysing the language skills in the textbook, the following points should be kept in mind that whether textbook:

- provides language skills appropriate to the course aim,
- gives language skills equal importance,
- the reading texts are familiar to the students,
- the reading texts are interesting,
- develops reading skills and strategies,
- provides different types of writing activities,
- provides the students with the sufficient practice in expressing their views,
- contains rewrite activities,
- leads the students to organize their thoughts for writing,
- provides sufficient speaking practice,
- the speaking practices are interesting for the students,
- pays attention to pronunciation,
- there are enough listening act activities.

Appropriateness: While analysing the appropriateness in the textbook, the following points should be kept in mind that whether textbook:

- level is appropriate for the students' level,

- meets long-term goal of the course,
- meets short-term goals of the course,
- provides choices for different learning styles,
- the instructions are clear for the students.

Since the textbooks are likely to remain the most pervasive tool that teachers rely on for language teaching, there is a strong need for supporting materials that should provide teaching methods, alternative plans for units, extra activities, choices for different learning styles and intelligences.

Check your progress

Note: a) Write your answer in the space provided after each item.

8. Critically analyse English text book of class VIII.

5.11. Let us sum up

In the present unit, we have discussed about Evaluation. It is the integral part of any education system. Here in this unit, we have learnt how to prepare test items, and achievement test. We discussed about continuous and comprehensive evaluation, diagnostic test and remedial teaching. We have also studied how to identify and deal with learning difficulties in language among students. We have also discussed about the criteria for critically analysing the text book of language.

5.12 Answers of check your progress

1. Sec-5.3. Types of test items
2. Sec-5.4. Development of achievement test in English
3. Sec-5.5. Continuous and Comprehensive Evaluation in English
4. Sec-5.6. Diagnostic test
5. Sec-5.7. Remedial Teaching
6. Sec-5.8. Identifying learning difficulties in language
7. Sec5.-8. 5.9. Dealing with language difficulties of the learner
8. Sec-5.10. Critical appraisal of an English textbook

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