UNIT 1 - ROLE OF ENGLISH IN INDIAN CLASSROOM-I

STRUCTURE

1.1 INTRODUCTION

English plays a vital role in the field of education as an important subject. The medium of instruction is English in most of the public schools, technical, medical, law and other institutions of the states in our country. Uncountable English medium schools are coming up with different rules and regulations.

Randolph Quirk says that, there are now something like 250 million people for whom English is the mother tongue or first language. We find out from the survey that more than 60% of world's media use English as the medium of communication.

1.2 OBJECTIVES

At the end of this unit, you will be able to:

- Improve the knowledge of English, spoken and written.
- Learn the status of English in India today.
- Discuss aims of teaching English at different levels.
- Develop essential skills in teaching English.

1.3 THE STATUS OF ENGLISH IN INDIA TODAY

In every sphere of life like social, political, academic, cultural and economic life English has significant value.

"English language is ours by historic necessary" – Nehru.

English occupies important place in every circle, like bazaars, boards hanging in front of the shop, advertisement boards at the focal points of the cities. English holds a good position, at home, streets, business, studio and routine talks. In the places like Cinema Halls, Hotels, Restaurants and Offices of Administration (local/regional/central) the records are maintained in English. Even illiterates use English words in their routine life. English has played important role in building modern India. English not only belongs to England but also it is an international language. It may be called as the language of the world civilization.

Rajaji said, "English language is the greatest gift of Goddess Saraswathi to India".

1.3.1 Before independence

During Pre-Independence days, English was considered to be the Queen of languages. In every walk of life, it was the vehicle of thought and activity. Medium of instruction at school and college was English. It was compulsory in colleges. Native speakers (English men) taught English and the people belonging to older generation speak "A" Class English. People were proud to learn English since it was considered a passport for employment.

1.3.2 After independence

The question regarding the place of English became controversial. Gandhi felt that English has put a severe strain upon the Indian students and made us imitators.

But Rajaji felt that English should be retained in the country. He said, "We in our anger and the hatred against the British people should not throw away the baby (English) with the bath water (English people).

Nehru said, "one hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of education in India. In addition English has today become one of the major languages of the world and Indians can neglect its study only at the risk of loss to themselves. I am convinced that in the future as well, the standard of teaching English should be maintained at as high a level as possible."

For the first two or three years of independence nothing concrete could be decided regarding the official language. In 1950 constitution of India was framed. Since southern people objected Hindi, English could not be replaced by Hindi. English continues to be the unifying factor.

Reddy T. Prabhakar says, "The number of Indian writers who use English for creative writing is increasing gradually. It looks as if it has become one of the languages of India and its long and wide use by the Indian intelligentsia has given it a distinct identity."

1.4   THE RATIONALE FOR LEARNING ENGLISH

Soon an adequate and important place should be assigned to English in our school-curriculum because:

1) **English as a Link Language**

The census of India (1971) revealed that 380 languages or dialects are spoken in India. These can be grouped in 14 languages (given in the schedule VIII of the Indian Constitution). Hindi occupies the first place because it is spoken by nearly 30% of the population. Next to are Bengali, Telugu, Marathi and Tamil. English is the only language which is known to the educated people all over the country. Therefore, for having inter-state links on the following matters, we need the knowledge of English for

(i) Trade,
(ii) Administration and Management,
(iii) Social affairs,
(iv) Cultural and education exchanges.

2) **English as an International Language**

English is the first language of England, U.S.A., Australia and Canada. It is the second language of many countries like Russia, France, Germany, India, Pakistan etc. One in ten persons of the world knows English. 50% of the world's newspapers, scientific and technical periodicals, 60% of the radio broadcasts and 75% of the world's mail are in English. The U.N.O. has given English the status of being an official language. These days, every country needs other countries help in political, social, economic and cultural matters. There comes English as a rescue.

In fact, in the words of Pt.J.L.Nehru, "English is our major window on the modern world."

3) **English as a Library Language**

For maintaining the standard of education and getting higher knowledge, the graduate students and research scholars need to consult

libraries. Good reference books are found in English especially on science subjects. Therefore, a good knowledge of English is imperative.

Activity

Discuss how English is used in your classroom.

The skill of getting the necessary details in English through the selected books and journals readily is very much useful in present life. There is no doubt that English literature is a treasure of rare ideas and high thinking. That translation of some literature from English to Hindi or other regional languages will surely enrich the regional Languages. For translating standard works from English into Hindi or other regional languages, a good knowledge of English is required. Hence the Kothari Commission recommended the concept of English as a Library Language.

1.5 AIMS OF TEACHING ENGLISH AS A SECOND LANGUAGE

English is taught as a second language in India and it must be taught as a language and not as literature. Teachers working in different levels of their schools should be aware of the aims of teaching English first.

1.5.1 Aims of teaching English as a second language at primary level

- Correct pronunciation of vocabulary.
- Writing words with correct spellings.
- Reading the passage correctly.
- To enrich the English vocabulary.
- Reciting poems orally.
    - Writing dictation words correctly by listening the words.
- Reading and writing by practice.

1.5.2 Aims of teaching English at secondary level

- Knowledge and understanding of Grammar.
- Using grammar in his own writing.
- Understanding the meaning of English passage.

- Interest in reading English text books.
- The habit of self-study.
- Writing essay and meaning of the passage in his own words.
- Interest and favourable attitude towards English language.
- Understanding the rules of grammar and their use in writing English.

1.5.3   Aims of teaching English at higher secondary level

- Encouraging and motivating students to study English newspapers regularly.
- Composingpoems and writing essays.
- Grasping the theme of poem or English passage.
- Writing the meaning of poem or passage in their own words.
- Appreciation of ideas and criticising the theme of poem.
- Relating verbal ability and reasoning or fluency of language.
- Understanding of other school subjects.
- Masteryover language for expressing his ideas, feelings and experiences.
- Evaluation and analysis of language components.
- Developing the values, moral and character of the student.

Check your progress-1

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

   i)   How English is used in our school?

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   ii)   What does the teaching of English aim at Secondary level?

1.6   OBJECTIVES OF TEACHING ENGLISH

Before doing anything, one must be clear about the objectives of our work. In the same way as teachers of English we must know why we teach English. It means we must have certain general objectives in our mind before we learn how to teach English.

Objective 1   To listen English

In the classroom you speak English in front of your pupils, keeping the language limited to what they can understand. You talk about the things in the classroom, the things you carry as teaching aids, about the children, the school, the village and so many other things. You must ensure that they understand everything you say.

This objective is redefined in the form of specifications. They include statements about pupils in behavioural terms. Competence specifications are also called sub – skills.The learners will be able to

- o   listen new words, phrases and sentences in context
- o   listen elementary intonation patterns
- o   listen simple statements, questions and commands
- o   listen stories narrated by the teacher of English

Objective 2   To understand English as an enjoyable activity.

To achieve this,

- Make the learning of English as easy as possible for the pupils.
- Give them as much as help as they need to learn English in the classroom.
- Bring into the classroom a variety of activities that help pupils to learn English – some listening, conversations, reading a rhyme, some drawing, role-plays, drills, games, etc.
- Praise them when they participate in an activity individually or collectively.
- Use a number of things – objects, toys, pictures etc., in the classroom. Talk about them and get pupils to say about them.
- Narrate a story every day. You may also read out a story.

Objective 3   To speak English

After you have spoken in front of your pupils, you must help them to speak English.

This objective is split into different specifications as shown below. Competence specifications – The learners will able to

- Produce characteristic English sounds correctly (v-w), (æ – a :) (e – eI) (a: - Z) etc.

- Use correct word –stress, sentence – stress and basic intonation patterns
- Participate in simple dialogues, role-play, oral drills etc., given in the Readers
- Greet people properly according to the time and occasion concerned.

Objective 4   To read English

The Learners will be able to

➢ Read words, phrases and sentences, first aloud and then silently.
➢ Develop silent reading with understanding ,
➢ Acquire speed in reading
➢ Guess the meaning of new words in context

Objective 5   To write English

The Learners will be able to

❖ Learn the mechanics of writing.
❖ Write neatly and legibly with correct shape, size and spacing.
❖ Spell words correctly
❖ Use basic marks of punctuation and write capital letters where necessary.

Objective 6   To enjoy rhymes and simple poems included in the Books.

The Learners will be able to

- Say aloud rhymes in the first year of learning English.
- Read and learn rhymes and short poems.
- Recite rhymes and short poems.
- Enjoy the sound effect, rhyme, rhythm and alliteration.

Check your progress-2

Note: a) Space is given below for your answer

     b) Compare your answer with these given at the end of this unit

   iii)   Write down the objectives of teaching English.

1.7 LET US SUM UP

In this unit we have looked in to the English language teaching in India. We made a deep study about the status of language learning, objectives of teaching English in different levels.

1.8 UNIT END EXERCISES

Have we attained all the objectives of teaching English? Explain.

Is English an official language in India? Discuss.

Which language do you use most in your class-Discuss.

1.9 ANSWERS TO CHECK YOUR PROGRESS

i) It is used mainly for the medium of instruction.
   Communication purpose.
   Collecting materials for doing projects etc.
ii) Knowledge and understanding of Grammar.
   Using grammar in his own writing.
   Understanding the meaning of English passage.
   Interest in reading English text books.
iii) To listen English,
   To understand English as an enjoyable activity.
   To speak English, to read English, to write English.

To enjoy rhymes and simple poems included in the Books.

1.10 SUGGESTED READINGS

- R.P. Bhatnagar-Decolonizing English Teaching in India. Jayshree Mohanraj-Spoken Conversational English, CIEFL, Hyderabad.

- Kohli.A.L. (2002).Teaching English in the new millennium.Ltd.NewDelhi: Dhanpet Raj Publishing Co (P).

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UNIT 2 - ROLE OF ENGLISH IN INDIAN CLASSROOM-II

STRUCTURE

2.1 INTRODUCTION

Language is often called a skill subject rather than a knowledge subject. Language is a skill like painting or swimming and the more one practices is the better painter or speaker he will be. For acquiring fluency in speaking English, one should acquire a thorough mastery of the sound system of the language, the stream of speech and the ability to hear the distinctive sound features.

2.2 OBJECTIVES

At the end of this unit, you will be able to:

*   Develop essential skills in teaching English.
*   the scope of the B.Ed., English course
*   recommendations of Indian commissions and committees on english language education

2.3 TEACHING ENGLISH AS A SUBJECT SKILL RATHER THAN A KNOWLEDGE SUBJECT

In learning a mother tongue, the first skill that a child acquires is the ability to listen the spoken word i.e. Skill of Listening. Next he tries to reproduce these sound sequences to express his own desires and needs and thereby acquires the skill of speaking. For an illiterate person, these two basic skills constitute his language ability. The abilities to read and write are matters of literacy.

Language is therefore called a complex skill comprising

    (a) Skill of Listening
    (b) Skill of Speaking
    (c) Skill of Reading
    (d) Skill of Writing

Subjects like History, Geography, Mathematics, Physics, Chemistry and others are said to be knowledge subjects, if a student has acquired a sufficient mastery of facts in those subjects. But all crafts and arts like drawing, painting etc. are said to be skill subjects. Mastery of these subjects means the ability to do something. In learning a language the ability or the skill in using the language is more important than acquiring mastery over facts and principles. Hence language learning is considered as a skill subject and not as knowledge subject. The teaching of a skill subject is different from the teaching of a knowledge subject. There is much difference in

    (a) Aim
    (b) Method of Teaching
    (c) Result Expected

2.3.1 Difference in aim

The aim of teaching a knowledge subject like History is to convey historical facts and information of which the pupil is ignorant. He has to trace the causes of war, events and results of war. Success in achieving his aim is measured by the amount of historical facts and information he has been able to impart to his pupils. If language learning is considered a knowledge subject, then the number of new words he has been able to teach his pupils in a lesson and the number of grammatical points imparted to them should measure the teacher's success.

Since the language is thought of as a skill, the extent of vocabulary and knowledge of grammar do not matter the least bit. But his success of achieving his aim is measured by the fluency with which the pupil is able to use the controlled vocabulary, which is given to him. The aim of language is therefore to enable the pupil to express

himself in simple, fluent and grammatically correct language in any context.

2.3.2 Difference in method

In teaching a knowledge or content subject like History, the usually adopted method is the lecture method. The teacher has to impart facts and information. The pupils have to sit quietly, listen to the teacher carefully, take down notes and memorize facts and information. Children have nothing else to do. Their participation is reduced to the minimum. Thus there is maximum of teacher activity and the minimum of pupil activity. But learning to use a language in speech and writing is an art and like any other art it has to be learnt through regular practice.

Fluency in speech and writing is something that cannot be given to the pupils. He has to practice speaking and writing regularly and persistently until he is fluent. They have to form the correct language habits so that they become fluent in speaking and writing. Therefore the primary duty of a language teacher has to enable his pupils to form such correct language habits. The teacher has to supply the model sentence. He should see that the pupils are sufficiently drilled in the use of these sentences. He should also guide and correct them when they go wrong. Thus the task of the language teacher is the same as that of a teacher teaching an art like carpentry or painting.

2.3.3 Difference in the results expected

If a pupil is able to reproduce most of the historical facts and information imparted to him by the teacher, he is declared to be pass in History. He is also supposed to have acquired sufficient knowledge of the subject. But in the case of English, a skill subject, an examination in English should test his ability to use the language and not his ability to memorize the information given in the Readers. His success is measured by his ability to use simple and grammatically correct English. Thus, language is a not a knowledge subject but a skill oriented subject.

Check your progress-1

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

    i)   How English is used in our school?

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    ii)   What are the four skills of teaching English?

2.4 THE SCOPE OF THE B.Ed., ENGLISH COURSE

B.Ed., English course trains the budding English teachers to the maximum level. The first aim of this course is to produce efficient teachers who are the pillars of a nation. Unless there are good teachers, there is no chance for the students to become useful citizens. B.Ed., course is absolutely necessary to produce trained and qualified teachers. We cannot expect an untrained teacher, without B.Ed., qualification to impart education of good standard. In B.Ed. course they get enough guidance from their teacher educators and guide teachers.

B.Ed. course in English trains the trainees to teach English in a systematic way. The student-teachers are instructed that the pupils should be taught to listen first and then to speak. Thirdly, they should be taught to read and then to write B.Ed., course motivates the trainees to teach the pupils with sincerity and dedication. Naturally the quality of education will improve.

Quality teaching is not mechanical teaching. A good teacher is the one who inspires the students with his enthusiasm. Only such teachers can contribute high quality in education. Since English is a foreign language some students may not show interest towards it. It is the duty of the teacher to inspire the students through their enthusiastic spirit. This concept is insisted in B.Ed., course.

Teaching is made student-cantered by involving them in discussions, seminars and project work. This type of student cantered teaching improves the discourse skills of the students. B.Ed., course gives ample change for teacher-learner participation. Special topics on phonetics have been included in B.Ed., course. The sound produced by the speech organs and the method of stressing the syllables and words are discussed. The correct accent of a native speaker is taught with great care.

Use of the latest audio and video equipment helps the quality of teaching English pronunciation. Use of different teaching strategies makes a teacher more skilful. Language lab with proper equipment's in all the B.Ed., colleges focus the importance of language labs in all the schools. This will help the students develop independent nature. Thinking is the basis of creativity and innovation. Students should be encouraged to think originally. Good teaching should promote independent thinking among the students. This is possible only when the teachers are also serious thinkers. B.Ed., course paves way for creative thinking.

Teaching English should not be a confinement within the four walls of a class room. This language's area is wide and unlimited. They should be involved in outside activities like library, clubs, cultural

activities and seminars. Cultural meets should be arranged periodically. B.Ed. programme insists on such events.How to teach poetry, prose, grammar and composition at different levels like high school and higher secondary level are dealt in B.Ed. course in a clear cut manner. How to plan the lessons for a week, a month, a term and one year are systematically dealt in this course.

During the teaching practice the trainees are guided to prepare instructional aides, charts and lesson plans. Within a month they get a very good experience of the teaching back ground. This makes them get rid of fear and acquire fluency in English speech. Hence B.Ed. course makes the student teachers do their work practically and learn the art of teaching effectively. If the trainees follow the methodology properly they can become successful teachers.

2.5 RECOMMENDATIONS OF INDIAN COMMISSIONS AND COMMITTEES ON ENGLISH LANGUAGE EDUCATION

The importance of English in India went on increasing with the passage of time. A great demand for the spread of English education begun to be raised from the different parts of the country. To meet this demand Raja Ram Mohan Roy established the Hindu College in 1817.

In 1835, Macaulay, strongly recommend that the spread of western learning could only be possible through the medium of English language. Macaulay argued that, "English is better worth knowing than Sanskrit and Arabic. That the natives are desirous to be taught English and that it is possible to make natives of this country thorough good English scholars." –

By 1837, English became the language of administration and judiciary in India even as the vernaculars continued to be used in several instances. Almost simultaneously subordinate level positions in the judicial and administrative institutions were thrown open to Indians by a government resolution. So the Indians got importance who were educated in English. Consequently, three universities at three different port towns – Bombay, Calcutta, Madras were established, which was followed by two more at Lahore and Allahabad. As a result, the first generation of English knowing 'baboos' and 'brown sahibs' with colonized mindsets were produced. The increase in the numbers of the centers imparting education in English intensified the importance of that language. But in our country that had become a colony under Queen Victoria, English was introduced in the universities established in 1858. We were compelled to swallow English without being given a chance to think about the issue. The concept of lingua franca was for the first

time introduced in India during the colonial period. However, the Indian Education Commission (1882) expressed its dissatisfaction at the extensive use of English as the medium of education.

The Indian Universities Commission (1902) also raised its voice against the neglect of regional languages. And force on using the regional languages. The Calcutta University Commission (1917-1919) tried to strike a balance by observing that, "The educated classes in the various provinces of India will wish to be bilingual, to use their mother tongue for those dear and intimate things which form part of life and to use English as a means of inter-communication necessary for the maintenance of the unity of India, and of touch with other countries."The commission recommended in favour of regional languages, "We are emphatically of the opinion that there is something unsound in a system of education which leaves a young man, at the conclusion of his course, unable to speak or write his own mother tongue fluently and correctly. As a result of this recommendation, the medium of English was restricted only to the colleges and universities from 1920 onwards throughout the country. India got independence in 1947. Since then Commissions and Committees and the leaders of public opinion took a close look at the value and use of English and tried to strike a balance between gains and losses.

The University Education Commission (1949) suggested, among other things, that English be replaced, as easily as practicable, by an Indian language as the medium of instruction of higher education. The constitution of India, adopted in 26 January 1950 provided for English to continue as the official language of the country for a period of fifteen years to be replaced by Hindi at the end of that period. But sad thing is that Parliament later decided to allow English to continue as the associate official language of the Union till such time as Hindi began to be used for administrative purpose all over the country. This shows the popularity of English language. In 1968, the National Policy of Education specifically emphasized the study of English and other international languages to keep the pace with the development at the macro level. The Subsequent National Educational Policy proposals in 1986 and 1996 also accentuated the use of English for higher studies. One third of the Indian schools had English as the first language. English represents the scientific knowledge, modernization and development. As a result of the implementation of this proposal, mother tongue got precedence over English language and a state of stability has prevailed for two decades afterwards. It is clear that English in India bears peculiar ideology inscribed within its presentational codes. It made the traditional upper most caste monopolize of learning and culture raise hue and cry against it. They were much worried about the standard of English, lack of facilities and

what not. English is recognized as the official language in the states of Manipur, Meghalaya, Nagaland and Tripura. Against the colonial and the post –independence policy regarding language or absence of it, M.K.Gandhi, Jawaharlal Nehru, Ram ManoharLohia or MunsiPremchand had their own views. The situation is drastically changed, whether one likes it or not, the fortune of English have undergone radical change. It has come to occupy a unique place in our society.

2.6 QUALITIES OF GOOD ENGLISH TEACHER

Qualities can be placed into three categories:

Instructional techniques
Management, and
Personality traits.

2.6.1 Instructional Techniques

English teachers need to teach reading, writing, viewing, listening, and speaking. They need to be knowledgeable of grammar, vocabulary, writing, literary elements, great novels, researching techniques, speech strategies, etc. In addition to being a master of content, teachers need to have a large repertoire of teaching strategies. Direct instruction, collaborative learning, and the jigsaw strategy, are just a few techniques that effective teachers use in the classroom. So, the English teacher must be flexible.

2.6.2 Management Techniques

Good English teachers must have excellent classroom management techniques. If teachers cannot manage their students successfully, very little learning will occur in the classroom. It is important that students make gains in their learning every year.

For young teachers, classroom management is usually a struggle. New teachers need to be willing to seek out seasoned teachers to mentor them on how to handle the classroom properly.

2.6.3 Personality Traits

The three most important personality traits are

Flexibility,
A caring attitude, and
A sense of humor.

English teachers do their best in implementing techniques in the classroom to help our nation's children reach their learning potential.

Most do it for love of their subject and passion helping their students, and passion is the greatest key to success of all.

2.7 LET US SUM UP

This unit deals with the aims of teaching English, recommendations of Indian Commission and also the good qualities of English language teachers. An English teacher should keep all these points in mind while teaching English as they have more responsibility than others.

2.8 UNIT END EXERCISES

- Have we attained all the aims of teaching English? Explain.
- Explain the skills of language learning.
- Write down the recommendations of Indian Commissions of English language.
- Explain the qualities of good English teacher.
- How can we develop the qualities of good English teacher - Discuss.

2.9 ANSWERS TO CHECK YOUR PROGRESS

Skill of Listening, Skill of Speaking, Skill of Reading, Skill of Writing.

2.10 SUGGESTED READING

- R.P. Bhatnagar-Decolonizing English Teaching in India. Jayshree Mohanraj-Spoken Conversational English, CIEFL, Hyderabad.

- Kohli.A.L. (2002).Teaching English in the new millennium.Ltd.NewDelhi: Dhanpet Raj Publishing Co (P).

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UNIT 3 - TEACHING OF DIFFERENT SKILLS IN ENGLISH

STRUCTURE

3.1 INTRODUCTION

The teachers of English should have special attention to the teaching of the two basic skills. Special efforts of the teachers are the only way to improve the skills of the learners. Oral work is the foundation of language learning. Listening and speaking are very important not only in the beginning years of learning the language but it is very much needed in their lifelong learning of any language.

3.2 OBJECTIVES

At the end of this unit, you will be able to:

- Know the need and importance of micro teaching.
- Understand the educational objectives.
- Develop the skills of micro teaching in their class rooms.
- Realize that micro teaching is an effective technique.

3.3 BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Dr.Benjamini S.Bloom and his associates have classified instructional objectives into three major domains namely Cognitive Domain, Affective Domain and Psychomotor Domain.

1. Cognitive Domain (Knowing): It includes objectives which deal with the recall and recognition of knowledge and the development of intellectual abilities and skills. The specific objectives under this domain are: i) Knowledge, ii) Comprehension, iii) Application, iv) Analysis, v) Synthesis and vi) Evaluation.
2. Affective Domain (Feeling): It includes objectives which describe change in interest, attitudes, values and development of appreciation. The specific objectives of this domain are: i) Receiving, ii) Responding, iii) Valuing, iv) Organizing and v) Characterizing.
3. Psychomotor Domain (Doing): It is concerned with physical, motor or manipulation skills. Physical activities are included here. The specific objectives of this domain are: i) Impulsion, ii) Manipulation, iii) Control, iv) Coordination, and v) Naturalization.

3.4 INSTRUCTIONAL OBJECTIVES OF ENGLISH

1. **Cognitive Domain**

   There are six levels in the taxonomy, moving through the lowest order processes to the highest.
   a. Knowledge – Remembering the material includes recall and recognition, patterns, structures, functions are recognized and recalled.
   b. Comprehension or Understanding – Ability to grasp the meaning. Children translate the material in their own language, students are able to give the answers of the questions by inter-potation, the students try to

go beyond the matter. Extrapolation is at work when composition work is carried out.

c. Application – Ability to use material in new situations. The student apply his learned structures and patterns in new and concrete situations.

d. Analysis – Ability to break down material into its component parts for understanding. The learner is able to analyse the different parts of a sentence i.e., words. He is also able to analyse the relationship of different words with each other.

e. Synthesis – Ability to put parts together to form the whole. The formulation of new patterns of structures is involved in this objective.

f. Evaluation – Ability to judge the value of material for a given purpose. The student is able to judge the value of materials like statement, report, research, prose, poem etc.
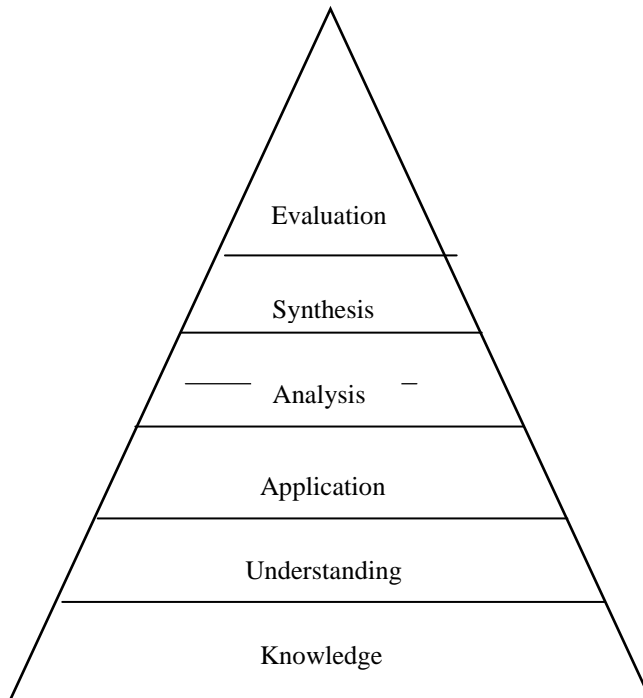
2. Affective Domain

Krathwohl has proposed the following five major categories arranged in a hierarchical order on the basis of the level of involvement. This domain deals with attitudes, values, interests, appreciation and the feeling aspects of learning.

i. Receiving: It deals with the pupil's attitude of receiving things. The pupil's interest and need determines the receiving thing.

ii. Responding: This includes acquiescence in responding willingness to respond and satisfaction in response.

iii. Valuing: This deals with the objective that the pupil valuing things of his study material and subject matter.

iv. Organizing: Organizing the things learned according to the material set of the student.

v. Characterizing: The student characteristics the studied material as per interest and need.

3. Psychomotor Domain

This domain deals with the motor skills and manipulation skills. It concerns with the effective coordination between muscular actions of various parts of the body. R.H.Dave (1967) has proposed the following five categories.

a. Impulsion: It deals with the act of imitation in activities regarding the learned things.

b. Manipulation: This includes classifying various activities in order to choose the suitable one.

c. Control: The control over the activities.

d. Coordination: The apt coordination between activities and learned things.

e. Naturalization: It deals with naturalization of activities according to the real situation.

Check Your Progress –I

Note: a) Space is given below for your answer
          b) Compare your answer with these given at the end of this unit

1. What are the three domains of educational objectives?

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2. Who has proposed five categories in psychomotor domain?

3.5 GENERAL AND SPECIFIC INSTRUCTIONAL OBJECTIVES

Instructional objectives may also be called performance objectives, behavioral objectives, or simply objectives. All of these terms are interchangeably.

Objectives are potential goals. Instructional objectives are statements that express the expected learning outcomes of the learners at the end of instruction. In other words, instructional objectives should focus on the intended learning outcomes of instruction. Instructional objectives are used to provide direction for instruction, provide guidelines for assessment, and to convey instructional intent to others. One way to write instructional objectives is to list each specific type of performance of students that exhibit at the end of a designated instructional period. A second method is to state the general instructional objectives and then to give an example of the specific types of student performance that evidence this learning.

3.5.1 General Instructional Objective

An intended outcome of instruction that has been stated in general enough terms to encompass a domain of student performance. This general instructional objective must be further clarified by a set of specific learning outcomes.

Statement, in more or less precise terms, of the trend of the learning activity. The statement, which defines the outcome of the learning activity, represents a particular point in the general orientation of a curriculum. (The general objective is the first level of specification of the aim from which it derives.)

Examples

To make the student of information science capable of identifying the needs of the users of a particular documentation system.

To make the student of librarianship and information science capable of choosing and of applying the most appropriate means of making decision-makers aware of the importance of information in economic development.

Specific Learning Outcome

An intended outcome of instruction that has been stated in terms of observable student performance. This outcome describes the types of performance that are acceptable evidence of learning.

Student Performance –

Any measurable or observable student response that is a result of learning.

3.5.2 Specific Instructional objective:

Statement which describes the trend of the learning activity. It is formulated in terms of observable behaviour. (It is an interpretation of the general objective from which it derives.) The specific objective is

expressed in terms of the student. The requirement that an objective is expressed in terms of the student if it is to be designated as specific means that emphasis is placed on the student's learning rather than on the teaching given by the teacher.

It is not enough for the teacher to have provided the teaching; it is also necessary for his students to have learnt. This requirement, in conjunction with the writing of specific objectives, should encourage thinking about the link between teaching and learning. The teacher should try to specify his objectives by concentrating not on what he teaches but on the changes he wishes to bring about in his students.

Examples

The student must be capable of giving printed documents their principal and secondary classification numbers using the LC (Library of Congress) and Dewey classification tables.

The student must be able to identify different types of documentary information networks.

Characteristics of the specific objective:

(a) It is always expressed in terms of the student.
(b) It is unequivocal, in other words it is precise and supports only one interpretation.
(c) It describes an observable behaviour on the part of the subject.
(d) It specifies, where appropriate, the special conditions in which this behaviour is manifested and the criteria which will make it possible to judge whether the objective has been attained.

3.6 MICROTEACHING

Microteaching has been defined by various research workers and writers. Some among them are:

1. **ALLEN AND EVE:**"Microteaching is defined as a system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled condition.

2. **R.N.BUSH:**"microteaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten minutes, encounters with a small group of real students ,often with opportunity to observe the result on video tape."

ACTIVITY

Practice a one concept using one skill to a small group of students in five minutes and write your comments.

3.6.1 Characteristics of Microteaching

From the above definition, the nature and characteristics are thus determined as below:

1. It is relatively new experiment or innovation in the field of teacher education more specifically in student teaching

2. It is a training technique and not a teaching technique in other words .it is a technique that is used for the training of teachers to make them learn the art of teaching. It is a not a method of classroom instruction or teaching like inductive, detective, demonstration or question-answer method.

3. It is micro or miniaturized teaching in the sense that it scales down the complexities of real teaching with the provisions like these given below:
   a) Practicing one skill at a time.
   b) Reducing the class size to 5-10 pupils.
   c) Reducing duration of the lesson to 5-10 minutes.
   d) Limiting the content to a single concept.

4. There is provision of adequate feedback in microteaching as it provides the trainees due information about their performances immediately after completion if their lesson.

5. Teaching is said to be composed of very specific skills. These skills cannot be mastered through the traditional approach of teacher training. Micro teaching provides opportunity to select one skill at a time and practice it through its scaled down encounter and then take other skills in a similar way.

6. Microteaching is a highly individualized training device permitting the imposition of a high degree of control in practicing a particular skill.

Thus, the term microteaching may be defined appropriately as a technique or device, imparting training to the inexperienced or experienced teachers for learning the art of teaching by practicing specific teaching skill through 'scaled down teaching encounter' i.e.,

reducing the complexities of class teaching in terms of size of the class, time and content.

3.6.2 Phases of Microteaching

Microteaching as a training technique involves three phases, they are:

1. **Knowledge Acquisition Phase (Pre- Active - Phase):** This phase includes the steps of demonstration, observation and analyzing it.
2. **Skill Acquisition Phase (Inter – Active Phase):** This phase includes preparing micro lesson, practicing the skill and feedback sessions.
3. **Transfer Phase (post – Active Phase):** In this phase, transfer of practiced skill to actual teaching situation takes place.

3.6.3 Creation of Microteaching Setting

Under this step, consideration is made for creating proper conditions and providing appropriate facilities for the practice of a teaching skill. In the Indian model of micro teaching developed by NCERT, the standard setting for a micro class is as below:

a) Number of pupils :5-10
b) Type of pupils : Real pupils or peers.
c) Type of supervisor: Teacher- Educators and peers.
d) Time duration of a micro teaching cycle: 36 minutes.

These 36 minutes can be divided as below:

1. Teaching session: 6mts.
2. Feedback : 6mts.
3. Re-plan session : 12mts.
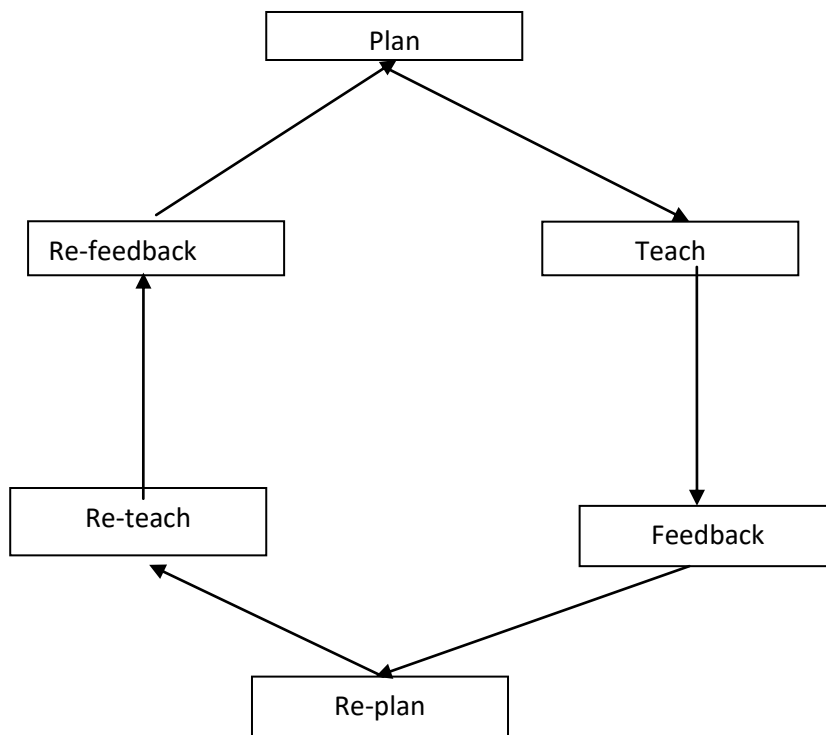4. Re-teach session : 6mts.
5. Re-feedback session : 6mts.

3.6.4 Microteaching Cycle:

A micro teaching cycle used to practice a skill consists of teaching, feedback, re-planning, re-teaching and re-feedback operations. This can be represented by the microteaching cycle diagram.

The following microteaching cycle is repeated till the student – teacher attains over the skill under practice.

```
                    ┌──────────┐
                    │   Plan   │
                    └──────────┘
              ↙                    ↘
   ┌──────────────┐          ┌──────────┐
   │  Re-feedback │          │   Teach  │
   └──────────────┘          └──────────┘
          ↑                        │
          │                        ↓
   ┌──────────────┐          ┌──────────┐
   │   Re-teach   │          │ Feedback │
   └──────────────┘          └──────────┘
              ↖                    ↙
                 ┌──────────────┐
                 │   Re-plan    │
                 └──────────────┘
```

3.6.5 Microteaching skills

In his book, 'Becoming better Teacher: A micro – teaching Approach', B.K.Passi (1976) has described the following thirteen skills suitable to Indian context.

1. Writing instructional objectives.
2. Introduction of a lesson.
3. Fluency and questioning.
4. Probing questions
5. Explaining
6. Illustrating with examples
7. Stimulus variation
8. Silence and non-verbal cues
9. Reinforcement to student's participation
10. Increasing pupil-participation
11. Using Blackboard
12. Achieving closure
13. Recognizing attending behaviour

In this unit let us look into two skills in detail.

3.6.5.1 Reinforcement skill

Reinforcement is the way of encouraging the students and helps them to participate in the development of lessons. This is of two types

as positive and negative reinforcement. Positive reinforcement strengthens the desirable behaviour. Negative reinforcement removes the undesirable behaviour. There are seven components of **Reinforcement skill.** They are

- Positive Verbal Reinforcement
- Positive Non-Verbal Reinforcement
- Negative Verbal Reinforcement
- Negative Non-Verbal Reinforcement
- Extra Verbal Cues(sounds)
- Repeating and Rephrasing
- Writing students answer on the blackboard

ACTIVITY

Prepare a micro lesson for the skill of Reinforcement and teach for five minutes.

3.6.5.2   Skill of using the Blackboard

Blackboard is the most indispensable aid for a teacher. It is probably the most widely aid. If used property. It becomes the most valuable for making teaching concrete and comprehensive. A best teacher could be a well-utiliser of this device. Using the blackboard is an inevitable part of instruction and so this skill must be improved. Effective blackboard use results in clear understanding of the concepts. It provides reinforcement of the matter which is being conveyed verbally by the teacher. The content can be presented as a holistic picture. Therefore, it draws the attention of the students.

The major components of the skill of using the blackboard are legibility, neatness and appropriateness.

1. **Legibility:** The handwriting of the teacher should be legible. In developing legibility, the aspects like style, letter shape , size and spacing should be considered.
2. **Neatness:** This important component of skill of using blackboard. The straightness of the lines, spacing between the lines, avoidance of over writing, focusing the relevant matter are all the determining factors of neatness.
3. **Appropriateness:** In order to maintain appropriateness while writing in the blackboard, the following aspects should be considered: a) continuity in the points, b) drawing attention and focusing and c) brevity and simplicity.

Tally sheet

Name of the Student Teacher   :
Subject   : English
Topic   :
Class   :
Date   :
Duration   : 6 minutes

S.No	Components	Very Good	Good	Average Poor Very Poor
1	Legibility in handwriting			
2	Neatness			
3	Appropriateness			

ACTIVITY
Prepare the micro lesson for the skill of blackboard writing and aks an observer of your class to fill up the above Tally sheet.

3.6.6 Merits of Microteaching

- ✓ Microteaching helps the student – teacher to acquire various skills of teaching process.
- ✓ The complex task of teaching is looked upon as a set of simpler skills comprising specific classroom behavior.
- ✓ In microteaching the student-teacher concentrates on practicing a specific and well-defined teaching skill consisting of a set of teacher behavior that are observable controllable and practicable.
- ✓ Microteaching helps in systematic and objective observation by providing specific observation schedule .
- ✓ Microteaching provides economy in mastering the teaching skills..it saves time and energy of the student-teacher as well as the pupils .

✓ Another rmajor advantages of microteaching lies in the provision of immediate systematic, pin-pointed and objective feedback in behavioural terms.

Check your progress-2

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

3. Mention any two skills of micro teaching.

4. What are the two types of Reinforcement?

3.7 MACRO TEACHING

The focus of macro-approach of lesson planning is the development of students and modification of their behaviours. The size of topic, size of class and size of period are usually large. More than one objectives are achieved with the help of macro-lesson-plan. The cognitive, conative and affective-learning-objectives can be achieved by one macro-lesson. The macro-lessons are prepared and used in traditional teaching-practices. This paradigm of lesson considers the general classroom teaching activities or teacher behaviours, the specific teaching, skills are not included in this approach.

3.7.1 Teaching unit

The key concept of lesson-planning is the 'teaching unit'. A teaching unit concerns with subject-matter or content and teaching strategies. There are two characteristics of a teaching unit.

1. The course of a semester or a session is analysed into small units. The size of a unit should be understandable to the students. The students concentrate to grasp the content of the unit.
2. The teaching activities are planned and organised with the help of teaching units.

The content is presented in the logical as well as psychological sequence with the help of teaching units. The units also provide the basis, how to link the new knowledge with the old one. The teaching units are used for measuring the students achievement. The teaching unit is the backbone of teaching process.

The teaching-practice can be organised with the help of teaching units. These units relate teaching to learning. The steps employed in a teaching unit:

The first step deals with the introductory phase of lesson-plan. An attempt is made in this step to link the new knowledge to the earlier knowledge of the learners, so that appreciative-mass may be developed. The students are answers strategy is followed in developing lesson-plan, because teaching is considered as an interactive-process. The classroom interaction among teacher and students can be encouraged by this strategy of teaching. In most of training Colleges the lesson-planning is based on Herbartian Approach.

3.7.2   Elements of Teaching Unit

A good teaching unit employs nine elements, but the sequence of these elements is not fixed. Generally the following sequence is followed:

1. overview

The objectives of teaching units are formulated in view of students needs. The teacher has to establish the behaviour repertoire by linking the new knowledge with the previous knowledge of the students.

2. Inventory or background

In this element teacher has to explore the entering behaviours of the students. the teacher has to establish the behaviour repertoire by linking the new knowledge with the previous knowledge of the students.

3. Presentation

Every element of teaching unit provides the new experience to the students. the elements of teaching units are analysed and presented in a logical sequence which are helpful for students learning. The question-answer teaching strategy is employed to encourage students participation in teaching.

4. Motivation

The focus of teaching activities to facilitate student learning. The motivation is an important factor of learning. All the students activities are motivated by the teacher for effective learning. It is the leading phase of management of learning.

5. Summarization

It is important to summarize the leaning activities. An opportunity should be given to the students to summarised the whole teaching unit. The part to whole tactics should be followed for the comprehension of the unit.

6. **Drill and review**

After presentation, an opportunity should be given for drill or practice of unit elements. The student learns better and retains longer if the drill is organized or review is done of the same unit of content, the practice or review is done orally in the classroom teaching.

7. Organization

The students are given an opportunity to organize their learning experiences is good teaching unit. The assignments are given to the students to organise their leaning experience according to their own.

8. Evaluation

The purpose of evaluation is to ascertain that how far the teacher could achieve his learning objectives by presenting the teaching unit. The evaluation is done by asking questions orally. The short answer questions are preferred.

3.8 HERBARTAIN APPROACH

The lesson-planning is an ancient concept but still it has the important place in teacher education programmes in the teaching practices. In most of training institutions the Herbartian five steps approach of lesson-planning is used. They are

1. Preparation
2. Presentation
3. Comparison and Abstraction
4. Generalization and
5. Application

The above said steps are followed in preparing a lesson plan.

1. **Subject, Topic and Class: -** A teacher selects a topic for the teaching of his own interest. He decides the date, period and section of his class. These details are written in preparing his lesson-plan. This step also delimits his lesson-plan.
2. **General Objectives Teaching:-** The different school subjects have their own general objectives. The topic is taught at different levels but these levels have different objectives. The teacher has to write the general objective of his subjects considering the level of the students. These general objectives can be achieved by organising teaching for a period of forty minutes duration.
3. **Specific Objectives:-** A lesson-plan is prepared for achieving learning objectives which are concerned with general objectives of teaching. The specific objective may be knowledge, skill and appreciation. The social studies lesson is designed for achieving

knowledge objectives, poetry lesson for appreciation and language, craft and home-science for skill. The specific objectives are identified by considering the nature of topic and level of the students. These are written in behavioural terms.

4. **Introduction:-** This step mainly concerns with starting points of teaching activities. The teacher employs his insight and experiences for linking new knowledge with the previous knowledge of the students. the initiating and prompting devices may be used by preparing introductory questions. The topic is usually emitted by the students responses by asking questions or creating appropriate situation.

5. **Statement of Aim:-** At introductory stage, the efforts are made for emitting the topic from the students. the teacher gives his statement of teaching topic by incorporating the students responses.

6. **Presentation:-** The teacher prepares developing questions after introducing the topic to be taught. The presentation is done with the help of developing questions. The questions are arranged in a logical sequence keeping in view the structure of teaching unit.

7. **Explanation:-** When the students are not able to answer the developing questions at teacher, he is supposed to explain the element or concept by giving his statement.

8. **Black Board Summary:-** The teacher has to prepare the blackboard summary of his teaching points and explanations.

9. **Recapitulatory Questions:-** The students should note down the blackboard summary. The blackboard summary must be removed before asking the recaptulalory questions. The purpose of these questions is to practice the student learning and evaluate the students performance to know that they could comprehend the teaching units.

10. **Home Work:-** At the end of lesson plan some homework is assigned to the student on the topic. The purpose of home work is to practice, to organise and to study the topic. The students get an opportunity for assimilation with the help of home-work or assignment.

ACTIVITY

Choose any lesson from the seventh standard English Text book and Write the activities you give in the classroom.

3.9 ROLE OF DRILLS IN GIVING LISTENING AND SPEAKING PRACTICE

Drills are important and active ways or methods of developing both listening and speaking skills. Drill is a device for fixing the subject matter in the minds of the students. Usually drill in junior classes is in chorus and in the senior classes the affected ones are given more prominence. Learning of a language is a skill and it requires a lot of drills. The drills can be used in order to form correct speech habits. There are different types of Drills. They are:

    i.   Repetition Drill
    ii.   Substitution Drill
        a) Single Substitution Drill
        b) Double Substitution Drill
        c) Multiple Substitution Drill
    iii.   Conversion Drill or Transformation Drill
    iv.   Completion Drill
        1. Addition Drill
        2. Synthetic Drill
    v.   Chain Drill

3.9.1 Use of Different Drills in Teaching Oral English

1) Repetition Drill

In repetition Drill, the teacher speaks a word, a phrase or a sentence and the students repeat after them

2) Substitution Drill

Substitution drill as its name indicates requires replacement or substitution.

Single Substitution Drill

Here the learner has to substitute word or words provided by the teacher in the pattern already given.

Example:

Teacher	Student
1. Radha is a beautiful girl	→ Radha is a beautiful girl
2. Priya is	→ Priya is a beautiful girl
3. Jayalakshmi	→ Jayalakshmi is a beautiful girl

Double Substitution Drill

Double substitution drill requires the learner to substitute two words in the sentence pattern.

Example:

Teacher		Student
1. Suba is my friend	⟶	Suba is my friend
2. Kiruthika	⟶	Kiruthika is my friend (Single Substitution)
3. Enemy	⟶	Kiruthika is my enemy (Double Substitution)

Multiple Substitution Drill

Here more than two words are substituted by the learners.

Teacher		Student
1. This car is blue in colour	⟶	This car is blue in colour
2. That	⟶	That car is blue in colour
3. Bus	⟶	That bus is blue in colour
4. Red	⟶	That bus is blue in colour

3) Conversion Drill or Transformation Drill

In this, the learners are asked to concert a pattern of sentence into another. For example affirmative sentence is changed into negative sentence.

1. He is a good writer	⟶	He is not a good writer.

This drill can be successfully used for teaching transformation of sentences – from present to past, assertive to interrogative, active to passive etc.

E.g. The drill for changing the voices

Teacher		Student
4 He breaks the pen	⟶	the pen is broken by him.
5 Kutty reads a poem	⟶	a poem is read by kutty.

4) Completion Drill

The teacher gives some model sentence or sentences. The students are required to complete them.

Teacher		Student
1. Ram is going to temple	⟶	1. Ram is going to temple

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2. Sekar --------- Cinema ⟶ 2. Sekar is going to Cinema
3. They --------- Palani ⟶ 3. They are going to Palani

a) Additional Drill

Here a sentence pattern is given. Then some words are supplied one by one and the students add these words in the sentences already taken up.

Teacher		Student
1. I ate an apple	⟶	1. I ate an apple.
2. Two	⟶	2. I ate two apple.
3. Red	⟶	3. I ate two red apples
4. Tasty	⟶	4. I ate two tasty red apples.

b) Synthetic Drill

In this drill, the teacher provides two parts of a sentence as separate from each other. The students synthesis them so as to make it a meaningful sentence.

Teacher		Student
1. He is a man	⟶	1. He is a man and
2. She is a women	⟶	2. She is a women

5) Chain Drill

Here, in a chain of conversation the students ask and answer questions to each other.

Teacher		Student
What is this?	⟶	1.This is a pencil (Touching a pencil)
		2. What is its colour?(Student 1)
		3. It is Black (Student 2)
		4. What is the use of it?(Student 3)
		5. It is used to write (Student4)

Thus, the effective use of these drills will give the best results in the improvement of speaking skill.

Check your progress-3

Note: a) Space is given below for your answer

   b) Compare your answer with these given at the end of this unit

5. Write down the Herbartian five steps approach of lesson-planning.

3.10 LET US SUM UP

In this unit you have studied in detail about the basic concepts and definitions of microteaching, three domains of educational objectives. You have also studied about the skills of microteaching, microteaching cycle and how the skills should be implemented effectively in the classroom.

3.11 UNIT END EXERCISES

- Explain the Bloom's Taxonomy of Educational Objectives.
- What are the characteristics of microteaching?
- Describe the domain which deals with attitudes and values.
- Explain the principles of microteaching.
- What are the components of blackboard writing skills?
- Explain in detail about any one type of reinforcement.
- Describe in detail about the role of drills in giving listening and speaking practice.
- Write the conversation between Teacher and Pupil for the skill of reinforcement.
- Discuss the merits and demerits of microteaching and macro teaching.

3.12 ANSWERS TO CHECK YOUR PROGRESS

1. The three domains are the Cognitive, Affective and Psychomotor domain.
2. R.H.Dave.
3. Skill of probing questions, Skill of explaining.
4. The two types of reinforcement are positive and negative reinforcement.
5. 1. Preparation2. Presentation3. Comparison and Abstraction4. Generalization 5. Application.

3.13 SUGGESTED READINGS

Bose, Sudeep, (2008): Methodology of English Learning Skills, Vital Publications, Jaipur.

Syed, M.H., (2007): English Teachers Handbook, Ammol Publications Pvt.Ltd, Delhi.

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UNIT 4 - TECHNOLOGY ASSISTED LANGUAGE LEARNING (TALL)-I

STRUCTURES:

4.1   INTRODUCTION

A Chinese proverb says us that one picture is worth a thousand words. Teaching aids help in enriching language experiences in extending meanings, in understanding concepts, remembering facts and in forming language habits by repetition. This can be used at any stage in teaching- for practice and review.

4.2   OBJECTIVES

At the end of this unit, you will be able to:

- Increase the effectiveness and efficiency of teaching
- Use the technology in the field of education
- Use the teacher made aids and mechanical aids in the teaching of English

4.3 TEACHER – MADE AIDS

In teaching instructional aids play a vital role. They increase the individual experience beyond what acquired through reading alone. They facilitate the association of objects and words. They simulate the imagination and develop pupils' power of observation. The instructional aids are classified into teacher made aids and mechanical aids according to their nature and usage. Teacher made aids are simple to use in the classroom without the assistance of electricity or any mechanical device. Some such important teacher – made aids are Flash cards, pictures, charts, models, and blackboard sketches etc.

4.3.1   Flashcards

As the name indicates, flash cards are meant for flashing before students for different purposes. They are pieces of thin or thick cardboard on which pictures are printed or drawn. The picture may have its name below it. Whether to write he name of the picture or not depends on the purpose for which the flash card is going to be used.

Flash cards also contain word(s), phrase(s) or sentences.

They are used

- To teach words using two flash cards - one with the picture and the other with its name.
- To improve the eye span of the students - to help them look at longer chunks of words at a time.

The teacher should flash these cards for a very short time in which the student should read short and long phrases to improve speed or fluency – of speaking, reading, responding or writing.

Flashcards add to the students' motivation and interest as the teacher may also ask them in front of the class to elicit language. They are better than the teachers' writing on the blackboard as they may be flashed before students again and again. (He cannot write, erase and write a word again on the blackboard).

4.3.2   Pictures

These are widely used and are very useful aids in teaching English. There is an old Chinese saying, "A picture is worth ten thousand words. "According to Ruskin, "A room without pictures is like a house without windows." In teaching English, pictures of schools, shop, market, fair, railway station, post-office, river, mountain, man, boys, girls, festivals and picturesque scenes can be shown to the class for teaching: (i) vocabulary, (ii) structures, (iii) composition and (iv) dramatization. Pictures can be of these kinds:

(a) Picture-postcards

(b) Snap-shots

(c) Cut-outs from newspapers and periodicals and

(d) Wall pictures.

Advantages of pictures. Some of various advantages of pictures in English teaching are as follows:

(i)   They are useful in Direct Method. Pupils can easily form an association between the word and its meaning.

(ii)   They help in developing observation and imagining powers of students.

(iii)   They also help in developing observation and imagining powers of students.

(iv)   They are the means of giving concrete form to abstract things.

(v)   They are based on psychological principle of interest.

Some Suggestions:

Following are some suggestions to make pictures more useful as a teaching aid:

(i)   They should not be over used.

(ii)   They should be put at a place from where pupil can see them.

(iii)   Pictures should be bright and colourful.

(iv)   There should be clear contrast of light, colour and outline with a lot of life and movement in the scenes.

(v)   They should have a clear bearing over the lesson.

4.3.3   Figures, Charts, Maps and Models.

Within figures come sketches and diagrams, Figures and charts are valuable aids. They are neither costly nor difficult to handle. The teacher can draw them on the board or on paper. They supplement the work of pictures. Things which cannot be taught by figures and charts. Vocabulary, grammar, stories, sentence structures can be taught through them. Maps can be used in teaching about cities, countries, rivers, mountains, Oceans Sea, etc. Models are used to give an illusion of reality. They are made of clay, plasticine, cardboard, paper, rubber word etc. They can facilitate Direct Method. According to F.G. French, "We can use the models for telling stories, for conversation, and for making the abstract language feel".

4.3.4 Blackboard

It is perhaps the (only and) most widely used teaching aid. It is also the teachers' and teacher – trainees. They write words, phrases, sentences on it (of course after introducing them orally). Sometimes some figures / pictures are also drawn on it - both by teachers and their students. Students may also be asked to write on the blackboard. Reading or writing by students off the blackboard is an important technique used by teachers. Some pictures that may be practiced and drawn in the classroom by teachers are given in one of the appendices to this book.

A roller blackboard is used when the teacher wants to save the time on writing the summary / questions for homework in the class. He writes them on the roller blackboard at home, brings it to the class and hangs it at the right time for the students to copy.

The blackboard must be conveniently sectioned off into four areas as shown below.

One of these four parts is for pictures. Another is for writing tables, lists, etc. The third is for writing sentences (present in your lesson plan). The fourth is for vocabulary items which will be on the blackboard till the end of the period. The lower part may be used by the students when they are asked to write / draw on the blackboard.

4.3.5 Blackboard writing

The teachers' writing on the blackboard has the greatest influence in shaping the students' handwriting. So the teachers are advised to write on the blackboard really neatly and if possible, according to the script mentioned in the Readers.

They may read this book thoroughly and practice the italic script using a four – ruled notebook. Write on the blackboard in big letters so that students at the back of the classroom can also see them properly, read if needed and take them down in their notebooks.

4.3.6 Blackboard drawing

Most teachers do not try their hand at drawing on the blackboard saying that they cannot draw, without ever trying to do it. With a little practice on the blackboard, every teacher can learn to effective. Perhaps, your students may also be inspired to learn to draw the pictures. One book titled, "how to use the blackboard while teaching English" by David Horsburgh is a very useful book. The pictures in it are drawn in steps, which helps the teachers to learn easily.

When the teacher draws a picture, he should not keep quiet. He should draw the attention of the students by saying, "I am drawing a woman. Now I have drawn the head. What is this? It's her body. What shall I draw next?" students: (hands). "Right, I'm drawing the hands …"

The blackboards should be painted with blackboard paint available in paint shops as often as the surface loses its color. The blackboard is also called a chalkboard.

ACTIVITY

Draw match stick diagram for the following sentence.

She is going to school

He is laughing

Check Your Progress –I

Note: a) Space is given below for your answer

   b) Compare your answer with these given at the end of this unit

1. What are the bases of the preparation of teacher made aids?

2. What is model?

3. Quote the Chinese proverb regarding pictures.

4.4 MECHANICAL AIDS

Mechanical aids are more effective than teacher-made aids, they make great impact in the minds of the listeners. Mechanical aids require ample space and electricity. Some of the most important mechanical aids that can be utilized well in the class room are overhead projector, tape recorder, linguaphone records, radio, television etc.

4.4.1 Over Head Projector

It is a very useful substitute to chalk board. It is more convenient than using a chalkboard. When the teacher stands in front of the board the writings will be hidden to the students. Moreover, the

teacher has to stand continuously. These drawbacks can be overcome with the help of an overhead projector. It is a device on which the lesson materials written on transparency sheet can be placed.

This will be projected on a white screen. The letters will be in an enlarged form and a set of large number of audience can attend the classes quite conveniently. The strain of the teacher is lessened. It is very useful to teach phonetic symbols and grammar items as far as English is concerned.

4.4.2 Lingua Phone Records

The record player or lingua phone is also a very useful audio-aid. It can be made a 'talking textbook' which reveals the teacher of repetition. It can be used for teaching pronunciation, stress, and intonation. Many lingua phone records, along with booklets are available. They repeat speech patterns over and over again with exactly the same pitch, intonation and stress. The material has been carefully selected and graded. Each such record can cover the work of three/four complete lessons.

For giving speech practice, the teacher must stop the lingua phone record in between. He should explain the important sounds on the blackboard or otherwise. Then he should allow the class to imitate and practice the sound. Young learners will find it interesting to listen to these recordings.

4.4.3 The Radio

The Radio broadcasts are of two types. They are

i)   General broadcasts: It gives general information about the events, culture, lie etc.
ii) Educational broadcasts: It is prepared to serve the cause of education.

Nowadays a radio set is a poor man's source of entertainment and information. Luckily institutions like the Regional Institute of English, Bengaluru and the English and Foreign Languages University, Hyderabad prepare programmes for teachers and students to improve the teaching and learning of English in our schools. The Teachers' Programme is aired every Saturday (expect the second) at 12.05 p.m. students' programmes can be heard at 2.10 p.m. on weekdays. These programmes can expose the teachers and students to good pronunciation (words, sentences, passages etc.)

To derive maximum benefit from these educational programmes every school gets from the All radio Station (Vijayawada or Hyderabad) concerned the programme schedule available at the beginnings of the school year, i.e., in June. The schedule contains the

NOTES

particulars of ach programme, the date and time of broadcast etc. The school timetable should be changed so that students can listen to these programmes. Before the programme starts the students should be told about what they are going to listen. During the broadcast, the teacher should ensure proper listening by students. After the broadcast, the radio lesson should be discussed and students' pronunciation checked for confirmation by the teacher. The sound effects heard during the programme ensure comprehension. The radio lessons may be taped on a cassette and used again for further listening and discussion for the benefit of slow – learners.

The teacher – trainees are advised to listen to these radio programmes regularly to get better insights into English pronunciation and methods of teaching.

4.4.4 The Television

This is a multi-sensory audiovisual teaching aid. The state Institute of Educational Technology, Government of Andhra Pradesh, Hyderabad has been producing and the Doordharshan Kendra, Hyderabad has been telecasting programmes for Teachers and students of primary schools. Now and then programmes on teaching English are telecast.

Here again the school should obtain the programme schedule from Doordharshan Kendra, Hyderabad at the beginning of every school year for better utilization of these programmes.

A TV lesson can also be watched as done (listened to) in case of a radio lesson.

Pre – listening stage: tell students what they are going to watch

Listening stage: ensure attentive watching

Post listening stage: discuss what they have watched, pronunciation etc.

If there is a video cassette recorder in the school, the TV programme can be recorded and watched once again for the benefit of low-learners in the class. In the beginning video was used to entertain the people but later it became popular in the field of education.

There are three steps to use video in the classroom teaching. They are

- Preview: Teacher gives a gist of the video programme.
- Screening: Teacher should not intervene while screening.

- Review: The teacher would review the video highlighting the special features and gives conclusion.

4.4.5   The Tape Recorder / Player

Long ago we used to have tape recorders to record or play voices, songs etc. now compact cassette players are available everywhere. They can also record and / or play speeches, songs, etc.

A cassette recorder / player is also a source of good pronunciation for students to listen to and imitate. Audio – cassettes are available for this purpose. The teacher of English ca get rhymes, poems etc., recorded at home and play them in the classroom. To improve the speed of students ' reading a Reader passage, the teacher should read it at the desired speed and record it on a cassette tape, bring it to the classroom and ask students to read the passage along with the cassette player. They also learn where to pause while reading.A cassette recorder / player can help the teacher conserve his energy because he can play it again and again any number of times.

Students' spoken English can be recorded and played in the classroom for them to comment on the pronunciation, stress and intonation. Audio – cassettes to improve one's spoken English are available for sale at linguaphone Institute, Mumbai. One more book "spoken English" by Prof. V. Sasikumar and Prof. Dhamija (accompanied by an audio cassette) may be used by teachers of English to improve their Spoken English.

Check Your Progress –2

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

4. What are the two types of radio broadcasts?

5. Expand OHP.

6. What are the three steps to use video in classroom?

4.5 LET US SUM UP

In this unit you have studied in detail about the importance of teaching aids in classroom teaching. We have described the ways to use various teaching aids. This will make the teachers aware of the use of technology in the field of education.

4.6 UNIT END EXERCISES

- Explain the advantages of teacher made aids in the classroom.
- Differentiate between teacher made aid and mechanical aid.
- Use the internet and gather information regarding Language games.
- Discuss - Can the technology replace classroom teaching - learning process.

4.7 ANSWERS TO CHECK YOUR PROGRESS

1. Knowledge, Principles of psychology and art.

2. It is the imitation of the real thing which vary in size.

3. A picture is worth ten thousand words.

4. General broadcast and Educational broadcast.

5. Over Head Projector.

6. Preview, Screening and Review.

4.8 SUGGESTED READINGS

Aggarwal, J.C., (2008): Essentials of Educational Technology, Vikas Publishing Pvt.Ltd, UP.

Bhatia, K.K. (2008): A Handbook of Educational Technology, Ammol Publications Pvt.Ltd, New Delhi.

Jesa, M. (2005): Efficient English Teaching, A.P.H. Publishing Corporation, New Delhi.

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UNIT 5 - TECHNOLOGY ASSISTED LANGUAGE LEARNING (TALL)-II

STRUCTURES:

5.1 INTRODUCTION

In the English language teaching, Language Laboratory is a recent effective innovation. A language laboratory is a classroom or any other containing electronic and mechanical equipment's designed and arranged to make foreign language learning easier and more effective. The principle task of a language laboratory is to consolidate what has been introduced initially in the classroom.

5.2 OBJECTIVES

At the end of this unit, you will be able to:

- Use the language lab effectively in English classroom
- Use the computer assisted language learning
- Prepare the PowerPoint presentation

5.3 LANGUAGE LABORATORY

Basically a language laboratory in a language classroom in which the students are isolated from each other by soundproof walls. A language laboratory is generally an air-conditioned room. There are cabins for the learners and the different cabins are connected with the cabin of the monitor-head through inter communication system. The monitor –head is an expert person and he is able to prove practical training to the learners.

The different forms of practice that can take place in a language laboratory are

- Listening,
- Meaningful drills,
- Comprehensive and
- Problem solving exercises.

In language laboratory, listening and speaking practice is mainly given to the learners. Sometimes a tape recorder is used and sometimes a record player or Linguaphoneis also used for more favorable outcomes. The Central Institute of English and Foreign Language (CIEFL), Hyderabad and Regional Institute of English (RIE), Chandigarh have very good models of language laboratory.

A language laboratory has three major functions-
a) to allow students to listen material spoken by native speakers.
b) to allow them to listen and speak independently of fellow students.
c) to enable them to learn a foreign language at their own place.

5.3.1 Advantages of a Language Laboratory
Drill and Practice

Language laboratory provides untiring and unvarying models of authentic speech for imitation and drill.

Individualized Instruction

All students can practice simultaneously and individually at a time.

Helps in Testing

It facilitates the testing of listening comprehension.

Self – Check

It helps the students to evaluate their own performance.

Learner's pronunciation

It helps the students to learn pronunciation, self-correction and self-examination.

Check Your Progress –1

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

1. What is language laboratory?

2. What are the different forms of practices used in the language laboratory?

5.4 COMPUTER ASSISTED LANGUAGE LEARNING

Computer Assisted Language Learning is a form of programmed instruction. CALL means the learning with the aid of the computer. It is not a learning about the computer. In CALL the computer is a learning medium or aid to learn.

Computer as a tutor

It can answer queries, record, point out mistakes and give explanations. It responds very quickly and analysis the specific mistake committed by the student. It makes the students understand the principles behind the correct solution. It can change the display or report the consequence of a decision in a speedy manner. For a language teacher, a computer is an invaluable aid. It helps in teaching compositions, combining sentences, checking spelling and acts as a thesaurus also.

Computer in teaching composition

It corrects the passages composed by the writer even if the mistakes are many in number. The leaner can see for himself what he has created as a writer. Mistakes can be removed without a trace. Sentences and paragraphs can be shuffled, inserted or rejected.

Computer in teaching grammar

Combining short sentences into longer ones using relative clauses are done through advanced system of the computer.

Example: "Once there was a beautiful queen. Her name was Cleopatra. She ruled the country Egypt". This sentence can be changed into "Once there was a beautiful queen known as Cleopatra who ruled the country Egypt."

Computer in teaching spelling and meaning

In the U.S. a firm has developed a system called writers workbook which can, not only spelling against an in built word bank, but often advice on punctuation and style. Another system called "Walter" developed by a Scottish firm incorporates a thesaurus. For instance, if we type "big" it will respond with the associates words "large", "huge", and "gigantic".

Computer in giving drill and practice:

Exercises like "choose the best option", multiple choice items are programmed through computer. The learner completes them by giving responses as answers. Then the computer provides the learner with some feedback about the answers.

If the learner completes the exercises correctly and speedy it proceeds to give more difficult exercise. It makes too many mistakes, the exercises will be made easier.

Advantages

1. It offers privacy to the learners. The learners learn the language on their own, in their own pace.
2. Mechanical tasks like correcting and evaluating simple exercises are done easily through computers. Its record keeping facility gives information on the pupils' strength, weakness and progress which helps the teacher to access the learners and also evaluates the materials he is using.

5.5 POWERPOINT PRESENTATION

PowerPoint presentations enable teachers to increase the quality of written material and visuals they present to the students in the class. The alternative to PowerPoint presentations are using blackboard/whiteboard, and flip charts. Though to completely eliminate the use of blackboard, the PowerPoint offers some distinct advantages. First the PowerPoint presentations can be made in advance, thereby effectively increasing the time available to the teacher to teach. Also the PowerPoint makes it possible to provide a much richer quality of visuals including multi-coloured complicated diagrams and pictures.

Flip chart and overhead projection of transparencies provide some of the features of PowerPoint, but there are relatively more difficult to make. Also their quality usually does not match that of PowerPoint presentations. The possible uses of PowerPoint are countless. A slide show can help a teacher teach a lesson, illustrate an event in history, easily display statistical information, or be used for training in corporations. A slide show can be a valuable tool for teaching, sharing and learning. Whether presenting at a conference or convincing your parents to get a puppy, PowerPoint presentations are useful no matter what the topic and help communicate ideas to an audience. The invention of PowerPoint by Gaskins has saved presenters hours of painstakingly handcrafting displays, and created a professional and easy way to relay information.

5.6 RELATED WEBSITES IN LANGUAGE LEARNING

Internet connection helps all the computers throughout the world. It is the short name for the Internet system. For getting more information and communication among people, the Internet makes use of a variety of services and tools such as,

- E-mail
- WWW
- E-commerce

There are so many websites like Google, Yahoo, Rediff, hotmail, incredimail, outlook express and so on. Before entering into the website we have to open the window of the computer and click the 'start' menu. We have to click the software system "Internet explorer" or the latest software system 'opera' or 'fire fox'. To identify the website we want, we should double click by moving the mouse towards one of the above mentioned software systems. When we do so 'about blank' tool box will open. Immediately we should delete 'about blank' and type the name of the website we want. For example we can type the word 'Google' which is the name a website. After a few seconds the websites will open. We may be in search of some information regarding English literature. We must plan what topic we have to search for and then type the item we are in need of. Then we should click the search option. Within the fraction of a second the search will be completed and all the necessary details of the selected topics will appear.

Identifying websites help the students to a great extent. Unlike olden days the students save a lot of time and money without straining themselves in search of books. Just by sitting in front of the computer they are able to gather a lot of in formations.

Young students are very much interested and capable of downloading files, images, drawings etc. they can be trained to search the details concerned with English language and make their learning process more interesting. We can also ask questions about certain topic and we will get satisfactory solution or answers from the websites within a day or two.

In the old type software system, entering into the website was slow,. But the latest trend is quite advanced. In the latest Airtel Broadband software system the net speed is high at the rate of 100kb/s. The most popular websites are 'Google.com', 'Yahoo search', 'redif.com' and 'hotmail.com'.

Check Your Progress –2

Note:

    a) Space is given below for your answer

    b) Compare your answer with these given at the end of this unit

3. Expand WWW.

4. Mention any one valuable service offered on the internet.

5.7 LET US SUM UP

In this unit you have studied in detail about the importance of Language Laboratory in classroom teaching. This will make the teachers aware of the usage of technology in the field of education.

5.8 UNIT END EXERCISES

- Explain the advantages of teacher made aids in the classroom.
- Differentiate between teacher made aid and mechanical aid.
- Explain the role of internet in the teaching learning process.
- Use the internet and gather information regarding related websites in language learning.
- Discuss - Can the Language lab replace classroom teaching - learning process.

5.9 ANSWERS TO CHECK YOUR PROGRESS

1. Language lab is a special room where students practice speaking and listening with the help of sound equipment.
2. Listening, Meaningful drills Comprehensive and Problem solving exercises.
3. World Wide Web.
4. E-Commerce.

5.10 SUGGESTED READINGS

Aggarwal, J.C., (2008): Essentials of Educational Technology, Vikas Publishing Pvt.Ltd, UP.

Bhatia, K.K. (2008): A Handbook of Educational Technology, Ammol Publications Pvt.Ltd, New Delhi.

Jesa, M. (2005): Efficient English Teaching, A.P.H. Publishing Corporation, New Delhi.

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UNIT 6 - APPROACHES AND METHODS OF TEACHING ENGLISH

STRUCTURES

6.1 INTRODUCTION

When we talk about the teaching of English as s second language (say in our country), three words, approach, method and technique are frequently used.

If a teacher follows a certain 'approach' in his teaching, we understand that he is applying a certain idea or theory and that he bears in mind certain theoretical principle(s). An approach to teaching a language involves commitment to a certain theory about language or its learning. For example, if a teacher follows the situational Approach, he creates situations in the classroom to teach words and sentences. The underlying principle or theory is that all of us have learnt our first language by listening to it in real – life situations and also spoke in situations. Language does not work in a vacuum. The word 'approach' in ELT refers to different theories about the nature of language and how languages are learnt. 'Approach' implies that whatever method or techniques the teacher uses he does not feel bound by these but only by the theory which he believes in. if he comes across new and better

methods or techniques which will fit in with his approach, he will adapt them.

When we talk about a technique, we mean a procedure used in the classroom. Using a flash card in the classroom is a technique. Dictation is another technique used by teachers. That is, different approaches may share the same techniques and also the same methods; and different methods may share the same techniques. We can follow the 'behaviorist approach' making use of the audio –lingual (aural-oral) method in which we resort to different drilling techniques.

'Approach' refers to different theories about the nature of language and how languages are learned. A 'technique' refers to what takes place in the classroom.

Anthony calls a 'technique' a particular trick used by the teacher in the classroom to accomplish an immediate objective. It must be consistent with a method and therefore in harmony with an approach as well.

6.2 OBJECTIVES

At the end of this unit, you will be able to:

- Develop insight into the methods of teaching English
- Familiarize yourself with some approaches in English teaching
- Understand the role of teachers in recent trends in teaching English

6.3 METHODS

In the words of W.F.Mackey, A method determine what and how much is taught, the order in which it is taught and how the meaning and form are conveyed and what is done to make use of the language unconscious. A method comprises a set of procedures or a collection of techniques, used in a systematic way, which will result in efficient learning. It consists of a number of techniques arranged in an order.

According to Longman Dictionary of Applied Linguistics, a method refers to a way of teaching a language based on systematic principles. It is an application of views on how a language is taught and learned. The following are the types of methods.

Grammar translation method
Direct method
Dr. West's new method
Bilingual method

6.3.1 Grammar translation method

This method is also known as classical method. It is the oldest method and came in India with the Britishers. This method has no psychological base but has two philosophical bases, viz.

1. A foreign language can be easily learnt through translation.
2. Grammar is the soul of language.

Definition:-

According to champion, "Under the translation method, the meaning of English words, phrases and sentences is taught by means of word-for word translation into the mother-tongue."

Principles of the Method

Thompson and Wyatt say that this method is based on three sound principles:

1. Translation interprets foreign phraseology best,
2. In the process of interpretation, the foreign phraseology is assimilated and
3. The structure for a foreign language is best learnt when compared and contrasted with that of the mother-tongue.

Merits of the Method

This method is used since long because it has the following merits:

1. It is economical because it saves time.
2. It enhances student's vocabulary.
3. It helps in having better and clear understanding of word meanings. There are no chances of vagueness because the meanings are explained with the help of mother-tongue.
4. It is in line with 'Appreciative theory' which states, "Learning is to connect old and new ideas." This method tries to establish a strong bond between foreign phraseology (new ideas) and mother-tongue (old ideas).
5. This method fulfils one important maxim which is 'proceed from known to unknown.'
6. It gives correct knowledge of English because it explains grammatical rules.

Demerits of the Method

Today, this method is becoming gradually obsolete, because it has the following demerits:

1. This method does not emphasize on these aspects- speaking, reading and writing.
2. It does not teach correct articulation, intonation and pronunciation.
3. There are some words, idioms and phrases in English, which reflect the culture, traditions and customs of English people. They cannot be translated into mother-tongue without losing the correct effect.
4. This method develops a habit of translation at the thinking level. Pupils first think in mother-tongue, then translate. Champion points out, "As a general method of composition, the fundamental weakness of translation is that it prevents or retards the pupil from thinking in English."
5. This method tries to teach English by rule and not by use.

6.3.2 Direct method

When the various demerits of translation-cum-grammar method were realized. Direct method came as a reaction. It is also known a Natural method or Reformed method. This method originated in France in 1901. From Germany came its principles. This method was approved and spread by international Phonetic Association of France. It is based on this philosophy:

"Fluency in reading and facility in writing follow fluency in speech."

Definition:-

In Webster's New International Dictionary, this method is defined as, "Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself without use of the 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.'

Main characteristics

This method has following characteristics

1. In this method a direct bond is created between word and idea, word and experience. This type of association is the key to understand the meaning.
2. Instead of word, sentence is the unit of teaching.
3. Audio-visual material is used extensively to explain the meaning.
4. Much stress is put on speech because direct association can be made by oral teaching only, as pointed out by Kittson,

"Learning to speak a language is always by far the shortest road to learning and to write it."

5. The use of mother-tongue is not allowed, O'Grady says "In order to form the direct bond between thought and expression, no use of mother-tongue is to be made, so that the habit of thinking in the foreign language may be formed as early as possible."

6. In this method, grammar is taught inductively, i.e., indirectly.

7. These two maxims are profusely used: (a) From simple to complete and (b) From concrete to abstract.

8. Much questions are asked by the teacher. For example, when the teacher is teaching-I have put the pen on the table. He can ask these questions:

   (a) What is in my hand? (Holding a pen)
   (b) What am I doing? (Putting it on the table)
   (c) What have I done? (After putting it on the table)

Merits of the Method

This method has replaced Translation-cum-Grammar method, because it has the following merits:

(1) It covers some main aims of English teaching.
(2) This method is interesting because it is full of activity.
(3) Cramming of words and their meaning is discouraged.
(4) Since much emphasis is given on oral work, pronunciation of pupils gets improved.
(5) The abilities of reading, writing, speaking and understanding are developed simultaneously, although not equally.

Demerits of the Method

(1) This method ignores reading and writing aspects of language learning. Equal time is not devoted for learning these skills and speech.
(2) Grammar which is very important is not taught systematically.
(3) sometimes it becomes very difficult to bring word meaning and child's experience together
(4) It may be possible that the teacher wants to convey some meaning and students assimilate quite different meaning.
(5) Much time is consumed in creating real life situations.
(6) This method is expensive because a lot of audio-visual material is need.
(7) In India, there is scarcity of teachers who are trained on this line.
(8) For an over-crowded class, this method is inconvenient.

Activity-1

Try out Grammar translation Method in your class room and find out the reactions of them.

6.3.3 Dr. West's new method

This method is named after the name of the inventor of this method-Dr. M.P.West. It is also known as "Dr. West's Method or "New Method". Dr. West was the Principle of the Training College in Dacca and had been the Director of Education in Bengal before partition. He found the then prevailing method, Direct Method, inadequate to teach Indian pupils. So he propagated his own new method which removed some of the limitations of direct method. Thompson and Wyatt are of the opinion, "Dr. West's rethinking of the subject has tended to right the undue emphasis on the teaching of speech which has been a feature of foreign languages teaching for some time." This method is described in detail in these two books of Dr. West:

(i)   Bilingualism and (ii) Learning to speak a foreign Language

Causes of Teaching English

According to Dr. West, aim of teaching English in India are quite different from those of elsewhere. In India, English should be taught because:

1. English promotes internationalism and brotherhood.
2. It is a medium of communication among people of different parts of the world.
3. No Indian language is rich in the field of science.
4. English broadens mental faculties.

Emphasis on Developing Reading Ability

The direct method had emphasized on the development of speech ability. But this New Method laid stress on the development of reading ability. West says, "The bilingual child does not so much need to speak his second language (English) but rather to read it." So the main aim of teaching English according to Dr. West is development of reading ability. He emphasized on this ability because:

(i)   Indian children have less opportunities to speak English. H.A.Carledge points out, "Of the four skills involved in language learning-listening, speaking, reading and

writing-the one which is likely to be the most useful for students of a foreign language is reading."

(ii) Reading is a 'passive' activity which means a receptive command of a language, whereas speaking and writing are 'active' activities which means the productive command of a language. The passive work is like is like the foundation of active work. Therefore emphasis should be given to reading.

(iii) By reading, pupils can have an idea of the structure of English language.

(iv) They can also develop a taste for English literature.

(v) Reading will facilitate speaking and writing.

(vi) To acquire reading ability is easier than acquiring speaking ability.

(vii) Indian students have more chances of hearing incorrect English. Therefore, Dr. West says, "Children should better be entrusted to the guidance of books."

Advantages of the method

The following are some of the main advantages of this method:

(i) There are four aspects of language learning. This method helps in developing one aspects, i.e., reading.

(ii) This method initiates pupils for self-activity because oral reading and silent reading both amount to self-activity.

(iii) Thorough reading develops comprehension.

(iv) Reading makes the learning of speaking and writing easy, students find learning English easy.

(v) Pupils do not feel the overload of grammatical rules.

(vi) The use of mother-tongue at times makes students feel at home.

Disadvantages of the method

Despite the merits of this method, there are many limitations and defects in it, which are:

(i) This method totally ignores the other three aspects of language learning which are understanding, speaking and writing. In this way, it overlooks this principle of teaching a foreign language: "Principle of proper order and proportion."

(ii) Besides, it is impossible to separate reading from understanding, speaking and writing. A good reader is he, who can understand the language and speak and write the language. Therefore, professor Findlay has rightly remarked "West's decisive separation, between

the eyes on the one hand and the lips, ears and hand on the other, is not psychologically sound."

(iii) Only reading is not interesting, rather it is boring for a learner. In the absence of other activities, reading becomes monotonous.

(iv) Reading does help in learning: (a) pronunciation, (b) idioms, (c) phrases, (d) composition and (e) poetry, but only reading long and short stories is not sufficient.

(v) In practical life, reading alone is not sufficient. What is more required is speaking and writing English.

(vi) This method ignores these sub-conscious efforts of the learner to learn a language-(a) hearing, (b) intonation, (c) articulation, (d) comprehension and (e) assimilation.

Activity-2

Choose any one activity to apply the **Dr. West's new method in your class room**

6.3.4 Bilingual method

This is comparatively a recent method invented by Prof. C.J. Dodson of Wales. He claims that this method is very effective in teaching a foreign language because his experiments on pupils yielded desirable results.

Philosophy behind the Method

When the child learns mother-tongue, he connects the meaning of words with his own experience, because he learns the mother-tongue in a real situation. In this way, he grasps the situation or forms the concept in mind. For instance, mother asks the child, 'Yah Dal khao'. Seeing the pulse itself, the child learns that this thing is called pulse in his mind. Now it will be a waste of time to create the situation again before the child when we are teaching him a foreign language, because the child has already experienced the situations, while learning the mother-tongue. So, only mother-tongue equivalents should be given without duplicating the situations.

Characteristics

This method is a unique method which is a mid-way between two old methods, viz., Translation-cum-Grammar method and direct method. The main characteristics of this method are:

1. It emphasizes on creating situations not exactly like direct method. In this, situations are created just by giving the mother-tongue equivalents of English words.
2. Sentence is the unit of teaching.
3. Rigorous practice is done in sentence patterns.
4. It recommends use of mother-tongue not exactly like Translation-cum-Grammar method. In this method:
   (a) Mother-tongue is use to explain the meanings of new words, phrases, idioms, sentences and grammatical points and rules.
   (b) Word for word translation is not done. This type of translation is called 'interpretation' by Dodson.
   (c) Translations are only done the teacher, not by the students to explain the matter.
   (d) After explanation, practice is done without the help of the mother-tongue.
   (e) Mother-tongue is only used during early stages. Gradually, it can be dropped as students advance in learning.

Merits

The merits of this method seem to be as follows:

(i)   The time and labour of teacher is saved which he would have wasted in creating real life situations.
(ii)   This method does not need trained teachers.
(iii)   It also stresses speech practice.
(iv)   Much audio-visual aids are not needed for this method.
(v)   It is suited to all types of schools, i.e., rural and urban.
(vi)   It makes use of the linguistic habits formed during learning mother-tongue.
(vii)   **Experiments.** Experiments, too, have shown that students taught by this method learn much than other children. In India, Prof. H.N.L. Shastri of Central Institute of English. Hyderabad conducted an experiment. He divided students of IVth class into two groups. One group was taught by Bilingual method. The other was taught by direct method. It was found that:
   1. The Bilingual method group learnt to speak 23 sentences while the direct method group learnt to speak only 14 sentences.
   2. The average score of Bilingual method group was 64% as against the 52% of direct method group.

Demerits

This method is still in an experiment stage. But it has some of those demerits which Translation-cum- Grammar method has and some of those which direct method has because it is a midway of both.

Check your progress-1

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

1. What are the different types of methods?

2. In which method does the mother tongue dominate?

6.4 APPROACH

Approach is an initiator to deal with a duty. Different methods can be followed in an approach. It is a temporary ideas designed to elicit the reactions of others. The following are the types of approaches.

> Structural approach
> Situational approach
> Oral Approach
> Communicative Approach and
> Eclectic approach

6.4.1 Structural approach

Due to the efforts and researches done by British Council in Institute of Education, University of London and many other, this methods came into existence. It is also known as 'New Approach' or 'Aural-Oral Approach'. Some people confuse it with direct method, which is a mistake. Although it resembles direct method, yet it is different from that. This method can be called 'improvement over Direct method:

Meaning of Structural Approach

In this approach the basis of teaching is structures or patterns of English According to Siva Mohan and Manish, structure or pattern is

made of words which are arranged in a specified order. Therefore, it is called Structural Approach. It has been defined as:

Menon and Patel, The structural approach is based on the belief than in the learning of a foreign language, mastery of structure is more important than the acquisition of vocabulary.

What is structure?

Language have their own structures. English has also its own structures. It has been found 100 sentences of the English have about 600 structural words. Consider the following sentences—

a) Mohan is there.
b) Is Mohan there?
c) There Mohan!

In the above three sentences, the same vocabulary items are used which are: Mohan, is and there. But all the three sentences give different meanings due to different arrangements of these three vocabulary items. C.S.Bhandari and others define it as, "The different arrangements or patterns of words called structures".

Types of Structures:

Structures can be divided into the following four categories—

(1) Sentence Pattern. French defines sentence patterns as, " The word pattern means a model from which many things of the same kind and shape can be made like houses which look the same, or shoes made alike, or a number of lorries all of the same size and shape though perhaps of different colours. A sentence pattern is therefore a model for sentence which will be of the same shape and construction although made up of different words."

For example, it is 5 O'clock. Are you going? Taking the first model sentence, we can make many sentences like—it is 6 O'clock; it is 12 O'clock, etc.\

(2) **Phrase patterns.** Phrase is a word or group of words which express an idea without its being a sentence or clause. For instance, under the table, on the table, into the basket, listening to, talking to.

(3) **Formulas.** Formulas are those words which are used on certain occasions, e.g., How are you? Good morning; thank you; Pardon please; May God bless you; Excuse me.

(4) **Idioms.** Idioms like 'born with a silver spoon', 'to err is human' come in this category. These should be taught as a whole.

Selection of Structures:

Those structures should be selected which have the following characteristics:

(a) Useful. The structures which occur frequently in both written and spoken language are useful.

(b) Simple. The structures should be simple for beginners. In the beginning such structures should be taught—I am singing; you are walking; we are going. Later on difficult structures should be taken, e.g. how nice it would have been if you were here!

(c) Teachable. Those structures should be taught first which are teachable. For instance, it can be taught easily. 'I am standing', than 'I am thinking'.

(d) Structures should be up to the level of the learner's age.

(e) They should be up to the level of the learner's capacity to learn.

Gradation of Structures:

After the selection of structures, they should be put in a suitable order. This is called gradation. Gradation can be done in the following manner:

First: Structures which identify things and persons.

Second: Structures which locate them in space.

Third: Structures which fix them in time.

Creating Situations to Teach Structures:

In order to make the structure meaningful to the learner and language learning natural, appropriate situations should be created.

An example can make it clear. Suppose 'into' has to be taught. The teacher should put a basket before the pupils and putting an apple into it, should say, "I am putting the apple into the basket." By creating this situation, the teacher can:

(a) Make students practice the structure 'into' and relate it to its meaning.

(b) Build up a vocabulary of apple.

The situation can be created by:

(1) **Gestures and Action.** These gestures and actions can be either of teacher and pupils.

(2) **Pictures.** They should be colored.
(3) **Drawing on the black board.**

Principles of Structural Approach:

F.G. French has stated the following three principles of Structural Approach:

1. Importance of the child's activity rather than the activity of the teacher.

2. Importance of speech for firmly fixing word.

3. Importance of the formation of the language habit to arrange words in suitable English sentence-patterns, in order to replace the sentence-patterns of the child's mother-tongue.\

Aims of Structural Approach:

The following are the aims of this approach according to Menon and Patel:

1. To lay the foundation of English by establishing thorough drill and repetition of about 275 graded structures.
2. To enable the children to attain mastery over an essential vocabulary of about 3,000 root words for active use.
3. To teach the four fundamental skills namely understanding, speaking, reading and writing in the order named.

Merits of the Approach:

The following are the merits of this approach:

(i)   According to Jespersen, "Language cannot be separated from sound." This approach emphasizes more on speech or oral aspect of language learning.
(ii)   With a well-selected and well-graded programme, this approach can be effectively adopted at all stages.
(iii)   It creates appropriate environment for learning the language.
(iv)   Due to much oral drilling, whatever is learnt in the class; remains stable in their minds.
(v)   This approach gives ample opportunities to students to give expression to their ideas and feelings.
(vi)   The principles on which this approach is based, are scientific.
(vii)   After six or seven years of language learning, students have a command over: (a) 275 basic structures and (b) 3,000 words.

(viii) At the time of learning structure, the child inductively learns some grammar.

Demerits of the approach:

Some scholars charge some allegations against this approach on the basis of some of the demerits which this approach seems to have:

(i)   Like direct method, it is most suited to lower classes.
(ii)   It overlooks the linguistic habits already formed while learning the mother-tongue.
(iii) Only well-selected sentence-patterns can be taught through this approach.
(iv)   Too-much mechanical drilling is emphasized. It makes the class dull and
(v)   Pronunciation.
(vi)   Teachers trained on the lines of this approach are very few.
(vii) It is difficult to apply this approach to every sphere of teaching and testing.

6.4.2 Situational approach

This approach basically tries to teach English as the child learns his own mother-tongue. The main standpoints of mother-tongue learning are:

(i)   Every item of mother-tongue is learnt in a real situation.
(ii)   Whatever the child understands and expresses, is connected with his own life.
(iii) The situation in which the child learns the mother-tongue, are repeated again and again.
       From these points, it can be concluded that the second or third language as English should also be taught by forming links between new words and real situations. The problem is—how to create a real situation in the classroom. This is a practical problem, not a theoretical one. The situational approach merely tries to solve this practical problem. It, therefore, indicates how a teacher should create a real situation in the classroom.

Procedure:

(1) Presenting new vocabulary and syntax, e.g., objects of the classroom can be presented as follows:

Teacher: It is a table.

I am pointing to the table.

I am standing near the table.

(2) Presenting opportunities of recognizing affirmative, negative and interrogative forms of speech, e.g.,
Teacher: What is this?
This is a table.
Is this a table?
Yes, this is a table.

(3) Repetition of these statements.

(4) Using imperative. The teacher now orders students to perform some activity and he himself gives statements, e.g.,
Teacher: Suresh, stand up and go near the black-board.
Suresh is going near the black-board.
Is he going near the black-board?
Yes, he is going near the black-board.

(5) Putting questions to the class. Now the teacher asks questions relating to the statements given by him, e.g.,
Q. Is this a table?
Q. what is that?
Q. where is Suresh standing?
In the beginning the teacher can give all the instructions in the mother-tongue but gradually he should switch over to English.
After this, other activities like writing and reading should be performed.

Merits:

(i)   This approach follows the principle of interest.
(ii)   Action-chains make the class lively.
(iii)   It also follows the principle of variety and simplicity.
(iv)   It emphasizes on learning by play.
(v)   This approach gives stress on learning through hearing.
(vi)   Material aid is also used.

Demerits:

(i)   Only well selected words and sentence-patterns can be taught by this approach.
(ii)   This approach suits only to lower classes.
(iii)   Due to over drilling and repetition, the class becomes monotonous and dull.
(iv)   This approach is not meant for teaching: (i) prose (ii) poetry and (iii) composition.
(v)   Text-books cannot be taught by this method.
(vi)   This approach requires trained teachers.

1. W.S. Gray says, "Reading is a form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences, their recorded lives and the advancements made by them in various fields."
2. According to Lord Bacon, "Reading maketh a full man."

6.4.3 Oral Approach

It may not be out of place to mention here that more people can use a language for oral communication only. They cannot read or write in their own native language. They are illiterate but they can use listen and understand their language and also respond suitably and intelligibly when a situation arises.

In order to teach a second language, say English, teachers should speak English and help their students to speak it properly. It must be understood that after acquiring the speaking skills, the students can be helped to acquire the more difficult skills of reading and writing.

The teacher will do well to use the oral skills of the students and also his own

- ❖ To introduce languages items – structural and vocabulary items
- ❖ To discuss the reading passages and poems
- ❖ To prepare the students orally for doing the written exercises
- ❖ To test the students' reading comprehension
- ❖ To teach composition writing
- ❖ To motivate the students to read the Supplementary Reader Lessons
- ❖ To take up remedial teaching

The advantages of teaching English through speech are:

- ❖ It is natural way of learning any language (we learnt our language first by speaking it before reading and writing it.)
- ❖ It is good introduction to other more difficult skills, namely reading and writing.
- ❖ It is easy for the teacher to handle the students for practice.
- ❖ It is the only way by which we can ensure economical use of class time.

But

- ❖ The teachers' English must be good and they should be able to speak fluently. They should control their language in such a way that no sentence falls flat before the students.
- ❖ They must be resourceful to make the oral work interesting and meaningful.

6.4.4 Communicative Approach

All the methods we have considered have followed an analytical approach. They concentrated mainly on the components of the English language, namely the words, their different forms and grammatical categories, their order in the sentence etc.

The main function of language, saying something to somebody, was totally lost sight of. Because the learners are preoccupied with the form of the words – singular, plural, present tense, past or future.

Thus, the basic purpose of using English to convey something, or to respond to somebody, or to describe something was missing. The Structural Approach was criticized as being teacher-centered and functionless and contains a list of teaching items arranged in a linear fashion. Drill was the watchword of that approach.

The communicative Approach is a learner-centered approach. It gives the learner not only grammatical competence but also a social skill as to what to say, how to say, when to say and where.

In the Communicative Approach, apart from fluency, accuracy and appropriateness are also taken care of. Of course, an effective user of language needs to produce grammatically correct sentences. But he should also have the ability to select, mix and use the sentences appropriately, as per the social context. The teacher has to develop in the pupils both the rules of use (what to say and how to say it) and those of usage (grammatically correct sentences).

The Communicative Approach aims to develop both accuracy and fluency from the very beginning of teaching a language. Errors are not criticized but tolerated as stepping stones to learning.

Principles of the Communicative Approach

- Contextualization and meaning are important. Language without a suitable situation or context is not realistic and functional. The tasks provide the context and the language used in the context has a meaning and a purpose.
- Acquiring language means acquiring the ability to communicate to others something useful and purposeful. Nobody uses language in a vacuum. Whether it is the mother tongue or English, we always talk with people and get our jobs done, needs satisfied, or respond to them.
- Careful use of the mother tongue or translation may be made. There is no ban on the use of the mother tongue

as in the District Method. Judicious use of L1 will ensure effective use and learning of English.

- Reading and writing can start simultaneously. The Direct Method and Structural Approach were mainly oral approaches. After a spell of oral work and pattern practice, reading and writing were started. In the Communicative Approach reading and writing are started simultaneously. The tasks provide the basis for reading and writing. The students are made to read a paragraph or two and answer inferential type of questions. Writing exercises also follow.
- Fluency, acceptable language and appropriateness are the goals of the communicative skill.
- Students may interact with one or more of their classmates to do tasks given. Pair-work and group work are encouraged. They are motivated to shed their shyness and do their best. They interact better in small groups. Intelligible pronunciation is encouraged.
- As a chain reaction, interest in what they say will help them to do better and better. A conversation around a favorite topic generates genuine interest to participate. Learning things in a congenial atmosphere will be permanent.
- The teacher is a facilitator of learning, drill is marginal.

Merits of the Communicative Approach

- ✓ By interacting in pairs and small groups, pupils feel confident and do better. Letter becomes a self-generating exercise.
- ✓ They get sufficient language practice, because nobody feels inhibited by grammatical rules and definitions.
- ✓ They acquire fluency, accuracy and appropriateness in using English.
- ✓ Cooperation among the learners is great motivating factor and it helps each individual to shed their shyness and show individually in using English.

Demerits

- Overcrowded and unwieldy classrooms make group work and face-to-face discussion very difficult to organize.
- An average teacher with limited language skills cannot follow this approach successfully.
- When the students can communicate in their mother tongue, they may not show any genuine desire to talk in English and take part in group discussion in English.

- Detailed classroom techniques integrating the textual lessons and communicative take have not evolved to take up this method of teaching English.

6.4.5 Eclectic Approach

After having a clear idea of the three methods i.e., Translation method, Direct method and Bilingual method, a question arises in the teacher's mind, which method is the best method? We cannot answer that particular method is the best one. Each method of teaching English has its own advantages and disadvantages. The approach of the teacher in this regard should be Eclectic, flexible and practical. He should not be rigid. A good teacher will not be a slave to any method however meritorious it is. He may select any method which he finds effective in particular circumstances.

The following should determine the selection of a particular method.

1. Ability and training of the teacher.
2. The objectives of teaching English.
3. The class from which the teaching of English starts.
4. The size of the class also helps the teacher to adopt one of the three methods.
5. The age, the ability and the capacity of the students, the teacher is expected to handle.
6. Availability of Audio-visual aids.
7. Location of the school, rural and urban also matters because of the background and environment of the learners.

Comparatively the translation is the easiest method to explain the meaning of English words and phrases in mother tongue than in English. It suits the average and below average teacher of English. It helps the teacher to test the comprehension of the students.

But this method has some drawbacks also. It neglects spoken English. It doesn't provide pattern practice. The students are only passive listeners. Oral training is lacking in this method.

In direct method, the value of oral training in teaching English is emphasized. The students understand spoken English very quickly. It suits only the teachers and the students who have favorable background. By laying too much emphasis on speech training, it neglects the other aspects like reading and writing. The average and below average teachers cannot use this method.

The Bilingual method is an improvement upon the translation method as well as the direct method of teaching English. It has many advantages and free from defects. This is less costly than direct method.

It suits the majority of the teachers in our schools. Sometimes the teachers may over use the mother tongue. This may lead to translation method.

Hence we come to the conclusion that "there can be no one method which can suit all teachers, all students, at all places and in all conditions." It is the teacher who has to select the best method of teaching English according to his needs, keeping in the mind the factors mentioned above.

Check your progress-2

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

3. What is an approach?

4. Name the types of approaches.

6.5 RECENT TRENDS IN THE TEACHING OF ENGLISH

The recent trends in teaching English as a second language have required modifications of existing methods and techniques which have been traditionally prescribed in our classrooms.

ELT (English Language Teaching) has recently brought out a special collection of articles on "The current trends of change". It contains good articles on communication era (second decade) fashion, based on the National Policy of Education (1986) and the Action Plan (1986) announced in the same year. A new approach called the communication approach has been evolved in the western countries and it is gaining momentum. It was in an experimental stage from the seventies and now it has gained favor. Now we are expected to have a knowledge of the current trends in ELT… ELT stands for English language teaching. There is a journal called ELT. It is publishing research articles on the Teaching if English as a second language.

ELT journal is a key publication in the profession. It is an international journal of repute. It was founded in 1946 on the initiative of the British Council. All the English teachers ought to be aware of the happenings in other countries and enrich their knowledge and widen their horizon. ELT is an authoritative source. Noam Chomsky's (a

Russian philosopher and Educationist) challenge of the Audio-lingual method made many language experts take a critical look at the method. In strict avoidance of errors, of student's mother tongue, its monotonous pattern practice, their doubts about the theory of language as habit formation etc. made them look for a different method. They felt that the students lacked spontaneous communication.

In 1971, a group of experts such as D.A.Wilkins and E.K.Alexander who were all working for the council of Europe and British linguists known as Widows, Candin, Brumfit, Johnson, Morrow etc. worked on the theoretical principles of the communicative language teaching approach. This method starts from a communicative model of language use and seeks to work it into an instructional package. It views language as a system for the expression of meaning. The teacher's main role is to facilitate communication between the learners. The learning materials are of different types. Some materials are text based while others are task based. Magazine articles, advertisements, newspapers etc., could all be used as materials.

In Tamilnadu, they have tried to include this new communication approach in the structural syllabus. For every structure first the form is taught and then its function is taught. For example, the general activities or happenings are expressed in present tense. In present tense III person singular 'S' is added to the verbs. The form of these structures are taught first and then their functions are taught. The function of the general activities, is to express daily routines, habits, likes and dislikes etc. The teacher has to use dialogues, role play, miming, language games and he/she has to focus on accuracy as well as fluency.

In addition to this approach, more humanistic approaches which care not only for the behavior and the intellect of the learners but also take into account the emotions and feelings of the learner. Some of these new approaches are described below.

1) Total physical response

This approach has been founded by James Asher. It emphasizes comprehension of English through actions, minimizing stress due to fear of learning.

2) The silent way

This approach has been founded by Caleb Gathengo. Its aim is to learn a discovery helped through objects, problem solving etc. Special rods and color coded charts are used to help the learners to remember what they learn easily. Teacher does not 'teach' but uses nonverbal clues to show what he / she means.

3) Community Language Learning

This was founded by Charles A Curran. In this approach the learners sit in a circle along with the teacher. They jointly decide what they wish to talk about. The teacher helps in talking.

4) The Natural approach

Tracy Terrell is the founder of this approach. The teacher talks and pupils ask questions or express doubts. Signs and gestures are used and repetition is encouraged till the learner becomes familiar with the word. Emphasis is laid on comprehension and meaningful communication.

5) Suggestopaedia

Lozanov is the founder of this approach. This kind of approach believes that learning can be influenced by psychological mood, the physical atmosphere etc. So decorations, comfortable furniture, music and the authoritative behavior of the teacher are adopted. The teachers are careful to right voice quality, intonation and timing. Based on the principles of yoga especially Raja-yoga, the students are trained to breath rhythmically. This develops their concentration power and level of consciousness. All these methods suggest a stress free atmosphere in the English class room where the pupils can express their ideas confidently without fear, punishment and mockery. Most of these methods are expensive because they use media and special equipment. It is not that easy to be implemented in Indian School. Most experts advise on eclectic method which means using the most successful techniques of all these methods, both traditional and modern. Any sincere teacher with good command of English can be successful in adopting the suitable methods according to the needs of his / her students.

6.6 LET US SUM UP

In this unit we have seen the methods and approaches to teaching English. We have also seen the recent trends in teaching English. The teacher is the important factor in the educational system. Hence they should allow the various methods correctly to facilitate learning.

6.7 UNIT END EXERCISES

- Differentiate bilingual and Dr.West New Method
- Describe the merits of Bilingual method
- Write notes on Eclectic Approach
- Describe the recent trends in teaching English

- Explain some of the new approaches in teaching English
- Explain Grammar Translation method.
- Make a case study on the approaches which is suitable for you and your student.
- Discuss the method which is more suitable in your class room.

6.8 ANSWERS TO CHECK YOUR PROGRESS

1. Grammar translation method, Direct method, Dr. West's new method and Bilingual method.
2. Grammar translation method.
3. Approach is an initiator to deal with a duty. . It is a temporary ideas designed to elicit the reactions of others.
4. Structural approach, Situational approach, Oral Approach, Communicative Approach and Eclectic approach.

6.9 SUGGESTED READINGS

Aggarwal, J.C. (2008):Principles, Methods and Techniques of Teaching, Vikas Publishing House Pvt.Ltd. New Delhi.

Dhand, H. (2009): Techniques of Teaching, APH Publishing Corporation, New Delhi.

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UNIT 7 - TYPES OF EVALUATION

STRUCTURES

7.1 INTRODUCTION

Generally the term tests, examinations and evaluation are used interchangeably. But they differ in certain respects. Evaluation is a wider and more comprehensive term and tests and examinations are its tools.

Evaluation is an important feature of our daily life. With the help of evaluation only teachers and students can improve their teaching and learning. It is a continuous process and its principles are as follows:

- Evaluation in English should be a test of the language.
- It should not be a mere revision.
- Different types of questions should be there.
- Level of each class should be kept in mind.

- Evaluation should be based on all the four skills covering the portions to be tested.
- The ability of expression and the power of understanding should be evaluated.

7.2 OBJECTIVES

At the end of this unit, you will be able to:

- Define measurement, evaluation and test.
- Distinguish between measurement and evaluation.
- Organize a good English test.
- Prepare blue print.
- Familiarize with different types of test.
- Construct a valid and reliable English test.

7.3 DEFINITION - MEASUREMENT

"From birth to death, almost every aspect of our life is touched by measurements in its natural form" (Ross) Again measurement enters into all branches of science. Measurement is as effective as physical science, biological sciences, and social sciences as in applied sciences. For that reason measurement is indispensable at the domain of education.

In the words of James M. Bardfield Measurement is the process of assigning symbols to dimensions of phenomena in order to characterize the status of phenomena as precisely as possible. To measure means to determine the magnitude of a property in terms of a suitable unit or it is giving status to a physical property or an outcome of an instruction.

However, measurement in education is more complex than measurement in physical situations. Educational measurement involves the mental processes of the individual which are not visible and which are interpreted in terms of the behavior of individual in certain situations. Examination and tests have been used as the important means of measurement in educational situations.

7.4 DIFFERENCES BETWEEN MEASUREMENT AND EVALUATION

The differences between measurement and evaluation can be made out from the definition of evaluation given by Wright Stone and are presented in table.

Measurement	Evaluation
Focus is only on a single aspect of subject matter, achievement or skill	Emphasizes all aspects of pupil growth
Does not involve any predetermined objectives on the basis of which judgments are made	Essentially based on objectives
Is a means to an end? Main function is collection of evidences to determine the present status of a pupil in a particular area	Is an end in itself? Main function is the appraisal of the value of evidences. Therefore Evaluation = Measurement + Value Judgment
May not be an essential part of instruction	Is an integral of instruction
May be done off and on	Has to be done continuously
Does not use a variety of techniques. Tests are the only tools used.	Uses a variety of techniques such as tests, attitude, inventories, observation, interview, rating scale etc.

7.5 CHARACTERISTICS OF A GOOD ENGLISH TEST

Every good test should have the following characteristics:

- Objectivity
- Reliability
- Validity
- Feasibility

When the teacher is constructing a test, he should understand the meaning of all the above said concepts correctly and to apply them. This makes the teacher successful in his teaching learning process. Let us see into the characteristics of a good test in detail.

7.5.1 Objectivity

This test is the best test and it is a pre-requisite for finding out reliability and validity. Since every item of an objective test will have only one correct option, the personal errors will not occur. The objectivity of a test can be found by Item-objectivity and Scoring-objectivity. The first one deals with the objectivity of

the questions and the second one deals with the objectivity of scoring. Hence the students must be very much thorough with the details and facts of their subjects. Otherwise they can't score good mark in this type of test. It is the teacher of English should have hands on training in designing objective tests.

7.5.2 Reliability

This test refers to the faithfulness off a measuring device even when we repeat again and again. There are two types of reliability involved. They are Reliability of the test and Reliability of the scoring of the test. Factors affect the test of reliability are:

- Less samples of students performance
- Poor administration of a test
- Poor student motivation
- Personal problems of the examinees
- Ambiguous questions
- Very little portion of the subject

7.5.3 Validity

Validity refers to the ability of a test to measure what it seeks to measure which are closely related with the real time situations they are used. There are five types of validity such as:

- Face Validity: The test looks like a good one.
- Content Validity: Course content should be covered here.
- Concurrent Validity: Same results to the existing tests which are already been validated.
- Construct Validity: This reflects accurately the principles of a valid theory of foreign language learning.
- Predictive Validity: Predicts the performance in some subsequent situation.

7.5.4 Feasibility

Feasibility refers to the administrative decisions relating to the conduct of the test in terms of available resources, manpower, equipment, arrangements etc. should be taken much before the actual date of the test. In this regard, few parameters need to be considered:

- Economy
- Time
- Administrations
- Scoring and Interpretation.

ACTIVITY

Prepare a question paper for sixth standard using all the characteristics of a good test.

7.6 CONCEPT OF EVALUATION

A tool of evaluation, as used in education, is a device or technique that will facilitate the process of measuring and recording the characteristics of pupils. Tools of evaluation are sophisticated techniques of appraisal, intelligently designed to measure what is required to be measured.

Evaluation tools can be classified in a number of ways based on the purpose, format, and technical features etc. classification by purpose may include the categories such as achievement test (survey test), diagnostic test and prognostic test. Using format as a basic for classification results in categories like easy, objective type etc. classification by technical features may yield individual tools (oral test, observation0, group techniques (essay examination, rating scale, sociometry etc.) standardized tools (uniform test contents and testing procedure, norms etc.0 informal tests (teacher-made tests for a particular unit or for a purpose) power test speed test, performance tests, pencil and paper tests etc.

However, every test maker has his own way of looking at the classification of evaluation devices. All evaluation tools can be viewed as of two types (i) those designed for data selection and (ii) those designed for summarization (cumulative record, progress report etc.) The data gathering devices can be broadly categorized as tests and non-tests. Test categories all include written test, oral test, performances test etc. whereas non-test category will include interview, observation, questionnaire check test, anecdotal record etc.

7.6.1 Types of Evaluation

Evaluation can be understood as (1) process-oriented; and goal-oriented.

Depending on the purpose, there are two types of evaluation, namely Formative evaluation and Summative evaluation.

Formative Evaluation

Formative evaluation is said to be process-oriented. It involves getting information and feedback about different aspects of the teaching-learning process. Formative evaluation can be related to any

one of the aspects - syllabus, curriculum, methodology, learning experiences, learning outcomes etc.

Questionnaires, observation schedules, checklists, inventories, interviews, diaries, objective type tests etc., are important tools of formative evaluation. The information collected with the help of these tools is descriptive in nature. It helps us to provide new insights into the teaching-learning process. It is used to monitor the learning experiences of the students during a period of instruction. The unit tests, home assignments, quiz programmes etc., can be used in formative evaluation.

Summative Evaluation

Summative evaluation is goal-oriented. It focuses on the end product of a programme. It is done at the end or on completion of a programme whose duration may vary from three months to one year. The information obtained is not descriptive in nature. The results must be statically analyzed and interpreted. It is concerned with the learning outcomes in the teaching-learning process. The final tests or the annual examinations that declare a candidate's promotions to the next higher class or detention in the same class are examples of summative evaluation.

Check Your Progress –I

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

1. What are the two types of evaluation?

2. List out the types of validity.

7.7 DIFFERENT TYPES OF TEST

Heaton (1988) says that "A test is a device to reinforce learning and to motivate the student and also used as a means of assessing students' performance in the language."

A test is a procedure for measuring ability, knowledge developed during a course of learning by experience. This gives the feedback to the students identifying their strengths and weaknesses.

7.7.1 Achievement tests:

These tests are conducted to test the learning outcomes of the students. The performance is evaluated in terms of single score and total scores on the item of the test. The students' achievement in all the four skills are tested. Achievement tests are of two types. They are:
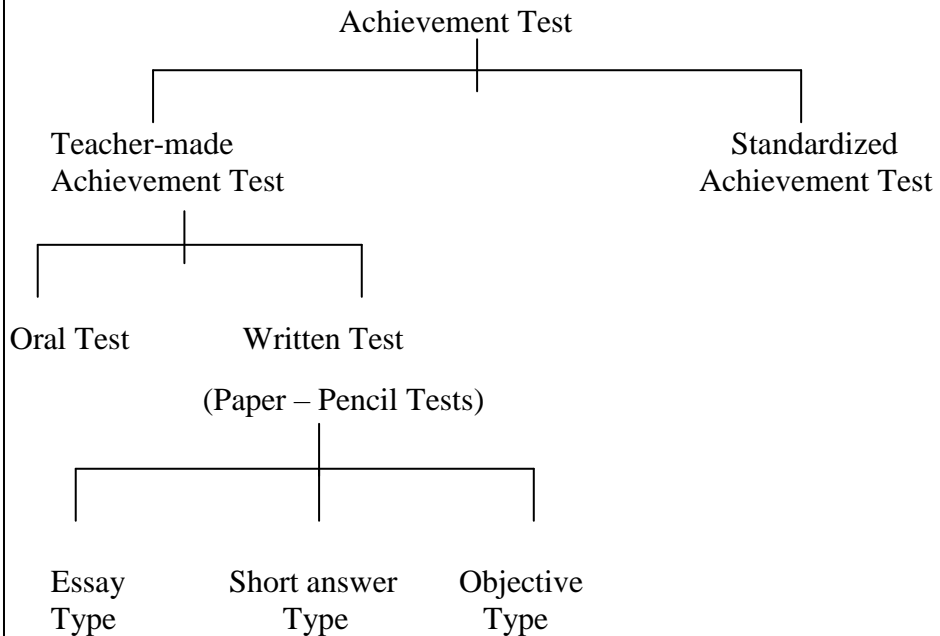
1. Teacher-made Achievement Tests

These tests are designed by the teachers for the purpose of conducting classroom tests. Theses teacher –made tests can be in the form of oral tests or written tests. Oral tests are designed to measure the performance of students in skills like listening and speaking in language learning. Written tests are designed to test abilities of students in knowledge, comprehension and written expression. Unit tests, terminal examinations come under this category.

2. Standardized Achievement tests

Standardized tests are wide in scope. They are sophisticated measuring tools prepared by experts in the field at state or national level in order to measure the achievement of students in a large number of schools. These tests are prepared with common objectives that are shared by the school system where they are going to be administered. Board areas of subject matter are covered by these standardized achievement tests.

The classification of achievement tests can be represented in a diagram as below:

Achievement Test

Teacher-made
Achievement Test

Standardized
Achievement Test

Oral Test   Written Test

(Paper – Pencil Tests)

Essay   Short answer   Objective
Type   Type   Type

1. Oral Tests

Oral Tests are important for a language subject like English, because speaking skill is an important aspect of learning a language. Oral tests are mostly used in lower classes. The major thing in this test is that it examines the listening and speaking skill

of the learner. Since this test demands face to face communication between the examiner and the examinee, the examiner can give a proper turn to the test according to the situation. It is less time consuming. Though oral tests have many such advantages, they have their own drawbacks as below:

1. It is impossible to test each pupil on the basis of total curriculum in crowded classrooms.
2. It is difficult to repeat the same questions to all the students.
3. There is every possibility for bias in the judgment of the examiners.

2. Written Tests or Paper-Pencil Tests

Written Tests are divided into two categories depend on the nature and purpose. They are: a) The subjective type's tests and b) The objective type tests.

b) The subjective type tests

These types of tests are meant for testing the productive skills of the pupils. These tests demand free responses from the students. They may be asked to describe an event or discuss something on a given topic. These tests consist of open ended questions and require answers of descriptive nature. Essay type and short answer type questions are considered as the subjective type tests.

c) The Essay Type Tests

The essay type tests are in use in India since long and these have been greatly appreciated due to the freedom of response allowed. This type of test provides a student a chance to create a new approach to a problem as it requires the student to express his views in writing. He is required to produce something and not merely to guess or recognize the answer. These tests can measure verbal fluency expression, organization of the thoughts and attitudes of the students.

3. The Short Answer Type Tests

Short answer tests are in wide use and such tests are becoming quite popular. Test items in this type expect brief to the point limited short answer. These tests have questions which tests the achievement of the pupils relating to a particular concept. Since these questions demand answer in a small paragraph or in few sentences, the students are required to write answer to the given questions precisely and

accurately. The short answer type tests are more useful than the essay type tests.

a) Objective Type Tests

An objective type question means a pin pointed question where the examiner wants only an exact answer. It is of objective type because here no subjectivity of any type is involved. In objective type tests, there is test of real knowledge of the students. The student while writing to the answers cannot simply bluff anything. While giving marks no subjectivity or bias on the part of examiner is involved.

The objective type tests are two types broadly. They are 1) Recall type items and 2) Recognition type items.

I)   Recall type items
These types of items are of two types
a) Simple Recall and b) Completion type

a) Simple Recall Type Items:
In this the response is to be recalled or supplied by the examinee from his past experience rather than recognition or identification.
Example:
1. Who had written, 'The Paradise Lost'?
2. Who is the writer of 'Oliver Twist'?

b) Completion type items
Important words or phrases of sentences have been left blank for examinee to fill in.
1. John wears a --------- on his head.
2. Lewis Caroll is the writer of the famous novel, -------

II)   Recognition type items

This type of items are classified mainly into five, they are

A) True or False, B) Multiple Choice, C) Matching Type, D) Classification Type, and E) Analog type item.

A) True or False or Alternative Items:
An alternative type item is made up of statement which admits of only two possible responses, right or wrong.
Example:
1. The sun rises in the East. True/ False
2. One who mends shoes is called magician. True/ False

B) Multiple Choice Items:

A multiple –choice item is made up of item and solution which presents more responses only one of the best or correct response. According to E.T.Lindquist, it is definitely superior to other types of tests.

Example:

1. The name, 'Mohan' is a
a) Noun b) Verb c) Adjective d) Preposition
2. 'The Tempest' is written by
a) Milton b) Tagore c) Shakespeare d) Dryden…

7.7.2 Aptitude Tests

This type of tests are designed to show whether an individual has the ability for a particular job or educational course. Entrance tests which are conducted to select the deserving candidates for admission to Medical and Engineering colleges come under the cadre of aptitude tests. The admission tests before joining in Matriculation Schools also come under this cadre. Aptitude tests are conducted at various levels in various institutions. All the four skills are tested in aptitude tests also.

7.7.3 Proficiency Tests

These tests are conducted after giving enough training in all the skills. If the students are able to perform well it is evident that they are proficient in English. In this test the students who are well versed and fluent in English language participate. These tests can be called as competitive tests also because the well trained students exhibit their proficiency. These proficiency tests are conducted at school level, inter school level, state level, National level, and even at International level. Proficiency tests are quite important because it instills the urge of developing the language skills of the students. According to the proverb 'practice makes man perfect' proficiency of a student is acquired only after constant practice. For this proficiency test plays a major role. Example, TOEFL (Test of English as a foreign language).

7.7.4 Diagnostic tests:

Meaning: A diagnostic test is designed to reveal specific weakness or failures to learn in some subjects of study such as reading or arithmetic. In a diagnostic test the main interest is in the performance on individual items or on small groups of highly similar items. Here the score or mark is not assigned for the correct answer but wrong answer provides the basis for the cause of his failure. These tests help us to know the particular strength and weakness of the student. These tests are otherwise known as **analytical tests**.

7.8 CONSTRUCTION OF A GOOD TEST

1. A good test should be neither too easy nor too difficult.
2. It should cover all the specific objectives such as acquisition of knowledge, understanding, application and skill of the students.
3. Nature of the question should be mentioned clearly. Clear indication of the type of question should be present in the question paper.
4. Questions which did not cover the syllabus should not be asked.
5. Number of questions should be within the limits so that the students are able to answer all the questions within the prescribed time.
6. Questions should be carefully set in such a way that essay type questions do not appear in paragraph type questions.
7. Allocation of marks also should be reasonable.
8. All types of questions should be given equal importance. Concentrating on short questions alone and not an essay type questions will not prove to be a good test. Such type of tests cannot prove the real ability of the students.

7.9 PREPARATION OF BLUEPRINT

Blue print is the design of a test and it should be prepared before conducting any test. Hence the design depends on,

- The coverage of the content and course objectives
- Determination of the type of question and the weightage of question.
  The tentative design is stated in operational terms in the form of a Blue print which contains detailed information on

the item-wise distribution of marks on the following aspects.

1. Selection and weightage to objectives

S.No	Objectives	Marks allotted	Percentage
1.	Knowledge	12	24
2.	Understanding	15	30
3.	Application	15	30
4.	Skill	08	16

2. Selection and weightage of contents

S.No	Content	Marks allotted	Percentage
1.	Prose	20	40
2.	Poetry	10	20
3.	Grammar	15	30
4.	Supplementary Reader	5	10

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Selection and weightage to the type of questions

S.No	Question type	Marks allotted	Percentage
1.	Objective	19	38
2.	Short answer	06	12
3.	Essay	25	50

3

Objectives Content	Knowledge			Understanding			Application			Skill			Total
	O	SA	E	O	SA	E	O	SA	E	O	SA	E	
1.Prose	1(3)			1(4)			1(3)		5(1)			5(1)	20
2.Poetry			5(1)				1(2)			1(3)			
3.Grammer	1(4)				2(3)				5(1)				10
4.Supplementary Reader						5(1)							15
													5
Total	12			15			15			8			50

4. Blue Print: It is a plan for constructing a question paper for the test.

Note: The numbers within brackets shows the number of question.

Check Your Progress –3

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

6. What is a Blue print?

7.10 LET US SUM UP

In this unit you have studied in detail about the basic concepts of measurement, evaluation and a test. The qualities of good test has been described in detail. Preparation of blue print with a model has also been explained clearly in this unit. Keeping the above points in mind the English teacher is expected to conduct a good English test.

7.11 UNIT END EXERCISES

- When will you say a test is reliable?
- What does validity refer to?
- Explain the three aspects while designing blue print.
- Describe the construction of a good test.
- What does aptitude test measure?
- Differentiate measurement and evaluation.

- Prepare a question paper for eighth Standard English subject.
- Discuss the classification of achievement tests and find out which will suit for your class room.

7.12 ANSWERS TO CHECK YOUR PROGRESS

1. Formative Evaluation and Summative Evaluation.

2. Face Validity, Content Validity, Concurrent Validity, Construct Validity and

Predictive Validity.

3. A test is a procedure for measuring ability, knowledge developed during a

course of learning by experience.

4.Teacher made test and Standardized test.

5. Test of English as a foreign language.

6. Blue print is a design of a test.

7.13 SUGGESTED READINGS

Singh, Rajinder, (2006): Teaching of English, Lotus Press, and New Delhi.

Sarala, M.M.O, Rao, (2006): Techniques of Teaching English, Sonali Publication, New Delhi.

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UNIT 8 - ROLE OF MOTHER-TONGUE IN TEACHING ENGLISH

STRUCTURES

8.1   INTRODUCTION
8.2   OBJRCTIVES
8.3   USE OF THE MOTHER-TONGUE IN THE ENGLISH CLASS
8.4   DIFFERENCE BETWEEN LEARNING THE MOTHER-TONGUE AND THE OTHER TONGUE
8.5   ARGUMENTS AGAINST THE USE OF MOTHER-TONGUE
8.6   WHEN TO USE THE MOTHER-TONGUE
       8.6.1   Practical ideas for the teachers of English
8.7   LET US SUM UP
8.8   UNIT END EXERSICES
8.9   ANSWERS TO CHECK YOUR PROGRESS
8.10   SUGGESSTED READING

8.1 INTRODUCTION

Humans may be regarded as homologous because they alone can speak. A child acquires the ability to speak his mother tongue at the age of three, is the great wonder of creation. As teachers, learners and researchers in a second language, namely, English, what is the need of the acquisition of the first language? There are similarities as well as differences between first language acquisition and second language learning. Children enjoy learning and feel no strain when they learn anything in their mother tongue.

8.2 OBJECTIVES

At the end of this unit, you will be able to:

- Learn the role of mother-tongue in teaching English
- Use of mother tongue in the English class
- Understand the difference between learning the mother tongue and   the other tongue
- Learn when to use the mother tongue

8.3 USE OF MOTHER TONGUE IN THE ENGLISH CLASS

There is a great teaching of a controversy over the issue of implementing mother tongue in the teaching of a foreign language.

Mother tongue is otherwise called as Language I.   Many argue that the use of mother tongue is necessary to teach English for the Indian learners. Opposing their views, others feel that English cannot be learn effectively by the use of mother tongue where it will interfere to a large extent. Grammar translation method is widely used method to teach English in our country. Here everything is translated into mother tongue and English is learnt through this. But many scholars and psychologists of the view that foreign languages should be learnt by the learners as they acquire their mother tongue. There should be an atmosphere without any other language's interference, then only the learners will learn the language adequately well, according to this persons. They encouraged direct method which banned mother tongue in the foreign language learning. Later Bilingual method was developed which permits the use of mother tongue to some extent. It proved to be good and effective.

Thus, there are various opinions regarding the implication of mother tongue in the teaching methods of English. The proper use of mother tongue will do great things happen in the learning English. So the teacher has to select appropriate method and the use of mother tongue, connecting the situation.

8.4   DIFFERENCE   BETWEEN   LEARNING   THE MOTHER TONGUE AND   THE OTHER TONGUE

The learning of the mother tongue differs from learning the foreign language in a number of ways. Some of these points of difference are as follows:

1. The learning of the mother tongue is a **natural process** On the other hand, learning a foreign language is an **artificial process**.
2. If the child does not learn the mother tongue, he **cannot adjust** himself in society. But even if one does not have a good command on the foreign language, he can lead a normal life.
3. The child has the strongest motivation to learn the mother tongue. It is because he wants to express his needs and wants. The child has little motivation to learn the foreign language. The will or the determination to learn the language is not found here.
4. The child learns the mother tongue in a **natural environment**. The foreign language is taught in an **artificial environment**.
5. While learning the mother tongue the child is surrounded by a **number of teachers**. His parents and relatives coax him to learn the correct use of language. More often than not, the child's only contact with the foreign language is in the classroom and that too if the teacher uses it in the classroom regularly.

6. A child uses the mother tongue from the moment he is born. He develops a natural affinity towards it and uses it in every moment of his life. There are a number of holiday in the school and time devoted to the teaching of the foreign language is **limited**.

7. The child learns the mother tongue in situations. The adults point out to certain things and tell the child their names. The child listens to a lot of sentences in the mother tongue and he himself tries to imitate them. Thus he grasps the situation or concepts and the language **simultaneously**.

8. When the child learns the mother tongue, his mind is a clean slate and no other language interferes in his learning process. But when the child learns the foreign language, his habits of the mother tongue interfere with the habits of the new language.

9. The child learns the mother tongue very easily as it is given a good **exposure** and tries to **imitate** language as spoken by the people surrounding him. Whereas the child is exposed to the foreign language only within the **school premises**, that too if the students use it. Hence the child is not provided with ample opportunities to either listen or speak in the foreign language.

8.5 ARGUMENTS AGAINST THE USE OF MOTHER-TONGUE

While learning a foreign language, it is very difficult for the learners to keep the influence of the mother tongue completely apart. The interference of mother tongue makes the foreign language lose its originality, nativity and beauty. We can easily find out the mother tongue of Indian speakers of English by their unique way of pronouncing style. For example, the people who like have Malayalam as their mother tongue pronounce the 'o' sound as it is in such words like office, auto-rikshaw etc. Like that Telugu nativity speakers end English words 'u' sound.

Most of all the Indian languages are phonetic languages, i.e. the spoken system and written system are the same. A letter stands for only an unique sound in these languages. But English is not a phonetic language. So the learners find difficulties. Moreover a few consonants sounds of English are not found in Tamil. This creates problems for learners. For example, they pronounce 's' and 'sh' sound alike.

The sentence patterns of English and Tamil are quite different. In Tamil we use, subject, object and verb pattern but in English it ia subject, verb and object. So the learners at times confuse themselves while speaking and writing in English. Like this, many sentence patterns are different. This makes the English learners to make mistakes in the usage of the foreign language.

The interference of mother tongue has to be gradually decreased and eliminated through proper practice. Listening to the speeches of native speakers of English will be helpful to achieve this. Watching English movies, BBC news, books written by the English people ets. Can be utilized well this regard.

Transfer is of great use in Language learning when a conscious effort to point out similarities and dissimilarities in two languages is attempted. The transfer of rules can be helpful for a learners to compare and analyse the same aspects of two languages. Thorndike's theory of identical elements stated that transfer was possible from one situation ti another to the extent that the same elements or components are found in different situations. These may be in the form of content or technique.

A learner of English can transfer his knowledge of mother tongue to acquire the foreign language items. Especially in the learning of meaning and basic structures transfer made a good deal.

8.6 WHEN TO USE THE MOTHER-TONGUE

Knowing when to use the mother tongue and when to use English in a classroom is one of the hardest decisions to make. In the past, many writers have recommended that teachers should only use English – that the mother tongue, in other words, should not be allowed. This is not a view we take, especially for young learners. Firstly, it is impossible to learn anything unless you relate it to what you already know. This means that children will always translate even if we tell them not to. It is important, then, that we make sure they have the correct translation. The old argument about 'encouraging them to think in English' is only really feasible when they have enough language in which to think. For primary school children, this is unlikely to be the case with a foreign language for a very long time. Secondly, it is important that the children have a sense of security in the classroom that they feel they can ask for help, explain problems, say how they feel, and so on. They will only do this in the mother tongue. Thirdly, using the mother tongue means that it is possible to do more interesting work and more complex types of activities.

There is, of course, a danger in this – that the children will hear very little English. Every situation is unique, but a general principle might be to try to use English as much as possible – without producing confused, worried or bored learners.

8.6.1 Practical ideas for the teachers of English

• Give instructions in English, but repeat them in the mother tongue. After a while, you could give an English instruction and get the

children to say it in the mother tongue, so that you know they have understood.

• Give instructions in English, but try to use as much gesture as possible to make the meaning clear. In the craft activities, for example, the children can hear an instruction in English and see what it means.

• Give instructions in English, but allow time for the children to 'process' the language before you give another instruction. Comprehension is improved by giving the children time between statements, not by speaking more slowly.

• Only use the mother tongue at certain times. For example, when you are previewing or when you are helping the children to understand something new.

• Try to use the same language again and again. The 'Classroom language' section in the teaching notes for each unit gives examples.

• Teach the children the meaning of classroom language that you will use a lot. For example: Work in pairs. Open your book. Listen and follow. You could put a poster on the wall with common phrases that you use, and their meanings. When you give an instruction, you can then point to the poster at the same time.

• Teach the children some phrases that they can use.

For example: I don't understand. Please say it again. I can't hear. What's the English for …..?

Check Your Progress –I

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

1. What is LI?

2. Which is playing an important role in determining the learning?

8.7 LET US SUM UP

In this unit you have studied about therole of mother tongue in teaching English in the class room, the uses of mother tongue in the English class, differences between learning the mother tongue and the other tongue and also the various Practical ideas for the teachers of English. As teachers What we need to do is make the 'students' of

syllabus and teaching- based learning more like the varied natural language learning situations which we know of.

8.8 UNIT END EXERCISES

- What is the role of mother tongue in teaching English in the class room?
- Write down the uses of mother tongue in the English class
- Describe thedifferences between learning the mother tongue and   the other tongue
- Discuss the Practical ideas for the teachers of English.
- Take a note of what language did each of the sexes tries to learn faster than the other in your class room.
- Discuss why there is the differences in learning second language among boys and girls.

8.9 ANSWERS TO CHECK YOUR PROGRESS

1. The language that a child learns first usually the mother tongue is called as Language I.
2. The Environment.

8.10 SUGGESTED READINGS

1. Burstall C. (1975): Factors affecting foreign language learning.
2. Gardner R.C. and Lambert W.E. (1972). Attitudes and Motivation in second language learning. Mass: Newbury House Rowley.

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UNIT 9

LISTENING COMPREHENSION-I

STRUCTURES

9.1 INTRODUCTION

According to the Webster's Dictionary 'Listen' means 'to hear with attention'. Listening is an active skill because it involves decoding a message and understanding it. Moreover, the listener has to indicate by his response if he has understood the message. Listening is an important component of the language teaching syllabus.

9.2 OBJECTIVES

At the end of this unit, you will be able to:

- Understand the Sub Skills of Listening
- Integrate the three phases of Listening
- Familiarize yourself with different kinds of listening materials

9.3 SUB SKILLS OF LISTENING

The sub skills of listening make the learners of a language listen to good models of spoken English. The sub skills of listening are

broadly classified into two as listening for perception and listening for comprehension.

9.3.1 Listening for perception

Listening for perception is a part of extensive listening. When we are engaged in hearing a part of some description, it is said to be extensive listening. Perception is a process by which one becomes aware of changes through the senses. If a person listen a speech to perceive something, it is said to be as listening for perception. It implies exposure to a wide variety of sounds and structures. Listening for perception is a sub skills meant to acquire information.

9.3.2 Listening for comprehension

Listening for comprehension is a part of intensive listening. When we are engaged in listening to the details of some description. It is said to be intensive listening. Comprehension understands something. So one listens intensively to understand the speeches. For example, if a student listens to his teacher, when he/she is lecturing, it is said to be as listening for comprehension.

9.4 THE THREE PHASES OF LISTENING

There are three phases of listening:

1) The initial phase,

2) The middle phase,

3) The final phase.

9.4.1 The initial Phase

The child gradually develops the skill of listening to various sounds and differentiates them. The child listens to the sounds of various persons and birds or animals and tries to imitate them. It slowly comprehend the words spoken to it. In this phase, the child should be made listen to rhythmic, rhyme, and musical sounds. Speeches sounds are taught to it with minimal pairs (sun: fun, cat: rat etc). The child should also be made able to comprehend the instructions given to it like 'stand', 'open' the 'door' etc.

9.4.2 The middle phase

In this phase, the child is grown up to the boyhood level. In this stage, the boy is able to understand continuous speech. He understands conversation and interacts with those who converse with him. The unfamiliar words and sentences are comprehended by the boy. He analyses the statements spoken to him and answer accordingly. Thus he develops intent listening and critical listening.

9.4.3 The final phase

In this phase, the skill of listening attains it zenith. The person develops the skill of intensive and extensive listening. He is able to find out the mood of the speaker by simply listening to the speaker's words. Moreover, the listener analyses the words spoken to him. Continues and even rapid speeches are also comprehended by the listener at this phase. The running commentaries are well understood by the listener.

Check Your Progress –I

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

1. Name the two sub skills of listening.

2. What are three phases of listening?

9.5 LISTENING MATERIAL

When the students begin to learn a second language, they hear mainly through their ears. The teacher should speak the target language effectively in the class, so that the children get proper exposure to listen the language. Hence the teachers have to provide them with hand full of listening experiences. There are three kinds of listening materials such as:

- Listening to specific information (**Authentic Listening materials**)
- Listening to deduce meaning (**Recorded Listening materials**)
- Listening to infer opinion and attitude (**Live Listening materials**)

9.5.1 Listening to specific information

When we listen to the speaker with a specific purpose or intention of knowing the details, it may be termed as 'focused listening'. We observe focused listening mostly in classroom teaching. In focused listening, the information or message that the pupils are going to listen will be known to them before hand; and thereby they pay more attention towards the details of the information from what they listen.

9.5.2 Listening to deduce meaning

This type of listening is otherwise known as Therapeutic listening. It enables the listener to grasp the meaning conveyed by the message externally without evaluating or judging it.

9.5.3 Listening to infer opinion and attitude

Discriminative listening develops in the listener logical thinking and makes him get the feeling of argument. It enables the listener distinguish facts from opinion. Critical listening helps the listener to evaluate a message and then advises him to accept or reject it. Comprehensive listening helps the listener understand a message and leads to follow-up action.

Listening to a tape recorder can be considered as comprehensive listening. Through the tape recorder a listener listens to the recorded voice of an excellent speaker or his own voice. Listening to the tape recorder makes the listener understand the message thoroughly. He can learn the correct mode of speech. By listening to his own voice he can correct his mistakes.

Check Your Progress –2

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

1. Name the three kinds of listening materials

9.6 LET US SUM UP

In this unit you have studied in detail about the sub skills of listening and the kinds of sub skills of listening. In addition to that we studied the three phases of listening, kinds of listening materials and the usages of listening materials. Thus the teachers can use different kinds of listening materials to develop the skill among the learners. Also they can help students become effective listeners by making them aware of the purpose of developing the skills of the language.

9.7 UNIT END EXERCISES

- Write a short notes on Listening for perception
- Write a short notes on Listening for comprehension
- Explain in detail about the three kinds of listening materials
- Listen the sports news in any one TV channel and make a note of it.

- If you want to become a good orator you must be an effective listener-Discuss.

9.8 ANSWER TO CHECK YOUR PROGRESS

1. Listening for perception and Listening for comprehension.
2. i)The initial phase,
   ii) The middle phase, and
   iii) The final phase.

9.9 SUGGESTED READINGS

Anderson, A. and Lynch, T. (1998): Listening, Oxford University Press, Oxford.

Ur, P. (1984): Teaching Listening Comprehension, Cambridge University Press, Cambridge.

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UNIT 10 - LISTENING COMPREHENSION-II

STRUCTURES

10.1 INTRODUCTION

Listening activities are the tasks for students for practicing listening skill in English. In all these tasks, the teacher directs or facilitates the students.

10.2 OBJECTIVES

At the end of this unit, you will be able to:

- Familiarize yourself with different kinds of listening activities

10.3 LISTENING ACTIVITIES

Listening activities may be divided according to the nature of learners. For example, ear training exercises, dictation of minimal pairs, varying instructions for action, matching exercises etc may be the listening activities for the beginners. Like that, single sentences, completion, blank filling, sequencing, speech models, short recorded conversion etc may be the listening activities for high school level students.

Some other listening activities are briefly explained in the following passages.

10.3.1 Dictation

Dictation is a device of fixing the spellings of words in the memory of the students. Dictation work should be well planned. Careful attention is need to make it more effective and useful. The faults of the students can easily be removed by this method. The teacher must pronounce words very carefully while giving a dictation exercise.

Dictation has the following advantages.

1. Dictation affords mental discipline to the pupils. They are trained to listen attentively and write down faithfully whatever is dictated to them.
2. It promoted the combination of speed, accuracy and beauty in writing.
3. It improves comprehension of languages where it trains the pupils to listen carefully to words spoken at normal conversational speed.

10.3.2 Following a Route

Listening to follow a route comes under intensive listening when we are engaged in listening to the details of some description it is said to be intensive listening. If a person is asking route to locate a place, he has to listen intensively to the speaker to comprehend the words he speaks. If he is not attentive and unaware of the speaker he will never find the place which, he wants to go. So it is important for the listener to have attentive ears as well as mind at times to live a socially full and healthy life. The students must be given such listening activities to improve their skill of such listening.

10.3.3 Listening to a Telephone Call

This is one of the best methods to make the students acquire the skill of listening. This type of listening activity comes under intensive listening. The listener has to listen attentively to the speaker to get information and comprehended it, there may be physical barriers of communication while conversing through telephone. The voice of the speaker may be meek and there may be disturbances caused by external unwanted sounds. Listening to telephone calls develops the power of concentration as well as the speaking ability of the listener. There are some conventional formulate to be followed while speaking through phones. So, listening to phone calls develops the listener the mode of conversation and will soon acquire the skills of expression.

10.3.4 Listening to Commentaries

Cricket commentaries are great source of language development for some people. They continuously concentrate on the speaker to gather information and it helps them develop his language proficiency automatically. Listening to the cricket commentary is the best example of intensive listening, as the listener is engaged in listening to the details of some description. The students may be asked to listen to them. It will help them to develop the skill comprehending long continuous and rapid speech.

10.3.5 Listening to Instructions

It is one of the best listening activities that can be practiced in the classroom. The teachers may give instructions to the students, which they should carry out. Listening to instructions make the students attentively listen to the instructions and carry out the instruction. So, they have to listen to the instruction carefully. It will make them increase their power of concentration. Moreover the analyzing skill is also developed by practicing this listening activity.

10.3.6 Jigsaw Listening

This type of listening make the students concentrate more attentively to the speaker. This type of listening takes place while taking down notes when there is an extempore speech or lecture is going on. While speaking, the speaker may jump from an idea to another and come backs after some time. The listener who takes down notes should be able to correlate the ideas spoken in the former part of the speech. In this type of listening activity, the listener must very attentive. This will help him to improve his observation skill and memory power. The students must be asked to take down notes while giving lectures. This will help their listening skill as writing skill.

Check Your Progress –1

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

1. Name some kinds of listening activities

10.4 LET US SUM UP

In this unit you have studied in detail about the sub skills of listening and the kinds of sub skills of listening. In addition to that we studied the three phases of listening. Thus the teachers can use different kinds of listening activities to develop the skill among the learners. Also they can help students become effective listeners by making them aware of the purpose of developing the skills of the language.

10.5 UNIT END EXERCISES

- Describe how you will plan teaching activities for developing listening skill of students.
- Listen the sports news in any one TV channel and make a note of it.
- Describe different kinds of listening activities in detail.
- If you want to become a good orator you must be an effective listener-Discuss.

10.6 ANSWER TO CHECK YOUR PROGRESS

1. Dictation, Listening to a Telephone Call, Listening to Commentaries etc..

10.7 SUGGESTED READINGS

Anderson, A. and Lynch, T. (1998): Listening, Oxford University Press, Oxford.

Ur, P. (1984): Teaching Listening Comprehension, Cambridge University Press, Cambridge.

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UNIT 11 - SPEAKING SKILLS-I

STRUCTURES

11.1 INTRODUCTION

According to C.C.Fires, "The speech is the language". So, it is important for a language learner to be well-versed in the linguistic skill. Language derives its vitality, sustenance and dynamism from speech. Speaking skill has to be rightly developed among the students.

11.2 OBJECTIVES

At the end of this unit, you will be able to:

- Learn the technique in teaching speaking
- To understand tasks for developing speaking skill
- Learn the technique in improving oral fluency-group I

11.3 TECHNIQUE IN TEACHING SPEAKING

In recent years, more emphasis has been given to oral skills than in the past. The teacher has to give use appropriate techniques to make the students develop their speaking skill. There are various techniques

available for developing speaking skills. Some such important techniques are 1) The conversation class, 2) The topic based discussion class and 3) Task centered fluency practice.

11.3.1 The Conversation Class

It is important for a learner of language to be in the atmosphere where that particular language is in use around him. Then he will imbibe the language automatically and unswervingly. The teacher has to create such an atmosphere in the classroom. For this, this technique of conversation class is an effective tool.

Conversational activity deals with the international aspect of speaking. The teacher has to interact with the students directly or should make the students converse among them. Role play and dialogues are twin activities that can be well employed in this technique. Usually children take immense delight and pleasure in role playing. They show their interest to act the role of different.

Character in a play or story. They assume different roles and talk as if they are actually performing those roles in real life. There may be role play between two or four students. They may be asked to play the role of somebody. For example, two students can assume themselves as a doctor and a patient. They can converse as in real life situation.

Conversation classes should be given prior important in the classroom activity and they should be conducted regularly. Each and every student must be made participate in conversation. The teacher has to speak with the students in such a way that the students have to replay and speak much. If this technique of speaking is properly utilized, it will make great impacts upon the language learners.

11.3.2 The Topic-based Discussion Class

In this technique, the teacher has to announce a topic in the classroom and the students have to discuss over it. Every student has to speak and express his ideas, thoughts and opinions related to the topic. For example, the teacher may, announce the topic, "The importance of English body", the students have to encourage and to express their own views regarding the topic.

The students may be divided into small groups and each group can also be given a separate topic. The students have to discuss in the learning language alone. The teacher has to inspect over the students' involvement. When the students come out with their ideas, they are able to develop their language proficiency. The skill of criticism also improves while the process of discussion is going on.

As the group discussion aims at developing the speaking skill of the students, the teacher has to supervise them that they are not simply while away the time. The teacher should see that all the students are given equal opportunity to speak. This technique develops the student's speaking skill, interactive skill and also critical thinking. In this way this technique is an effective one.

11.3.3 Task-Centered Fluency Practice

It is one of the most effective techniques of teaching speaking in the situational approach. Most of the learners are not able to speak well due to various causes like not much emphasis on this skill, lack of exposure, non –availability of good teachers, death of good books, poor speech habits etc. So, it is important to create a better situation for them to develop this skill of speaking. Task centered fluency practice is one of the best techniques to improve the speech habits of the learners.

In this technique, some tasks are given to the learners that they have ti perform. The learners while performing the task would acquire the skill of conversation and extended talk. For Example, if a student is given a task of making telephone calls and answering them, the students involved in this will develop the skill of speaking and simultaneously they improve their way of talking over a phone. The teacher has to give demonstration, how to converse over phone, what sort of words should be used, greeting leave-taking etc.

In this way, the learner improves his skill of conversation and extended talk. In such a way, this technique of task-centered fluency practice is no way inferior to other techniques.

Check Your Progress –I

Note: a) Space is given below for your answer

      b) Compare your answer with these given at the end of this unit

1. What are various techniques available for developing speaking?

11.4 TASKS FOR DEVELOPING SPEAKING SKILL

There are some important language functions and activities that the learners of a language need to perform which will improve their skill of conversation and extended talk. Such tasks are to be given to the learners for their improvement of language proficiency. Some such tasks for developing speaking skill are the following:

1. Making telephone calls and answering them.
2. Introducing self and others.
3. Greeting friends, superiors, strangers etc.
4. Asking for or giving information.
5. Asking for things in shops, counters, restaurants etc.
6. Asking questions for clarification, advice or help.
7. Expressing opinion or reactions to programmes, plays books or films.
8. Participating in discussion and debates.
9. Describing things, persons or places.
10. Narrating anecdotes, stories etc. and reporting events.

These tasks can be used according to the situation and the number of learners involved in them. According to the number of learners involved,there are three ways such as

a) Individual, b) Pair and c) Group work

11.4.1 Individual

Here an individual student is given a task and asked to perform it. For example, a student can be asked to give a self-introduction or narrate an anecdote or report an event etc. By doing this, the speaking skill of the individual is developed. The listeners also develop their skill.

11.4.2 Pair

Two students are asked to perform a task in this kind. For example, two students are asked to converse over a phone or assume role and perform. In this way, the speaking skill of the students gets improved.

11.4.3 Group work

In this kind separate groups are formed to perform a task. Three for more students may form a group. They may be asked to participate in discussions and debates. This will help them to improve their speaking skill.

Check Your Progress –2

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

2. What are the three ways of task for developing speaking skill?

11.5 IMPROVING ORAL FLUENCY-GROUP I

Oral fluency is essential for a language learner in order to pour out his thoughts flawlessly to others. The skill of expression determines the personality of a person. So, it is important for everyone to improve

their oral fluency. Some of the most effective techniques are briefly explained in the following portions.

11.5.1 Dialogue

By adopting the drill of continuous speech the students are trained to involve themselves in a dialogue unknowingly. Chain drill also improves the speech habit of the students. Dialogue is the best type of technique to teach the spoken language. It is lively because we present the language directly with the words that are used commonly in our everyday life.

Moreover the dialogue accommodates with its framework many features of the spoken language and key structures. The pupil participates actively in the lesson.

The dialogue should be constructed in such a way that the language is relevant to the situation. The vocabulary items should be restricted. The dialogue should not be very long. It must be interesting. The following procedure may be followed in presenting the textual dialogue.

- The teacher introduces the characters and describes the story.
- He acts the dialogue while the pupils listen with their books closed. He reads the dialogue again showing the accompanying visual material to the pupils.
- He repeats the dialogue and the pupils follow it in their books while they listen.
- The pupils repeat the dialogue in chorus after the teacher, without looking at their books.
- The pupils read aloud the dialogue in response to pictorial causes.

The pupils are divided into small groups and they practice the dialogue. They are prepared to act it out.

11.5.2 Role Play

Role Play involves various class room activities, from controlled information gap activities to complex situations. Role Play and simulation have been interpreted in many ways by teachers though simulation involves role play. Role Play is one method of maximizing student talking time and provides variety of interaction which will take the focus of the class away from the teachers. The role play can provide practice in particular language functions within a narrow situation and on the other hand it allows for extended interaction between learners. Examples: Road accident, at the hospital, the invitation etc.

11.5.3 Dramatization

E.V.Gatenby, an ELT expert, writes that a language teacher must not adhere to one method or a few devices he favors but be intensive and make his work interesting to himself and to the learners.

Children like to play with a definite purpose. They enjoy all kinds of physical activity - exploration, construction, imitation etc. In children, there is a desire to be like their elders and to enjoy their experiences. They have a natural tendency to imitate. All these qualities are blessings in disguise for the teacher of English. Exploitation of these tendencies may be resorted to in the form of dramatization.

By dramatization we mean getting students to act out roles while speaking English. This technique is used at the practice and / or production stage. English Readers contain a number of activities under Listening / Speaking section which may be dramatized by first getting the bright students to do it and then by the others.

11.5.4 Play reading

First, the play reading should be done by the teacher. While doing so the teacher has to play the roles of the character in the play. Actually the teacher should mono-act while reading the play itself. Though it is not possible to act while reading itself the modulation of voice is possible while reading the play. The teacher should read it with proper expression so that the students will get an idea it with proper intonation to be adopted, after the reading by the teacher is over the students should be asked to take turns and put themselves in the places of different characters. When they read the play in this way the speaking skill of the students will improve in a tremendous manner. During the time of play reading is interesting the necessary places. Since the act of play reading is interesting the students involve themselves with enthusiasm. Naturally the learning process takes place faster. Fluency in speech is acquired by the students in a remarkable level.

11.5.5 Group Discussion

Suppose there are 60 students in a class. The teacher divides it into 6 or 10 groups. All the groups should be seated in a lawn after the teacher announces the topic for discussion. For each group different types of questions will be set. It is the duty of the group leader to start reading out the first question. One student will tell the answer. If the group leader and other students feel that the answer is right all the student will note it down. If the answer is not right another student will give the answer. Till the right answer is told the discussion will continue. Each group will perform the same task. One note book of each group will be corrected by the teacher. If there are common

mistakes the teacher will explain them. The students correct their own note book with the help of the group leader. This kind of group discussion develops self-confidence among the students. It lessens the burden of the teacher.

11.6 LET US SUM UP

In this unit you have studied in detail about the techniques in teaching speaking skills, tasks for developing speaking skills, its types.

Explain the various techniques available for developing speaking skills in detail.

11.7 UNIT END EXERCISES

- Write down the advantages of Dramatization
- Try out any one of the technique to develop the speaking skill of your class students.
- Role Play is essential for a language learner-Discuss.

11.8 ANSWERS TO CHECK YOUR PROGRESS

1. The conversation class, the topic based discussion class and Task centered fluency practice.

2. Individual, Pair and Group work.

11.9 SUGGESTED READINGS

Anderson, A. and Lynch, T. (1998): Listening, Oxford University Press, Oxford.

Ur, P. (1984): Teaching Listening Comprehension, Cambridge University Press, Cambridge.

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UNIT 12 - SPEAKING SKILLS-II

STRUCTURES

12.1 INTRODUCTION
12.2 OBJECTIVES
12.3 IMPROVING ORAL FLUENCY –Group-2
    12.3.1 Narration
    12.3.2 Description
    12.3.3 Communication Game
    12.3.4 Debate
    12.3.5 Interview
    12.3.6 Extempore Speech
12.4   BARRIERS FOR EFFECTIVE COMMUNICATION
12.5   TESTING SPEAKING
12.6   LET US SUM UP
12.7   UNIT END EXERCISES
12.8   ANSWERS TO CHECK YOUR PROGRESS
12.9   SUGGESTED READINGS

12.1 INTRODUCTION

In order to enable the pupils to speak correctly, the teacher has to give good and sufficient practice in speaking. The teacher has to use appropriate techniques to make the students develop their speaking skill.

12.2 OBJECTIVES

At the end of this unit, you will be able to:

- To improve the skills of oral fluency
- To discuss the barriers for effective communication
- To recognize the methods of Testing Speaking skills.

12.3 IMPROVING ORAL FLUENCY –Group-2

In order to improve oral fluency, there are various techniques available, the teacher has to select the appropriate one and utilize it well for the student's oral proficiency to be developed.

12.3.1 Narration

Narrating an incident is also similar to the act of telling a story. If a matter is described in the form of a story it is known as narration. First the teachers can narrate a known incident and ask the pupils to

repeat. They are able to express the matter very clearly because they narrate a known incident out of their own experience. Their style of speech is natural. Even when they are at home, they can use their fertile imagination about the incident for a critical narration. While narrating an incident the student should be neither fast nor slow. The listener's attention should be arrested and the narrator's way of expression should be clear. Narration should find a place in the class schedule to improve the speaking skill of the students. Each student should be given a chance to narrate some incident or other. There is a slight difference between a story and a narration. A story is mostly imagination. Narration can be of true incidents as well as imagined stories. Whatever the case may be, narration makes a student an eloquent speaker.

12.3.2 Description

When a person explains a matter in a detailed manner it is called description. The students should be trained to describe the quality of a person or an object in an elaborate manner. When we describe a thing we are forced to use many number of words. Unless an individual has the speaking skill he cannot describe a matter properly. For describing a particular thing, event or person one should have good memory power. Then only he can describe a thing without leaving even a single detail, Accuracy is very important in description. The students can be asked to describe the experience of an educational tour. Description can be made about anything and everything. If a student acquires the power of description we can be sure that he has become an eloquent speaker. There is no doubt about the fact that description plays a major role in improving the oral fluency of the students.

12.3.3 Communication games

Language games meant for teaching English. As the name suggests, language games are games played by students with the teacher's guidance, of course. These games help students to reinforce the language already learnt. Language games can improve the students 'fluency in listening, speaking, reading and writing. Language games provide the most needed entertainment after some serious teaching – learning session. With some well – planned language games the teacher can recapture the interest of the students rekindle their interest and recharge their imagination.

The teacher divides the class into groups, say four or five groups. For each type of language games he tells the rules to be followed in L1. As and when each group scores a point, he makes a note of it on the blackboard so as to declare the winning group at the end. He tries to develop a healthy competitive spirit among the students.

These are four major types of language games, namely

1. Listening games
2. Speaking games
3. Reading games
4. Writing games

Listening games

1. The teacher says two sentences

They must leave.
They must live.

Students should say whether the sentences are the same or different and award points to one of the groups. They respond by raising their hands if the sentences are the same and keep quiet if they are different. Those who make a mistake are out of the game.

2. The teacher shows an object or draws a picture on the blackboard and says a sentence. If the sentence is relevant, students should respond, say, by raising their hands or else they should keep quiet. These games enhance listening comprehension.

Speaking games: Spelling game

The teacher says a word, say 'book' and asks the class (divided into groups) to say a word beginning with **K** (as an 'anthakshari'). If one group says 'kite', the next group should say a word beginning with e. the group that gives a correct response scores a point. One that gives a wrong answer loses a point.

Busy Bee

The teacher says a word, say 'come' and asks each group to say a word beginning with 'c'. This game ends when a group fails to say a word beginning with 'c'. Each correct answer fetches the group one mark.

The ladder

In this game the teacher says the name of an institution, say 'hospital' and asks the class to say words connected with a hospital like doctor, nurse, bed, medicines etc. the group that says a word not relevant to a hospital loses a point. Riddles are also used as listening / speaking games.

Reading games

Read and do. The teacher brings a few slips of paper with some funny commands written on them. Individual students are asked to read each command and act it out. The group whose member makes a mistake loses a point.

Writing games

The teacher writes on the blackboard or says a sentence such as Sita sings songs (each word in the sentence begins with's') and asks students to make similar sentences and write them on loose sheets of paper. Each correct sentence gives the group one point.

Memory (Kim's) game

The teacher spreads on his table a number of small articles like pins, buttons, bangles etc., say about 30 to 40 items. He covers them with a newspaper. He then allows the students to look at them for about a minute and asks them to write the names of those articles at their places in the class. The group that writes the maximum number of words with correct spelling scores five points.

12.3.4   Debates

In a debate, one topic is the main issue. Some choose to speak in its favor and some present their views against it. There is need of introducing this activity in the classrooms. Even while teaching a lesson the teacher can take the students to a situation where they may debate over the issue. This type of teaching-learning programme will make the students interested in this activity. Gradually the debate may be organized for the whole school, which will be intra-school activity only. Thereafter inter-school competitions of this type may be organized in the school.

Advantages of debates

1. Participation in debates provide the students lot of opportunities for instantaneous thinking and speaking.
2. The students are able to acquire fluency in their spoken English.
3. The students who play the role of audience get the opportunity of listening to the controversial views of the debaters. Listening skill is improved and the students acquire better understanding of the language.
4. Reasoning power is developed.
5. The students get rid of their shyness. There is no hesitation while speaking.
6. They learn to organize their ideas in a systematic way.
7. Overall expression of the students becomes better which ultimately helps in their writings.

12.3.5 Interview

Unlike observation, interview is a formal type of device. Here the teacher as well as the learner knows very well that he is now being assessed. There is face to face direct verbal interaction between the two i.e. the teacher and the learner. While observing a person there is chance for misunderstanding. But in interview there is no chance for misunderstanding. The student talks freely to the teacher and expresses his problems in understanding the lessons. The teacher should enquire the student which area confuses him. The student also should express his difficulty in understanding the particular area of the subject. This type of interview should be conducted at least once in a month. This will help the teacher to guide the pupil in a better manner.

12.3.6 Extempore speech

In order to improve the fluency of the students so many techniques are adopted. Among them, making the students give extempore speech can be considered as the most advanced technique. In lower classes we cannot expect the students to give extempore speeches. In the higher classes we can very well train the students to give extempore speeches by announcing the topic just a few minutes before. Without any preparation the students should be able to speak with their original ideas. In the beginning it may seem to be difficult.

There should be coherence of ideas in their speech. Their speech should be relevant to the topic. The speech should be lively. It should not be in a monotonous tone. The voice of the pupil should be audible. Suitable facial expressions and modulation in the voice will make the speech more impressive. Only in the extempore speech we can expect natural expression. Since the ideas spring up naturally, all the characteristics of an extempore speech will be present in an automatic manner. If the students get enough practice in giving extempore speeches they can manage any kind of situation. Their fluency in the language will help them in the long run. They won't search for words. They can boldly face the persons of high rank. They will get rid of their shyness and lead an independent life. Many people opine that giving extempore speech is possible only for gifted persons. It is not true. As per the maxim "Practice makes man perfect" the students should go on attempting extempore speeches and improve their fluency. Teachers also should encourage the students even if they find it difficult in the beginning.

Check Your Progress –1

Note: a) Space is given below for your answer

        b) Compare your answer with these given at the end of this unit

1. What is dramatization?

2. What are the four major types of language games?

12.4 BARRIES FOR EFFECTIVE COMMUNICATION

Communication will be successful if all the four skills i.e. listening, speaking reading and writing are achieved by an individual. First of all, listening skill should be perfect in a person. The pupil should listen to the way people speak both at home and school. This kind of attitude will pave way for effective communication.

Lack of observation: The students should observe the speech of teachers as well as learned person speeches very keenly. They will have the chance of hearing a lot of expressions which would be exposure of language to them. It is obvious that the people who lack the power of observation will be poor in effective communication.

Lack of sociability: By nature, right from their childhood, some people won't mix with others. Naturally their speaking skill will be less. Since they talk less their fluency will be affected. Lack of sociability is also a barrier for effective communication.

Lack of Word Power: Unless the pupils are well acquainted with the words used in our everyday life they cannot put the right word according to the situation. They will be searching for words.

Lack of Grammatical Knowledge: Poor knowledge of sentence structures also will lead to poor communication. The pupils should be well versed with sentence patterns and usage of tenses. Lack of grammatical knowledge also is a barrier for effective communication.

Lack of reading habit: Reading habit also is quite necessary for developing communicative skill. Unless a person is a good reader he cannot acquire word power. While he reads aloud he is able to get acquainted with correct pronunciation. It is obvious that lack of reading habit is also a barrier for effective communication.

Lack of writing skill: So many communications are made in written form. So many official dealings and personal communications through letters are going on every day. Unless the students have the skill of writing sentences without spelling mistakes and grammar mistakes there is no chance of effective communication.On the whole speaking and writing should be performed without mistakes. Defective language expression is the main barrier of effective communication.

Check Your Progress –2

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

3. Name some of the barriers for effective communication.

12.5 TESTING SPEAKING

Though it is a difficult task to test speaking in large classes, teachers should make it a point to conduct oral tests time to time. This will encourage the students to speak. There are two methods of testing the speaking skill of the students. They are:

1. **Continuous assessment:** a. Marks can be awarded for general willingness and ability to speak in the given oral work concerned with all the lessons.
    b. Marks can be awarded for activities done in class. (E.g. roal play)

   2. **Short oral tests:**The teacher may announce the whole class a set of general topics a few weeks in advance. A model of topics is given below:

   a) Give a speech about your parents.
   b) Talk about the game you like most.
   c) Give a speech about the leader you admire.

On the day of the oral test each student will be asked to speak on any of these topics. Each student will be given 3 minutes time. Marks can be awarded with the following procedure.

   i)   Students who speak with more information and good pronunciation can be awarded 10 marks (5+5) i.e. maximum marks allotted for the test.

ii)   Students who make minor mistakes but communicate their ideas well can be awarded 7 (3+4)

Few more samples of oral tests:

1) Reading the words with different sounds correctly:The teacher writes pairs of words closely related in sound such as sit-seat, pull-pool, and wine-vine. The pupils read the pairs aloud. According to the accuracy in pronunciation marks are awarded.
2) Describing picture: The teacher shows a picture from the reader, and the student says two or three sentences about it. Depending on the expression marks are awarded.

Check Your Progress –3

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

4. What are the two methods of testing the speaking skill?

12.6 LET US SUM UP

In this unit you have studied in detail about the techniques in teaching speaking skills,tasks for developing speaking skills, its types, and techniques for improving oral fluency, the various methods of Communication Games, the Barriers for Effective Communication and the methods of Testing Speaking skills.

Write down the advantages of debates.

12.7 UNIT END EXERCISES

- Explain in detail about the methods of testing the speaking skill of the students.
- How will you develop the speaking skill of your class students.
- Oral fluency is essential for a language learner-Discuss.

12.8 ANSWERS TO CHECK YOUR PROGRESS

1. Enacting a short play or skit is called dramatization.

2. Listening games, speaking games, reading games and writing games.

3. Lack of observation, lack of word power, lack of reading habit etc.

4. Continuous assessment and Short oral tests.

12.9 SUGGESTED READINGS

Anderson, A. and Lynch, T. (1998): Listening, Oxford University Press, Oxford.

Ur, P. (1984): Teaching Listening Comprehension, Cambridge University Press, Cambridge.

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UNIT 13 - READING SKILLS

STRUCTURE

13.1 INTRODUCTION

Learning a language is a skill. It involves the development of four skills among the learners. These skills of language learning are interrelated. The first two skills, namely, listening and speaking are basic or fundamental in language learning. These skills pave the path for learning the other two skills – reading and writing. Out of all these skills, Reading is, perhaps, the most useful skill at the secondary level.

The word, 'reading' implies reading with comprehension. When I say 'I have read this letter', it implies that I have understood the contents of the letter. It is not only the words in the letter that I have read: but I have got the sense that these words are meant to convey.

Reading comprehension involves understanding the meaning of content, vocabulary, structures, concepts and relationships of ideas. In fact, the education of a child is said to be incomplete, when he / she cannot read and comprehend a passage. Indeed, good habits of reading

promote self – confidence among the students and thereby help them develop their personality.

Reading is meant for comprehension which means understanding the meaning of: (a) words and (b) relationship between ideas. At the secondary stage, the main aim of teaching reading English is to enable students to understand what they read.

13.2 OBECTIVES

At the end of this unit, you will be able to:

- Understand the aims of teaching reading.
- Realize the implications of an understanding to develop reading skills in learner.
- Specify the various abilities involved in reading.
- Understand the various skills of reading comprehension'
- Explore some class room activities to develop reading competence.

13.3 AIMS OF TEACHING READING

- To read English with accuracy.
- To read with correct pronunciation.
- To read with fluency.
- To read with understanding.
- To enable pupils to take pleasure in reading.
- To enable pupils to use ideas gained from reading in other situations.
- To enable pupils to from a habit of reading.
- To enable students to read material in English after school life, e.g.., books at university level, correspondence, reports, magazines, newspapers, etc.
- To widen the 'eye-span' which means the number of words that our eye see in one complete movement.

13.4 PROCESS INVOLVED IN TEACHING READING

Reading aloud is a process of identifying the written or printed symbols and translating them into appropriate sound components. These symbols are associated with the objects which they stand for. Thus, 'reading' consists of three important elements, namely, the symbol, the sound and the sense. These three elements of reading can be represented by the three vertices of a triangle as shown hereunder.

Symbol

Sound   **Sense**
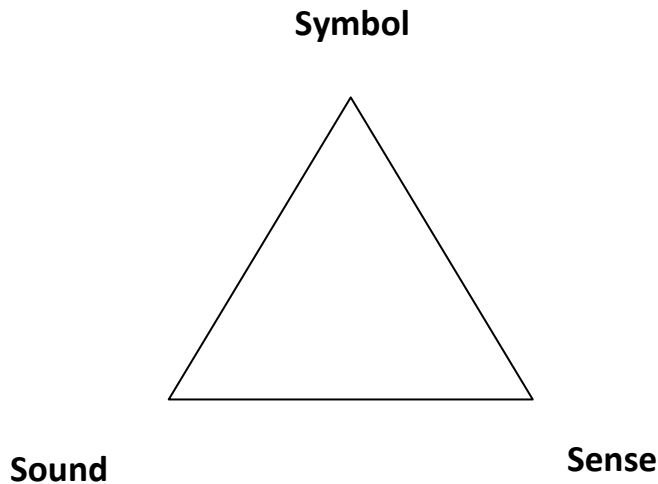
For example, when the child wants to read a word like 'building', he follows all the three stages in reading. First, the child looks at the symbol (the object), translates it into a specific sound pattern that stands for the object and then tries to understand the meaning of the word, 'building'. This is how the child completes the process of 'reading' aloud.

13.5 TYPES OF READING

Depending on the nature and purpose, reading may be classified into various categories:

13.5.1 Reading aloud

Much of the early reading should be reading aloud. It is necessary to ensure that the child associates the spoken word with the printed symbols correctly.

Reading aloud provides practice in good speech habits among the children and gives the teacher an opportunity to find out whether the children can read with correct stress, intonation and punctuation or not. This kind of reading also helps in inculcating among the children the right habits of reading word groups.

13.5.2 Silent reading

Along with the ability to read aloud, the children may be encouraged to read silently. Most of the reading done at the higher stage of learning should be of this kind only.

The purpose of silent reading is to encourage the students to read with comprehension. The speed when one reads silently is more than

that when one reads aloud. This enables the students to read more material in less time when they read silently.

The following are the advantages of silent reading:

- Silent reading keeps the whole class busy.
- It helps the students read at their own pace.
- It prepares the students for independent reading.

13.5.3 Skimming

When we want to get only an overall idea of a passage, we skim. By skimming we can also find if the material is worth reading in detail. We very often do this kind of reading when we read the newspaper. A quick look down the page will indicate the purpose and scope of the material and we can decide on the sections which are of special interest to us.

It may be not possible to say exactly how fast we skim, but the rule of the thumb is that skimming speed is at least twice that of average reading. Comprehension in skimming is kept deliberately low, but not lower than 50%.

13.5.4 Scanning

In the process of scanning we only try to locate specific information and often we do not even read the whole passage to do so. We simply let our eyes move over the text until we find what we are looking for, whether it is a name, or a date.

13.5.5 Intensive reading

Intensive reading or critical reading is done while the students try to gather facts or arrive at some conclusion on the basis of the facts. This is done mostly when the students prepare for the examinations. This kind of reading is done with thinking and comprehension. Hence, it is also known as 'Critical Reading' or 'Reading for Comprehension'.

13.5.6 Extensive reading

Extensive reading is a kind of wide reading based on the large field from where we gather the desired information for the purpose of our survey or report. This is an advanced stage in reading, which emphasizes the expansion of vocabulary and the advanced skills of comprehension. Most of the time, it would be silent reading and it is at this level that the speed of reading begins to increase. The reading at this stage is need-based and hence the reading becomes multi-dimensional in nature. This kind of reading is also known as 'Reading for information'. The students may be encouraged to read

a good number of journals, magazines, newspaper etc., besides the prescriber text books.

ACTIVITY
Scan the newspapers for a number of advertisements.

Check Your Progress - I

Note: a) Space is given below for your answer

   b) Compare your answer with these given at the end of this unit

1. List out any three aims of Teaching Reading.

2. What are the advantages of silent reading?

3. What do you mean by Skimming?

4. What do you mean by Scanning?

13.6 METHODS OF TEACHING READING TO BEGINNERS

There are five main methods of teaching reading:

- Alphabet method.
- Phonetic method.
- Word method.
- Phrase method.
- Sentence method.

13.6.1 Alphabet Method
This method is also known as 'A B C Method' and 'Spelling Method'. It is used in West as well as in East. It was invented by the Greeks and Romans and was used till the end of middle ages. Many teachers still use this method to teach reading.

   The procedure, in short, is like this:
   Letters—words—phrases—sentences.

Advantage:

The advantage of this method is rightly observed by Shanti Sarup, "It gives the child ample opportunity for seeing words correctly written and thereby enables him to build up the essential visual image of words without which correct spelling is impossible."

Limitations:

(i)   This method is difficult and long.

(ii)   It is not pleasant.

(iii)   English alphabet is not complete, because it does not represent all the 45 sounds. It means, the sounds of the names of the letters do not always indicate the pronunciation of words, e.g., 'b' is not pronounced as 'bee' in 'bat'.

(iv)   It does not expand the eye-span, Prof. Welton remarks, "The alphabetic method insists upon a child attending separately to a dog's head, body, legs, tail etc. before allowing it to apprehend and name the animal as a whole."

(v)   It promotes cramming.

(vi)   It neglects perceptual and conceptual learning.

13.6.2 The Phonetic Method

This method is used during the teacher training programmes or courses. In this method, we each the teacher-trainees different phonetic symbols representing various sounds relating to vowels, consonants, diphthongs, semi-vowels, nasals, fricatives etc. If the students learn the phonetic symbols of all the 44 sounds in the English language, they can read the material more meaningfully distinguishing one sound from the other. This method also helps them acquire faster reading.

13.6.3 Word Method

This method is also known as 'look and say Method', 'Global Method' and 'See and say Method. This method is based on following assumptions:

(a) A word has its own characteristic form. It helps the eyes in recognizing it.

(b) The smallest language unit which has a meaning, is word.

(c) The basic units of thought are words.

In word method, the basic unit of teaching reading is word.

Advantages:

(i)   It employs direct method. Therefore, it has all the merits of direct method.

(ii)   Facilitates oral work.

(iii)   Proceeds from simple to complex.

(iv)   Proceeds from concrete to abstract and

(v)   Proceeds from known to unknown principles.

13.6.4 Phrase Method.

This method is a mid-way between word method and sentence method and a bit advanced than word method. Prof.Palmer is the main supporter of this method. It is based on the following assumptions:

(a) Phrases are more interesting than words.

(b) Phrases convey meaning.

(c) At each fixation of eye, a reader recognizes not a word, but a group of words.

(d) Phrases are more suitable units of teaching.

Advantages:

(i)   This method helps in extending eye-span.

(ii)   Since group of words or phrases are recognized at each fixation of eyes, rapid growth in reading has been found.

(iii)   Phrases can be presented with more interesting material aids.

Limitations:

(i)   It has all the limitations of the word method.

(ii)   It is an uneconomical method of mastering words.

(iii)   It places emphasis on meaning rather than on reading.

13.6.5 Sentence Method

This method is just opposite to Alphabetic Method. The unit of teaching in this method is sentence. One of the staunch believers of this method is W.M. Ryburn. It is based on the following assumptions:

(a) The true unit of thought is a sentence not a word.

(b) A sentence is also a unit of speech.

(c) A sentence conveys a complete meaning.

(d) A sentence has a distinctive total sound.

Procedure:

The procedure of this method is mainly like this:

Sentence → Phrases → Words → Letters.

Advantages:

(i) It is a natural as well as a psychological method. This is because sentence is the unit of speech.

(ii) It facilitates speaking.

(iii) According to Anderson and Dearborn, "it presents word by word meaning."

(iv) It supports Gestalt psychology because it starts from whole.

ACTIVITY

With the help of alphabet method make your class students read aloud and record their reading. Discuss the merits and demerits of this method.

13.7 STRATEGIES TO DEVELOPE READING

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge

about the author to make predictions about writing style, vocabulary, and content

- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.

- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.

- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

Check Your Progress –2

Note: a) Space is given below for your answer

   b) Compare your answer with these given at the end of this unit

5. What are five main methods of teaching reading?

6. Write down the other names used for Word method?

13.8 LET US SUM UP

In this unit you have studied in detail about the aims of reading and types of reading. We also discussed about the methods of teaching reading to beginners elaborately. In addition to that we studied the strategies which can help students read more quickly and effectively. If the teachers try some of these activities- it will make reading comprehension a more interesting and enjoyable experience for your students.

13.9 UNIT END EXERCISES

- Describe the types of reading in detail.
- Differentiate between intensive and extensive reading.
- Write down the advantages of Word method.
- Explain the Strategies that can help students read more quickly and effectively.
- Explain the process involved in teaching reading.
- Practice your class students to read their subject closely and in detail for a better understanding using intensive reading.
- Discuss the strategies that suit your class room very much.

13.10 ANSWERS TO CHECK YOUR PROGRESS

1. To read English with

    i. accuracy,
    ii. correct pronunciation and
    iii. fluency.

2. i. silent reading keeps the whole class busy.
    ii.It helps the students read at their own pace.
    iii. It prepares the students for independent reading.

3. Reading the text quickly for main idea.

4. Reading to locate specific information.

5. i. Alphabet method.
    ii. Phonetic method.
    Iii. Word method.
    iv. Phrase method.
    v. Sentence method.

6. Look and Say Method', 'Global Method' and 'See and Say Method.

13.11 SUGGESTED READINGS

Chall, J.S. (1983). Stages of reading Development. New York: M.C. Grew-Hill Book Company.

Grellet, F. (1981). Developing Reading skills. Cambridge University Press. Cambridge.

NOTES

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UNIT 14 - WRITING SKILLS

STRUCTURE

14.1   INTRODUCTION
14.2   OBECTIVES
14.3   MECHANICS OF WRITING
14.4   SUB SKILLS IN WRITING
         14.4.1 Visual perception
         14.4.2 Syntax
         14.4.3 Organization
         14.4.4 Grammar
         14.4.5 Content purpose
         14.4.6 Relevance
14.5   WRITING SKILLS
         14.5.1 Mechanical skills
         14.5.2 Grammatical skills
         14.5.3 Judgment skills
         14.5.4 Discourse skills
14.6   CHARACTERISTICS OF GOOD HANDWRITING
14.7   DEVELOPING GOOD HANDWRITING
14.8   LET US SUM UP
14.9   UNIT END EXERCISES
14.10   ANSWERS TO CHECK YOUR PROGRESS
14.11   SUGGESTED READINGS

14.1 INTRODUCTION

Language is basically a means of communication. The pupils should be taught how to use the language first in speech and then in writing. In the words of Bacon, 'Reading makes a full man and writing an exact man'

Mahatma Gandhi has also emphasized the importance of writing by saying. "Fair and legible handwriting makes a man perfect in all walks of life." In fact, in the words of Bell, "Writings a tool used to enable us to express what is in our mind and for some people is almost as important as speech.' In schools, writing has its own value. S.S.M. Gaudar says, "Writing has an instrumental value in school."

14.2 OBJECTIVES

At the end of this unit, you will be able to:

• Know the various facts of mechanics of writing

- Understand the sub skills of writing
- Understand the characteristics of good handwriting
- To develop the skill of writing good hand writing

14.3 MECHANICS OF WRITING

Knowing how to write letters with right shape and size.

o   Knowing how to give proper spacing between letters, words and lines.
o   Knowing where to use the capitals letters and punctuation marks correctly.
o   Knowing how to coordinate the muscles of the wrist with those of fingers in writing.

Once the pupils are aware of the mechanism of writing, they will be able to write correctly and legibly at a reasonable speed.

14.4 SUB-SKILLS IN WRITING

The language skills of speaking, listening, writing and reading are often divided into sub-skills, which are specific behaviors that language users do in order to be effective in each of the skills. Writing aims at clear and effective communication. In order to achieve this aim, a number of sub-skills in writing are to be developed among the students.

The following are some of the sub-skills in writing.

➢   Visual perception- Spelling and Spacing
➢   Syntax – Word order, Sentence structure
➢   Organization – Selecting the topic, sub-topic etc., and organizing and their agreement.
➢   Content or subject matter – Originality, relevance and clarity
➢   Purpose- Justification and reasons for writing.

The above sub-skills are to be developed among the pupils right from the beginning in order to lay a firm foundation in developing the writing skill.

14.4.1 Visual Perception

Copying or transcription is the first exercise in writing. It helps students in learning spellings, sentence patterns and also acquiring a good handwriting. Students should be asked to note 'b' and'd' o and q in print and also m and w, n and u which used to confuse the students. Letters may be practiced in pairs. X and V, V and W, V and Y, i and j etc. together.

Capital letters of the similar type like E and F, H, I, L, T, C, G, o, Q may be taken up side by side.

14.4.2 Syntax

Syntax is called as sentence structure. The teacher should write down a few sentences on the blackboard and ask the students to substitute the words and thus produce some more sentences of the same structure and pattern. Students may be given a lot of practice in these types of sentences. Practice, orally, would help them in the long run. When they learn this, they can write any type of short story or can attempt a picture composition. The teacher should provide help by correcting their mistakes and order of sentences, if it is noticed that these are not in a proper sequence. Students would thus learn more.

ACTIVITY

Prepare the sixth standard students with a passage of any lesson to identify the sentence structure by their own.

14.4.3 Organization

Organization of thoughts is quite necessary in writing. In speaking we can get sufficient feedback from the hearer to repeat or rephrase a sentence, if necessary to make the message clear. In writing these advantages are not available. In order to compensate for them we have to use punctuation marks, paragraphing, use of capital letters or bold letters, underlining, italicizing, use of various types of sentence connectors, e.g. therefore, however, in other words, in short, to being with, finally etc., use of paragraph headings etc. So the students should be taught all the conventions besides acquiring the ability to write the letters of the alphabet and spell the words.

A person should follow an organized way of writing such as:

a) Write the letters of the alphabet at a reasonable speed.
b) Spell the words correctly.
c) Recall appropriate words and put them in sentences:
d) Use appropriate punctuation marks,
e) Link sentences with appropriate sentence connectors and sequence signals (e.g., pronouns, definite article, etc.)
f) Use the form of words which is appropriate for the subject matter.

14.4.4 Grammar

While writing the sentences the pupils should be aware of correct usage of grammar. After the teaching work of grammar is over the students should be given exercises in writing grammatical sentences.

Up to the upper primary level the basic grammar aspects of punctuation marks are also taught. They include the full stop, the comma, the question mark and the inverted commas. Only the English teacher should take all precautions to include them in his black board writing without fail. Even the substitution tables he uses, must have columns for the marks of punctuation.

This That	is	a	Table Cat Door window	.

Similarly in the secondary classes' sentence structures should be exposed. Exercises concerned with 'sentence patterns', 'change of voice' and 'change of degree' can be taught in the form of substitution table. By dividing into groups' he students can be given exercises on the following topics.

1. Change the voice.
2. Change the form of narration.
3. Convert into negative sentences.
4. Form interrogative sentences.
5. Reading exercises.
6. Translation exercises.
7. Fill in the blanks etc.

14.4.5 Content purpose

Writing for the purpose of subject matter is referred as 'content purpose'. In that sense Dictation exercise can be given to the students for content purpose. After the students have learnt a few sentence structures, a number of words, their pronunciation or sound patterns and have also mastered the spellings of a number of words, this exercise can be taken up. Transformation exercises are to be started before dictation. After the students acquire the confidence of writing, the teacher may take up a dictation exercise.

14.4.6 Relevance

While writing tests or essays or any other item it should have relevance. In the tests, if the students write the answers which are not at all connected with the questions they will lose their marks. Similarly, in essay writing the topic may be about "Computer". If the students write about "Television" however good they are in language style and expression the essay will be meaningless. Relevance to the asked questions and given topics is very important in writing. Logical way of thinking is quite essential in the art of writing.

Even if the writer presents his ideas in simple English it will be appreciated. But lack of coherence and irrelevant wording will make the writing senseless. Relevance is something which has connection with the topic we write about. Starting to write about a particular matter in one sentence will be irrelevant. Relevance plays a vital role in writing. There is no doubt about it.

The following measures will help the pupils in acquiring good handwriting:

(i)   Use of four-lined note-books.
(ii)   Sitting in a proper posture.
(iii)   Having the proper position of desks
(iv)   Using calligraphy note-books.
(v)   Arranging competitions.
(vi)   Showing model handwriting.
(vii)   Checking mistakes.
(viii) Holding the pen properly.
(ix)   Using black-board for difficult words.
(x)   Motivating pupils to find their own mistakes.

Check Your Progress –I

Note: a) Space is given below for your answer

b) Compare your answer with these given at the end of this unit

1. List out some of the sub skills of writing.

2. Write any two measures to acquire good hand writing.

14.5 WRITING SKILLS

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity. Writing is also an art form and therefore subject to personal taste.

14.5.1 Mechanical skills

Many students with learning problems are frustrated in their attempts at written expression because of difficulty with the mechanical skills of writing. Problems with spelling, punctuation, and handwriting may draw attention away from the writer's focus on ideas. A teacher, therefore, needs effective ways of assisting students in overcoming the mechanical skills to write.

14.5.2 Grammatical skills

Comprehension at the sentence level depends upon having good grammatical skills. Grammar is a system of rules that specifies the order in which words can be used in sentences (**syntax**), and how word order is used to convey meaning. Formally, grammar is made up of morphology as well as syntax. Morphology refers to the basic structure of words and the units of meaning (or morphemes) from which they are formed.

For example, the word 'boy' is a single morpheme but the compound word 'cowboy' can be thought of as containing two morphemes, 'cow' and 'boy'. There is therefore an intimate relationship between grammar and meaning and, therefore, comprehension.

Although sentences can be both grammatical and semantically unlikely, for example 'The fish walked to the bus', we will not be concerned with such unusual examples here. More usually, the grammatical structure of a sentence is closely related to its meaning so that different grammatical forms generally take particular semantic roles in the sentence.

Nouns usually refer to agents or objects whereas verbs refer to actions or feelings. In a similar vein, prepositions signify location while adjectives and adverbs are used to describe nouns and verbs respectively.

14.5.3 Judgment skills

Judgment is the skill that is part of Ability to execute group of basic skills. Judgment is the ability to conclude based on facts, in order to make further steps. Judgment is important for managerial and executive positions within all functions. The key behavioral indicators are

- Gathers all relevant information before judgments are made

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- Unbiased in forming judgments

- Considers geographical or cultural differences in considering situations

- Maintains high levels of integrity in making judgments

- Forms judgments on facts and objective data, not opinions

14.5.4 Discourse skills

"Discourse is the way in which language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by who is using it and under what conditions. Language can never be 'neutral' because it bridges our personal and social worlds."

Check Your Progress –2

Note: a) Space is given below for your answer

      b) Compare your answer with these given at the end of this unit

3. What do you mean by judgment skill?

14.6 CHARACTERISTICS OF GOOD HANDWRITING

Good Handwriting is not just drawing. A person may be poor in drawing but good in writing. Handwriting of a person is a unique feature and reveals the personality.

The teacher is supposed to get their students to learn the different characteristics of good handwriting and try to improve their handwriting.

The following are some of the important characteristics of good handwriting.

i) **Distinctiveness**

Each letter in the English alphabet has a characteristic form of its own and and hence it should stand distinctively from its neighboring letters. It should not resemble any other letter in shape or form.

ii) **Legibility**

Legible handwriting is like an ornament to the document. In the words of Bell, "Illegible handwriting in a young man or a woman is a sign of an untidy and careless mind". Gandhi has said, "Bad handwriting is a symbol of imperfect education." In order to bring about legibility in

the handwriting of the pupils, the teacher should pay special attention to the five aspects of cursive writing – letter shape, spacing, alignment, regularity of slant and quality of stroke.

iii) **Simplicity**

The writing of the students should be simple and neat. Simplicity implies that there should not be any unnecessary ornamentation or extra flourishing of the letters.

iv) **Uniformity**

The letters in each line should be uniform in size. There should be a consistent proportion between the height and breadth of these letters.

v) **Spacing**

There should be proper spacing between the letters in a word, the words in a line and the lines in a paragraph. We should leave proper space between one word and the other, after a comma and after a full stop.

vi) **Capitalization and punctuation**

Capital letters should be used where necessary. Similarly, punctuation marks should be used, without fail.

vii) **Speed**

The student may be encouraged to write legibly and correctly at reasonable speed.

14.7 DEVELOPING GOOD HANDWRITING

According to bell, "Writing is a difficult art; it requires complete control of the muscles of the hand and wrist and this control a small child does not naturally possess." So, there is need to teach writing English. It involves the following:

(i)   Teaching to develop the skill of controlling the small muscles of the fingers and the wrist, while writing.

(ii)   Teaching coordination of hand and eye.

(iii) Getting students do various exercises in written work.

To develop a good hand writing the following steps should be kept in mind.

1. Choose your pen carefully.
2. Get a grip.
3. Sort your posture.
4. Put your shoulder into it.
5. Swap your air guitar for an air pen.
6. Bust out some shapes.
7. Practice whenever you can.

Check Your Progress –3

Note: a) Space is given below for your answer

   b) Compare your answer with these given at the end of this unit

4. Name some of the characteristics of good hand writing.

5. List out any two important steps to develop good hand writing.

14.8 LET US SUM UP

In this unit you have studied in detail about the mechanic skills of writing, the sub skills of writing. The characteristics of good hand writing and how to develop a good hand writing among the school students have been dealt clearly. Teachers who seek to systematically develop the writing skill of their students do not make written work a random. Instead, they choose a variety of written tasks that would be meaningful and motivating for the class and then teach the skills that are required or those varieties.

14.9 UNIT END EXERCISES

- Write a short note on mechanics of writing.
- Explain in detail about any two sub skills of writing.
- What is grammatical skills?
- Describe thedifferent characteristics of good handwriting.
- Observe your student's way of writing composition in the sixth, seventh and ninth standard. Find out their mistakes and correct them regularly.
- Ask them to write the question answers in the four lines note book to develop goodhand writing.
- Writing Aims at clear and effective communication-Discuss.

14.10 ANSWERS TO CHECK YOUR PROGRESS

1. Visual perception, Syntax, Organization etc.

2. Use of four-lined note-books, sitting in a proper posture.

3. Judgment is the skill that is part of Ability to execute group of basic skills.

4. Legibility, Simplicity, Uniformity, Spacing etc.

5. Choose your pen carefully, Get a grip.

14.11 SUGGESTED READINGS

Radhskrishnan Pillai, Rajeevan K. & Bhaskaran Nair. (1990). Written English for you. Madras: Emerald.
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