

B.Ed. First Year

GEDE - 10

TEACHING OF ENGLISH



मध्यप्रदेश भोज (मुक्त) विश्वविद्यालय – भोपाल

MADHYA PRADESH BHOJ (OPEN) UNIVERSITY - BHOPAL

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Assistant Professor
Madhyanchal University, Bhopal (M.P.)
2. Dr. Ramakar Raijada
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Regional Institute of Education
NCERT, Bhopal (M.P.)
3. Dr. Tanuja Khan
Assistant Professor
BSSS College, Bhopal (M.P.)



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4. Dr. Pushpita Rajawat
Assistant Professor
Madhyanchal University, Bhopal (M.P.)
5. Dr. Ramakar Raijada
Professor
Regional Institute of Education
NCERT, Bhopal (M.P.)
6. Dr. Tanuja Khan
Assistant Professor
BSSS College, Bhopal (M.P.)



COURSE WRITERS

Deb Dulal Halder, Assistant Professor, Department of English, Kirori Mal College, University of Delhi
Units (1, 3.0-3.1, 3.4-3.8, 4.0-4.1, 4.7-4.11, 6.0-6.1, 6.2, 6.3, 6.5, 6.6-6.10, 7.0-7.3, 7.5-7.9, 8.0-8.1, 8.4-8.8, 9.0-9.2, 9.4-9.8, 10, 11.0-11.1, 11.3, 11.4, 11.6-11.10, 14.0-14.1, 14.10-14.14, 16.0-16.1, 16.2, 16.4, 16.6-16.10)

Dr. Neetu Mishra Shukla, Asst. Professor (Grade - III) Amity Institute of Education AMITY University, NOIDA
Units (2, 3.2-3.3, 4.3-4.6, 6.4, 7.3.1, 8.2, 9.3, 12, 13, 14.9)

Dr. Jasim Ahmad, Professor of Education, IASE, F/O Education, Jamia Millia Islamia, New Delhi

Dr. Aerum Khan, Assistant Professor, Jamia Millia Islamia, New Delhi
Units (4.2, 16.3)

Dr T Beena, Asst Prof-II, Amity Institute of Behavioural and Allied Science, Amity University, Uttar Pradesh
Units (5, 7.4, 8.3, 11.2, 11.5, 14.8, 16.5)

JC Aggarwal, Deputy Director of Education (Retd) Directorate of Education, Delhi
Units (14.2-14.7)

Dr. Harjot K. Dhatt, Assistant Professor Department of Education Oriental College of Education, Navi Mumbai
Unit (15)

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Regd. Office: A-27, 2nd Floor, Mohan Co-operative Industrial Estate, New Delhi 1100 44

• Website: www.vikaspublishing.com • Email: helpline@vikaspublishing.com

SYLLABI-BOOK MAPPING TABLE

Teaching of English

Syllabi	Mapping in Book
BLOCK-1 UNDERSTANDING LANGUAGE, PLACE OF ENGLISH MULTI-LINGUAL SOCIETY AND ITS TEACHING Unit-1: Language: Concept, its Nature and Characteristics. Unit-2: Place of English in Indian Multi-lingual Society, its aims and objectives Unit-3: Principles and Maxims of Language Teaching, Teaching and Learning English as a Second Language Unit-4: Writing Objectives in Behavioural Terms, Teaching of Prose, Poetry, Grammar, Composition and Narratives of Events/Issues.	Unit-1: Language (Pages 3-16); Unit-2: Place of English in India (Pages 17-34); Unit-3: Principles of Language Teaching (Pages 35-44); Unit-4: Teaching of Various Aspects of English (Pages 45-95)
BLOCK-2 METHODS AND APPROACHES Unit-1: Method and Approach: Meaning, Importance and Difference between method and approach Unit-2: Major methods of Teaching English: Grammar-Translation Method, Direct Method, Bilingual Method and Audio-Lingual Method Unit-3: Major Approaches Teaching English: Structural Approach, Situational Approach, Communicative Approach and Constructive Approach Unit-4: Methods of teaching Words, Consultation & Uses of Dictionary and Encyclopedia and Journals	Unit-5: Methods and Approach (Pages 97-114); Unit-6: Major Methods of Teaching English (Pages 115-135); Unit-7: Major Approaches Teaching English (Pages 137-156); Unit-8: Teaching of Words and Use of Related Aids (Pages 157-170)
BLOCK-3 FOUR BASIC LANGUAGE SKILLS AND LESSON PLANNING Unit-1: Listening and Speaking: Concept, Significance and activities to develop listening and Speaking Unit-2: Reading: Concept and Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Key word Reading). Unit-3: Writing: Types of Composition (Guided, Free and Creative), Paragraph Writing, Letter Writing (Formal, Informal) Evaluating Compositions Unit-4: Lesson Plans: Meaning and Importance	Unit-9: Listening and Speaking (Pages 171-186); Unit-10: Reading (Pages 187-192); Unit-11: Writing (Pages 193-210); Unit-12: Lesson Plan (Pages 211-228)

BLOCK-4 LEARNING ENGLISH AND THROUGH INSTRUCTIONAL MATERIAL, DIFFERENT AIDS, MEDIA AND ICT

Unit-1: Instructional Material: Meaning and Importance, Principles of selecting appropriate Material

Unit-2: Uses of Chalk Board, Television, Tape recorder, Radio, Linguaphone, OHP Computer and Language Laboratory

Unit-3: Evaluation: Concept, Difference between evaluation and measurement, CCE and its significance, Basic principles of Evaluation

Unit 4: Development of Good Test Item, Oral and Written Test, Development of Blue-print and Achievement Test

Unit-13: Instructional Material
(Pages 229-236);

Unit-14: Audio-Visual Aids
(Pages 237-262);

Unit-15: Evaluation
(Pages 263-278);

Unit-16: Testing
(Pages 279-294)

CONTENTS

BLOCK I: UNDERSTANDING LANGUAGE, PLACE OF ENGLISH MULTI-LINGUAL SOCIETY AND ITS TEACHING

UNIT 1 LANGUAGE 3-16

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Concept and Nature of Language
- 1.3 Characteristics of Language
- 1.4 Answers to 'Check Your Progress'
- 1.5 Summary
- 1.6 Key Terms
- 1.7 Self-Assessment Questions and Exercises
- 1.8 Further Reading

UNIT 2 PLACE OF ENGLISH IN INDIA 17-34

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Place of English in Indian Multi-Lingual Society
- 2.3 Aims and Objectives
- 2.4 Answers to 'Check Your Progress'
- 2.5 Summary
- 2.6 Key Terms
- 2.7 Self-Assessment Questions and Exercises
- 2.8 Further Reading

UNIT 3 PRINCIPLES OF LANGUAGE TEACHING 35-44

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Principles and Maxims of Language Teaching
 - 3.2.1 Psychological Principles
- 3.3 Teaching and Learning English as a Second Language
- 3.4 Answers to 'Check Your Progress'
- 3.5 Summary
- 3.6 Key Terms
- 3.7 Self-Assessment Questions and Exercises
- 3.8 Further Reading

UNIT 4 TEACHING OF VARIOUS ASPECTS OF ENGLISH 45-95

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Writing Objectives in Behavioural Terms
 - 4.2.1 Cognitive Domain
 - 4.2.2 Affective Domain and Formulation of Specific Objectives
 - 4.2.3 Psychomotor Domain
- 4.3 Teaching of Prose
- 4.4 Teaching of Poetry

- 4.5 Teaching of Grammar
- 4.6 Teaching of Composition and Narratives of Events/Issues
- 4.7 Answers to ‘Check Your Progress’
- 4.8 Summary
- 4.9 Key Terms
- 4.10 Self-Assessment Questions and Exercises
- 4.11 Further Reading

BLOCK II: METHODS AND APPROACHES

UNIT 5 METHODS AND APPROACH 97-114

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Meaning, Importance and Difference Between Method and Approach
 - 5.2.1 Approaches of Teaching
 - 5.2.2 Methods of Teaching
- 5.3 Answers to ‘Check Your Progress’
- 5.4 Summary
- 5.5 Key Terms
- 5.6 Self-Assessment Questions and Exercises
- 5.7 Further Reading

UNIT 6 MAJOR METHODS OF TEACHING ENGLISH 115-135

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Grammar-Translation Method
- 6.3 Direct Method
- 6.4 Bilingual Method
- 6.5 Audio-Lingual Method
- 6.6 Answers to ‘Check Your Progress’
- 6.7 Summary
- 6.8 Key Terms
- 6.9 Self-Assessment Questions and Exercises
- 6.10 Further Reading

UNIT 7 MAJOR APPROACHES TEACHING ENGLISH 137-156

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Structural Approach
- 7.3 Situational Approach
- 7.4 Communicative Approach and Constructive Approach
 - 7.4.1 Communicative Approach
 - 7.4.2 Constructive Approach
- 7.5 Answers to ‘Check Your Progress’
- 7.6 Summary
- 7.7 Key Terms
- 7.8 Self-Assessment Questions and Exercises
- 7.9 Further Reading

UNIT 8 TEACHING OF WORDS AND USE OF RELATED AIDS 157-170

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Methods of Teaching Words
- 8.3 Consultation and Uses of Dictionary, Encyclopedia and Journals
- 8.4 Answers to ‘Check Your Progress’
- 8.5 Summary
- 8.6 Key Terms
- 8.7 Self-Assessment Questions and Exercises
- 8.8 Further Reading

BLOCK III: FOUR BASIC LANGUAGE SKILLS AND LESSON PLANNING

UNIT 9 LISTENING AND SPEAKING 171-186

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Concept, Significance and Activities to Develop Listening
- 9.3 Concept, Significance and Activities to Develop Speaking
- 9.4 Answers to ‘Check Your Progress’
- 9.5 Summary
- 9.6 Key Terms
- 9.7 Self-Assessment Questions and Exercises
- 9.8 Further Reading

UNIT 10 READING 187-192

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Reading: Concept
 - 10.2.1 Types of Reading (Loud, Silent, Intensive, Extensive and Supplementary)
 - 10.2.2 Techniques to Increase Speed of Reading (Phrasing, Skimming, Key Word Reading)
- 10.3 Answers to ‘Check Your Progress’
- 10.4 Summary
- 10.5 Key Terms
- 10.6 Self-Assessment Questions and Exercises
- 10.7 Further Reading

UNIT 11 WRITING 193-210

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Types of Composition (Guided, Free and Creative)
- 11.3 Paragraph Writing
- 11.4 Letter Writing (Formal and Informal)
- 11.5 Evaluating Compositions
- 11.6 Answers to ‘Check Your Progress’
- 11.7 Summary
- 11.8 Key Terms
- 11.9 Self-Assessment Questions and Exercises
- 11.10 Further Reading

UNIT 12 LESSON PLAN**211-228**

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Meaning and Importance of Lesson Plans
- 12.3 Answers to 'Check Your Progress'
- 12.4 Summary
- 12.5 Key Terms
- 12.6 Self-Assessment Questions and Exercises
- 12.7 Further Reading

BLOCK IV: LEARNING ENGLISH AND THROUGH INSTRUCTIONAL MATERIAL, DIFFERENT AIDS, MEDIA AND ICT**UNIT 13 INSTRUCTIONAL MATERIAL****229-236**

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Meaning, Importance and Principles of Selecting Appropriate Material
- 13.3 Answers to 'Check Your Progress'
- 13.4 Summary
- 13.5 Key Terms
- 13.6 Self-Assessment Questions and Exercises
- 13.7 Further Reading

UNIT 14 AUDIO-VISUAL AIDS**237-262**

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Meaning of Audio-Visual Aids
- 14.3 Chalk Board
- 14.4 Charts
- 14.5 Epidiascope, Film Strip, Globe, Graphs, Etc
- 14.6 OHP, Tape Recorders and Video Cassettes
- 14.7 Three-Dimensional Aids
- 14.8 Uses of Television, Radio, Linguaphone and Computer
- 14.9 Language Laboratory
- 14.10 Answers to 'Check Your Progress'
- 14.11 Summary
- 14.12 Key Terms
- 14.13 Self-Assessment Questions and Exercises
- 14.14 Further Reading

UNIT 15 EVALUATION**263-278**

- 15.0 Introduction
- 15.1 Objectives
- 15.2 Measurement and Evaluation: Concept and Difference
 - 15.2.1 Basic Principles of Evaluation
- 15.3 CCE and its Significance
- 15.4 Answers to 'Check Your Progress'
- 15.5 Summary

- 15.6 Key Terms
- 15.7 Self-Assessment Questions and Exercises
- 15.8 Further Reading

UNIT 16 TESTING

279-294

- 16.0 Introduction
- 16.1 Objectives
- 16.2 Development of Good Test Item
- 16.3 Different Types of Tests
 - 16.3.1 Teacher Made and Standardized Tests; 16.3.2 Criterion-Referenced vs. Norm-Referenced Tests
 - 16.3.3 Oral and Written Test
- 16.4 Achievement Test
- 16.5 Development of Blueprint
- 16.6 Answers to 'Check Your Progress'
- 16.7 Summary
- 16.8 Key Terms
- 16.9 Self-Assessment Questions and Exercises
- 16.10 Further Reading



INTRODUCTION

English is a widely spoken language today. It has often been referred to as ‘global language’, the lingua franca of the modern era and currently the language most often taught as a second language around the world. With the Information Technology revolution and most software and operating systems being developed in the English language, a new utility for written and oral communication in the English language has emerged. English language has the status of associate official language, but in fact it is one of the most important languages of India. After Hindi, it is the most commonly spoken language in India and probably the most read and written language in India.

The teaching of language comprises various principles and methods used for instruction. One of the most important steps a teacher takes is to understand the learner. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of an appropriate teaching method depends largely on the information or skill that is being taught. It is also influenced by the aptitude and enthusiasm of the students. The teaching of English involves important aspects like pronunciation, vocabulary, Grammar and its structures, reading comprehension, writing and poetry.

This book is divided into sixteen units that follow the self-instruction mode with each unit beginning with an Introduction to the unit, followed by an outline of the Objectives. The detailed content is then presented in a simple but structured manner interspersed with Check Your Progress Questions to test the student’s understanding of the topic. A Summary along with a list of Key Terms and a set of Self-Assessment Questions and Exercises is also provided at the end of each unit for recapitulation.

NOTES



UNIT 1 LANGUAGE

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Concept and Nature of Language
- 1.3 Characteristics of Language
- 1.4 Answers to 'Check Your Progress'
- 1.5 Summary
- 1.6 Key Terms
- 1.7 Self-Assessment Questions and Exercises
- 1.8 Further Reading

NOTES

1.0 INTRODUCTION

A language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. The scientific study of language is called linguistics. Critical examinations of languages, such as the philosophy of language, the relationships between language and thought, and so on, have been debated at least since the time of Plato during ancient Greece. In this unit, we will discuss the concept, nature and characteristics of language.

1.1 OBJECTIVES

After going through this unit, you will be able to:

- Define language
- Discuss the nature of language
- Describe the characteristics of language

1.2 CONCEPT AND NATURE OF LANGUAGE

Language refers to the cognitive faculty of human beings that enables them to learn and use systems of complex communication.

Based on another definition, language is a formal system of symbols that are governed by grammatical rules, which associate specific signs with specific meanings. This definition emphasizes the fact that human languages are governed by rules and, hence, are closed structural systems.

Yet another definition sees language as a system of communication that enables human beings to cooperate with their fellow beings. This definition

NOTES

emphasizes the basic functions of language and the fact that humans need it to express them and for manipulating objects in their own environment.

Human language is different in comparison with other forms of communication, like those used by the animals, essentially as it is stimulus free. Moreover, humans can form an infinite set of utterances through a finite set of elements, and as the symbols and grammatical rules of any particular language are mainly arbitrary, the system can only be used through social interaction and cultural transmission.

Every speech community has a language of its own, which is owned, perceived and recognized for communication by the members of that community. Hence, there are several languages spoken all over the world by different speech communities and cultures. But all human languages have two forms, i.e., the spoken form that consists of sounds and the written form consisting of symbols to represent these sounds.

Language is defined by various scholars in various ways:

- ‘Language is that system by which sounds and meanings are related.’ (Fromkin and Rodman, 1974)
- ‘Language is the most sophisticated and versatile means available to human beings for the communication of meaning.’ (Brown, 1984)
- ‘Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.’ (Sapir, 1921)
- ‘Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory symbols.’ (Hall, 1964)
- Language is a ‘system of sounds, words, patterns etc used by humans to communicate thoughts and feelings.’ (Oxford Advanced Learner’s Dictionary, 1989)
- ‘Language is a patterned system of arbitrary sound signals, characterized by structure dependence, creativity, displacement, duality and cultural transmission.’ (Aitchinson, 1987)

These definitions suggest that it is hard to define language in a singular parameter as it is a complex phenomenon. This complexity of language has attracted the attention of philosophers such as Wittgenstein, Austin, Searde, Grice and others. It has also attracted psychologists such as Piaget, Fodor, Garrett and others, physiologists such as Luria and lenneberg, and even neurosurgeons such as Penfield and Roberts.

Therefore, it is obvious that the study of language in all its aspects is beyond the knowledge of linguistics. This is not a problem of linguistics as all natural sciences have felt the necessity of vigorously delimiting their scope and field of analysis as well.

Salient features of language

You have seen how human languages are different from animal communication in their uniqueness and complexity. Due to these reasons, language has been the focus of attention of philosophers, psychologists, sociologists and, of course linguists, whose preoccupation is naturally with all aspects of language. Human languages display such unique complexities that a simple definition of language is rendered impossible and inadequate. Hence, linguists have devoted much of their focus in analysing the features that distinguish language from other forms of communication. They agree that a language must display the following properties:

- **Duality:** The most striking feature of human language is the fact that it is structured at two distinct levels:
 - o The primary level consisting of units or sounds
 - o The secondary level consisting of elements or words and their meanings

For example, take a simple word like ‘tree’. It consists of three sounds- /t /, /r/ and /ee/ at the primary level. At the secondary level, these three sounds combine to form a word, i.e., /t/ + /r/ + /ee/ = tree, which has a specific meaning. Here, three sounds meaningless in themselves combine to make a perfectly meaningful unit. This is referred to as duality.

A cow has less than ten vocal signals; a chicken has around twenty whereas a fox has over thirty. Dolphins have between twenty and thirty, and so do gorillas and chimpanzees. Most animals can use only one basic sound, i.e., the number of messages an animal can send is limited to the number of basic sounds, or infrequently the basic sounds plus a few simple combinations.

Human languages work in a different manner. Each language has a store of sound units or phonemes that are identical to many basic sounds that are possessed by animals; the average number being between thirty and forty. But every phoneme is meaningless in isolation. It becomes meaningful only when it is merged with other phonemes, i.e., sounds such as f, g, d and o mean nothing separately. They have a meaning only when they are joined together in different ways, like fog, dog and god.

This organization of language in two layers—a layer of sound that combines into a second layer of larger units—is known as duality or double articulation.

- **Arbitrariness:** In any language, the sounds develop first and then arises the need to assign symbols and meanings to them. The sound–symbol–meaning correlation was made totally arbitrarily because there is no direct relationship between a particular sound and its symbol or meaning. This relationship is completely based on convention and cannot be explained in terms of logic and reason. With the exception of some onomatopoeic words like hush, hiss or thud the choice of symbols and meanings for sounds and words was made arbitrarily. It is a term given to choices and actions subject

NOTES

NOTES

to individual will, judgment or preferences that are based solely upon an individual's opinion or discretion.

Arbitrary decisions might not necessarily be the same as random decisions. For instance, during the 1973 oil crisis, Americans were allowed to purchase gasoline only on odd-numbered days if their license plate was odd and on even-numbered days if their license plate was even. The system was quite well defined and not random in its restrictions; however, as license plate numbers are completely unrelated to a person's capability to purchase gasoline, it was still an arbitrary division of people. Similarly, school children are usually organized by their surname in alphabetical order, a non-random but still an arbitrary method, at least in cases where surnames are irrelevant.

- **Productivity:** Since language is stimulus free, it is productive in the sense that its flexibility enables us to produce and interpret a sentence in different ways. For example, if you are hungry, you can make yourself understood in many ways by using verbal as well as non-verbal communication. But if a dog is hungry, it has limited ways of explaining to the master its hunger and the stimulus of hunger has to be present in order to make him act in a certain manner. Noam Chomsky, a well-known linguist, has called this 'the creative aspect of language', which accounts for the infinite length and number of sentences that can be produced by a human being.

Productivity is the measure of output from a production process, per unit of input; for instance labour productivity is basically measured as a ratio of output per labour-hour, an input. Productivity may be thought of as a metric of the technical or engineering efficiency of production. The emphasis of productivity is on quantitative metrics of input, and sometimes output. Productivity is quite distinct from metrics of allocative efficiency, which consider both the monetary value (price) of the goods and the cost of inputs used, and it is also distinct from metrics of profitability, which talks about the difference between revenues that are obtained from output and expenses associated with consumption of inputs.

- **Rule-governed behaviour:** Language is a system that is governed by rules. Thus, learning a language entails the learning of the rules of that language by which an infinite number of sentences can be generated. If the grammar, i.e., the rules of the language, is internalized, an unlimited number of sentences can be formed and explained. For example, sentences in English follow the Subject- Verb-Object (SVO) rule. Hence, it is possible to construct and explain sentences having this pattern – Ram killed the snake, Martin plays football. But any change made in this pattern will lead to the notion of syntactic (structure) and semantic meaning) ungrammaticality.
- **Displacement:** Since human communication is not in response to a stimulus, it has the property of displacement. This enables us to talk about

the past or the future, of things far away and even people who are not present before us. For instance, you can talk about your past experiences and visualize and plan for the future. It is possible for us to refer to somebody who is not present before us at that moment. This property of language also accounts for the fact that human beings can tell lies, imagine or dream of things not seen before. In linguistics, displacement is the ability of human beings to converse about those things that are not immediately present. In 1960, Charles F. Hockett suggested displacement as one of ‘design-features’ distinguishing human language from animal language: apparently, man is quite unique in being capable enough to talk about things that are remote in space or time (or both) and from where the talking goes on. This feature—‘displacement’—quite definitely lacks in the vocal signalling of man’s closest relatives, though it does occur in beedancing.

Honey bees use the waggle dance for communicating the location of source of nectar. The degree of displacement shown in this example is quite limited as compared to human language. A bee can only converse about the location of the most recent food source that it has visited. It cannot tell any idea regarding a food source at a particular point in the past, nor can it analyse about food sources in the future. Along with it, displacement in the waggle dance is strictly restricted due to the language’s lack of creativity and productivity. The bees can describe direction and distance, but it has been experimentally determined that it lacks the sign for ‘above’. It is also unsure about whether bees can communicate about non-existent nectar for the purpose of deception or not.

- **Species specificity:** Language is a phenomenon that is unique to the human species. Linguists have closely studied the language acquisition process and have come to the conclusion that it is related to the natural indices of the brain and that language capacity is ‘generally coded in human beings.’ This led Chomsky to say that ‘all and only human beings are capable of human language’.
- **Discreteness:** Language is a system of sounds and symbols. It makes use of sounds, words and phrases which make up sentences. The written form of language is just an attempt at representing the spoken form with the help of certain symbols. Each word or grammatical construction as well as symbol is distinct from one another. Language comprises discrete units, which are used in combination for creating meaning.
- **Cultural transmission:** Language is culturally transmitted from one generation to another. As a child grows up, he learns the language spoken by those around him. Since it is a social phenomenon, apart from correctness, the notion of appropriateness is also necessary. Particular forms appropriate to particular situations are largely conditioned by the cultural norms of a particular society.

NOTES

NOTES

Besides acquiring the rules of the language, one must have full knowledge of these requirements if he has to master the language. For example, when a person acquires a language, he also learns the usage of certain words or terms and the context in which they can be used.

It is the manner in which a group of people or animals within a society or culture try to learn and pass on some new information. Learning styles are largely influenced by culture socialization of children and young people. The basic aspect of culture is that it is not passed through biologically from the parents to the offspring, but is rather learned through both experience and participation. The procedure by which a child learns about his or her own culture is known as enculturation.

Based on cultural learning, people create, remember and deal with ideas. They learn and apply particular systems of symbolic meaning. Cultures have been compared with sets of control mechanisms, plans, recipes, rules or instructions.

- **Patterning:** Human languages display the property of patterning. They are neither the result of a chance combination of sounds nor used in a random manner. Patterning is involved at both the phonological and the grammatical level. The language items combine with certain specific items and can be replaced by others which fit the pattern. Therefore, language is a complex and intricate network of interlinked elements and the placing of each item depends on the identity of the others. Patterning is of two types:
- **Low-level patterning:** In low-level patterning, the basic unit of the lower level has no meaning at all, whereas words, the basic unit of the higher level, usually have meaning. You can imagine a hypothetical linguistic system in which specific phonemes had special relationships with meanings. However, no human language is like that. You cannot guess the meaning of a word, even in the unclear terms, from the phonemes that constitute it.
- **Higher-level patterning:** The higher level of patterning is fairly dissimilar. For example, the meaning of a clause is largely a product of the meanings of the individual words that it contains. Syntactic rules try to recognize the role of words in a clause, and the relationships between the words.
- **Evolutionary:** All living languages are dynamic, i.e., constantly changing. Everyday new words are being added to the vocabulary depending on the needs of the users. Similarly, usages and meanings of words change with the passage of time. Changes in language keep pace with the changes in society and nature.

Evolutionary linguistics is the scientific study of the origins and development of language. The basic challenge in this research is the insufficient information about empirical data: spoken language specifically leaves no traces. This led to

abandonment of the field for more than an era. Since the late 1980s, the field has been revived due to the progress made in the following related fields:

- Psycholinguistics
- Neurolinguistics
- Evolutionary anthropology
- Evolutionary psychology
- Cognitive science

NOTES

1.3 CHARACTERISTICS OF LANGUAGE

Many studies have gone into figuring out the ways in which language marks the essential identity of human beings and their civilization. Human culture is dependent on language. This is evident from the fact that some scholars view that it is only through language that humanity has come out of the stone age and has developed science, art and technology. Moreover, the basic feature of language is that it is a means of communication. However, language is not merely a tool of communication; it is also the carrier of our culture as human culture finds its expression.

Language is a human element and differs from animal communication in several ways. Language has several characteristics but the following are the most important ones: language is arbitrary, productive, creative, systematic, vocalic, social, non-instinctive and conventional. These characteristics set human language apart from animal communication. Some of these features may be a part of animal communication; yet they do not form part of it completely.

1. **Language is arbitrary:** Arbitrariness is one of the most significant features of human language. Language is perceived to be arbitrary in the sense that there is no inherent relation among the words (morphs) of a language and their meanings or the ideas conveyed by them. We do not know why we call a thing or an idea by the sound or set of sounds (phonemes) that we use for it. There is no reason why a female adult human being be called a ‘woman’ in English, *aurat* in Urdu, *zen* in Persian, and *femine* in French. The concept of arbitrariness where the choice of words selected to mean a particular thing or idea is significant in language. Ferdinand de Saussure, in his famous book, *Course in General Linguistics*, (compiled by his students from his lectures), emphasizes on this feature of language and points out the arbitrariness of human language. Except for the onomatopoeic words (words which carry their sense inherent in them, for example, the snake hisses—the hissing sound connotes its sense), all other words or meaningful sounds of a language are arbitrary.

However, you should keep in mind that once a word (morph, in the sense of a sound or set of sounds) is selected for a particular referent, it remains the same, though we realize that the meaning of words changes over the

NOTES

years. Language has never been constant and has been evolving over the ages with its use. For example, in the eighteenth century, 'whitewash' meant doing make up by women, but over the course of years, the meaning has changed.

2. **Language is social:** As discussed earlier, language is a medium of communication among the members of a particular community. The community is also known as speech community and is bonded in terms of people of that particular community sharing the same language as a means of communication. In that sense, language is a possession of a social group.

It comprises an indispensable set of rules which permits its members to relate, to interact, and to cooperate with each other. Hence, it is a social institution. Language exists in society and is a means of nourishing and developing culture and establishing human relations.

In other words, it can be said that we perform all actions in terms of language. There is nothing nameless that exists in the world. Naming is the way in which we incorporate everything we come across within our cultural purview. Therefore, it can be said that the world exists within language.

3. **Language is symbolic:** Language is used not only for speaking, but also for writing. For each sound or combination of sounds in a particular language, a corresponding symbol is used to denote its meaning. These symbols are arbitrarily chosen (similar to the way sounds are chosen arbitrarily) and conventionally accepted and employed. Words in a language are not mere signs or figures, but symbols of meaning. The intellectual ability of a language depends on the correct interpretation of these symbols. This assumes that society as a whole or the speech community shares certain codes which everybody follows so that the meaning becomes intelligible.
4. **Language is systematic:** Although language is symbolic, its symbols are arranged in a particular system. All languages have their system of arrangement. Every language is a system of systems. They have phonological and grammatical systems, and within each system, there are several subsystems. For example, within the grammatical system, we have morphological and syntactic systems, and within these two subsystems we have systems such as those of plural, of mood, of aspect, of tense. For example, in English, the syntactical word order is subject-verb-object (SVO); globally, English-speaking people use this order. On the other hand, the word syntactical order of Hindi is subject-object-verb (SOV).
5. **Language is vocal:** Language is primarily made up of vocal sounds that are produced only by a physiological articulatory mechanism in the human body. In the beginning, it appeared only as vocal sounds. Writing came much later, as an attempt to represent vocal sounds. Writing is only the

graphic representation of the sounds of the language. Hence, linguists are of the view that speech is primary.

6. **Language is non-instinctive and conventional:** No language was created in a day out of a mutually agreed upon formula by a group of humans. Language is the outcome of evolution and convention. Each generation transmits this convention to the next one. Like all human institutions, languages also change, die, grow and expand. Every language is a convention in a community. It is non-instinctive because it is acquired by human beings. We do not get a language in heritage; we acquire it because we have an innate ability to do so. However, many scholars have doubted the theory of innatism, and consequently, many theories of language acquisition came into existence, which we will discuss when we discuss first language acquisition.
7. **Language is productive and creative:** Language is productive and creative. The structural elements of human language can be combined to produce new utterances, which neither the speaker nor his hearers may ever have made or heard before. Still, both sides understand each other without difficulty. Language changes according to the needs of society.

Finally, language has other characteristics such as duality, which refers to two systems of sound and meaning, displacement, which means the ability to talk across time and space, and humanness. Animals cannot acquire it, and it is universal and refers to the equilibrium across humanity on linguistic grounds, competence and performance. Language is innate and is produced in society. Furthermore, language is culturally transmitted. It is learnt by an individual from his elders, and is transmitted from one generation to another. Thus, using J. Firth's term, language is a 'polysystematic'. It is also open to be studied from multifaceted angles.

Charles F. Hockett: Thirteen design features of language

In his famous study on the difference between human language and animals, Charles F. Hockett talks about thirteen design features of human language which makes it distinct. The thirteen features are as follows:

- The vocal auditory channel is the most obvious of the characteristics of human beings. It is through this channel that sounds are created. The vocal auditory channel is distinct from the other channels such as gesture or the dancing of the bees, etc.
- Rapid fading and broadcast transmission and directional reception are the next two which stem from the physics of sound. These are the unavoidable consequences of the first feature. The sounds that are uttered by humans can be heard for a short period of time; the sound is present in the air for a brief moment before it fades away, similar to any other sound. Therefore, one of the important characteristics of human language is rapid fading.

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- The next feature, broadcast transmission and directional reception, is self explanatory as these two features signify that the speaker intends a particular direction of transmission whenever he creates certain sounds to mean something.

other words, the sounds uttered are meant for a listener and, therefore, have a particular direction.

- Interchangeability and total feedback are the next two important features. As the terms themselves suggest, during interaction, we take turns to speak or share our thoughts, ideas and emotions, as communication is never a one— way process. It requires at least two individuals. Therefore, it is necessary that while interacting, two individuals take turns in communicating.
- Without feedback, no communication is complete, as you can only understand whether he has been understood or not when he receives the feedback. Therefore, interchangeability and feedback becomes important features of human language. The significance of these two features of human language becomes clear when there is a comparison with other systems of communication. In general, a speaker of a language can reproduce any linguistic message that he can understand, while the characteristic courtship motions of the male and female stickleback are different, and neither can act out those appropriate to the other. For that matter, during the process of communication of a mother and an infant, neither is apt to transmit the characteristic signals or to manifest the typical responses of the other. Again, by total feedback, the speaker of a language hears everything that is of linguistic relevance in what he says. Feedback is important, as it makes possible the so-called internalization of communicative behaviour that constitutes at least a major portion of thinking.
- The sixth design feature, known as specialization, refers to the fact that the bodily effort and spreading sound waves of speech serve no function except as signals. A dog, panting with his tongue hanging out, is performing a biologically essential activity, as this is how dogs cool themselves off and maintain their proper body temperature.
- The next feature is semanticity. When a dog is panting, it is not a signal meaning that the dog is feeling hot; it is a part of its systemic ability to maintain its temperature. In language, however, a message triggers the particular result because there are relatively fixed associations among elements in messages (example words) and recurrent features or situations of the world around us.

For example, the English word ‘salt’ means salt, and does not indicate sugar or pepper. In the semantic communicative system, the ties between meaningful message elements and their meanings can be arbitrary and non-arbitrary.

- In language, the ties are arbitrary. Why should we call 'salt' as salt? We have no answer to this question. Between the signifier and the signified, the relationship is that of arbitrariness. This is the next feature of human language.
- The feature of discreteness in the elementary signalling units of a language contrasts with the use of sound effects by way of vocal gesture. There is an effectively continuous scale of degrees to which you may raise his voice such as during times of anger, or lower it to signal confidentiality. Bee-dancing is continuous rather than discrete. Man is apparently almost unique in being able to talk about things that are remote in space and time (or both) from where the talking goes on.
- The next feature, displacement, seems to be definitely lacking in the vocal signalling of man's closest relatives, though it does occur in bee-dancing.
- Another most important feature of language is productivity; it refers to the capacity to say things that have never been said or heard before and yet to be understood by other speakers of the language. If a gibbon makes any vocal sound, it is one or another of a small finite repertory of familiar calls. The gibbon call system can be characterized as closed. Language is open, or productive, in the sense that you can coin new utterances by putting together pieces familiar from old utterances, assembling them by patterns of arrangement also familiar in old utterances.
- Human genes carry the capacity to acquire a language, and probably also a strong capacity to acquire a new language. They also consist of a strong drive towards such acquisition; however, the detailed conventions of any one language are transmitted extragenetically by learning and teaching. To what extent such traditional transmission plays a part in gibbon calls or for other mammalian systems of vocal signals is not known, though in some instances, the uniformity of the sounds made by a species, wherever the species is found over the world, is so great that genetics must be responsible.
- The meaningful elements in any language comprise words that are used in everyday parlance, morphemes to the linguist – constitute an enormous stock. Yet, these are represented by small arrangements of a relatively very small stock of distinguishable sounds which are in themselves wholly meaningless. This duality of patterning is illustrated by English words.

Thus, these thirteen features of the language of the human beings create a distinctive mark which makes us differentiate between the human sound system and animal communication.

As discussed, language has many characteristics which make it unique to human beings. Moreover, language can be used in multifarious ways in different social and cultural settings and in different circumstances. This wide usage leads to immense variation in the use of language. Language varies according to class, gender, region, from person to person, from context to context and so on and so forth. (This aspect of language variation will be dealt with in the next unit). As there

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are multifarious ways of using language and loads of characteristics of language, it is pertinent that language can be studied and is studied from various points of view.

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Check Your Progress

1. What is language?
2. What is the most striking feature of human language?
3. How is language arbitrary?
4. How is language symbolic?

1.4 ANSWERS TO 'CHECK YOUR PROGRESS'

1. Language refers to the cognitive faculty of human beings that enables them to learn and use systems of complex communication.
2. The most striking feature of human language is the fact that it is structured at two distinct levels:
 - The primary level consisting of units or sounds
 - The secondary level consisting of elements or words and their meanings
3. Language is perceived to be arbitrary in the sense that there is no inherent relation among the words (morphs) of a language and their meanings or the ideas conveyed by them.
4. Language is used not only for speaking, but also for writing. For each sound or combination of sounds in a particular language, a corresponding symbol is used to denote its meaning. These symbols are arbitrarily chosen (similar to the way sounds are chosen arbitrarily) and conventionally accepted and employed.

1.5 SUMMARY

- Language refers to the cognitive faculty of human beings that enables them to learn and use systems of complex communication.
- Based on another definition, language is a formal system of symbols that are governed by grammatical rules, which associate specific signs with specific meanings.
- Language has been the focus of attention of philosophers, psychologists, sociologists and, of course linguists, whose preoccupation is naturally with all aspects of language.
- Human languages display such unique complexities that a simple definition of language is rendered impossible and inadequate.
- Language is a system that is governed by rules. Thus, learning a language entails the learning of the rules of that language by which an infinite number of sentences can be generated.

- Language is a phenomenon that is unique to the human species. Linguists have closely studied the language acquisition process and have come to the conclusion that it is related to the natural indices of the brain and that language capacity is ‘generally coded in human beings.’
- Human culture is dependent on language. This is evident from the fact that some scholars view that it is only through language that humanity has come out of the stone age and has developed science, art and technology.
- Language has several characteristics but the following are the most important ones: language is arbitrary, productive, creative, systematic, vocalic, social, non-instinctive and conventional.
- In his famous study on the difference between human language and animals, Charles F. Hockett talks about thirteen design features of human language which makes it distinct.
- Language has many characteristics which make it unique to human beings. Moreover, language can be used in multifarious ways in different social and cultural settings and in different circumstances. This wide usage leads to immense variation in the use of language.

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1.6 KEY TERMS

- **Symbolic:** It means something that is used or seen to represent something.
- **Arbitrary:** It is something that does not seem to be based on any reason or plan.
- **Evolutionary:** It means something relating to the gradual development of something.
- **Cognitive faculty:** It refers to a specific aspect or domain of mental function, such as language, object recognition, or face perception.

1.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Define language.
2. How is language culturally transmitted?

Long-Answer Questions

1. Explain the characteristics of language.
2. Describe the thirteen design features of language as discussed by Charles F. Hockett.

1.8 FURTHER READING

NOTES

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UNIT 2 PLACE OF ENGLISH IN INDIA

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Place of English in Indian Multi-Lingual Society
- 2.3 Aims and Objectives
- 2.4 Answers to 'Check Your Progress'
- 2.5 Summary
- 2.6 Key Terms
- 2.7 Self-Assessment Questions and Exercises
- 2.8 Further Reading

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2.0 INTRODUCTION

English was first introduced in India by the British. Ever since, it has become the medium of education in the country that people associate with status and quality. This is due to its utility in government, business and educational functions. Internationally, it is the language of trade, commerce, politics, and so on. Owing to these factors, its significance cannot be ignored. It is an integral part of the Indian education system to provide students with ample opportunities at all stages in life. In this unit, the present position of English in India has been discussed in addition to the school curriculum of English language and the aims of teaching English.

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the present position of English in India
- Analyze the school curriculum of English Language
- Discuss the aims and objectives of teaching English

2.2 PLACE OF ENGLISH IN INDIAN MULTI-LINGUAL SOCIETY

In the multilingual context, the English language has acquired a special position in India. It is no longer seen as a foreign language, rather it is the associate language in India and its acquisition is a matter of pride in the society. English Language was first introduced by the British in India with the sole purpose of making their administration of this country easier and efficient by harnessing the human resource available. The intentions as expressed by Macaulay were 'to prepare a class of people who will be Indian in their origin but English in their thought, belief and behaviour'.

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After the attainment of independence, drastic change in the outlook of our thinkers and other stakeholders took place with regard to the place of English in the school curriculum. The government of India appointed several commissions, from time to time, to study the whole structure of education and suggest measures for its improvement. The issue of the place of English was of central concern in the reports of these commissions.

English has acquired a special position for itself in this part of the world, in India it enjoys the status of an associate language, and it is seen as a language of multiple opportunities. Its use has become a necessity by compulsion as reflected in the words of our first prime minister:

‘If you push out English, does Hindi fully take its place? I hope it will, I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such hiatus or gap must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future.’ – Shri Jawaharlal Nehru

The associations of English in India and its future are reflected in the following lines:

‘English is in India today, a symbol of people’s aspirations for quality in education and a fuller participation in national and international life. Its colonial origins now forgotten or irrelevant, its initial role in independent India, tailored to higher education (as a ‘library language’, a ‘window on the world’), now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena.

- *Position Paper on Teaching of English (Chapter 1, ‘A Global Language in Multilingual Country page 1, 2006)*

Discussed below are some of the features of the English Language:

English is the Unifying Language - It Acts Both as a National and International Link Language

India with its multicultural and multilingual heritage has always faced the challenge of accepting any one language which would unify the people of different states. English language was accepted and promoted in various schools of our country. The idea of introducing English Language in the curriculum has been to promote ‘additive bilingualism’ rather than ‘subtractive bilingualism’. Indians are able to link well with others states of the country and other countries of the world because of understanding the English Language.

English is the Language of International Politics, Trade, Commerce and Industry

Most of the communication happening around the world in the field of politics, trade, commerce and industry, takes place in English. Therefore, if somebody aspires to carve a success story in any of these areas, he/she must be proficient in English Language.

English is perceived to Open up Opportunities

In India, it is believed that if one is proficient in English, there will be ample opportunities for placement in big multinational companies (David Graddol, 2010).

English is believed to Aid Social Mobility at Global Level

Youths aspire to move to other parts of the world due to work or to settle down. In order to get placed abroad, people usually have to clear TOEFL and/or GRE with a decent score. Hence, it becomes crucial to learn English for social mobility.

English is a Library Language- The Key to the Storehouse of Knowledge

The English language has invariably acquired the status of being the library language in the world, as much of the literature in various disciplines is available in the English Language. Hence, in pursuit of knowledge and excellence in any discipline, lack of English Language skills are a major hindrance.

English is a Window to Understand the Rapid Progress of Technology and Scientific Knowledge Constantly taking Place in the World

Latest advancements in science and technology (Information Technology) are available in English language, thus, it becomes necessary for the IT savvy generation to be well versed in the use of English language.

English is the Lingua Franca of India

English has become the binding language in India.

English is seen as a Language of Change - ‘Modernity’

The English language is seen as the language of advancement and social change. Hence, it becomes imperative for all those looking forward to social change, to acquire the English language. Reading English Literature and using English language becomes instrumental in changing one’s mind-set.

English is linked with ‘Quality’

The English medium schools in India are proliferating as they are associated with ‘high’ quality of teaching. It is assumed by many that these schools maintain high standards of quality. Commenting on the perception of Indian parents on ELT it was reported in a study:

‘English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression’ (David Graddol, 2010)

This quote in itself truly reflects the role of English language among people in India.

English Language and School Curriculum

The Government of India appointed several commissions from time to time to study the entire structure of education and to suggest measures for its improvement. The issue of the place of English language in Indian schools was of central concern in the reports of these commissions.

The first important commission, after the attainment of freedom was appointed by the Government of India in 1948 under the chairmanship of Dr S Radhakrishnan.

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It was also popularly known as the University Education Commission. The commission was not in favour of abolishing English altogether from the curriculum, citing it as providing a window to the world of literature, culture, knowledge, and wisdom:

‘English, however, must be continued to be studied. It is a language which is rich in literature—humanistic and technical. If under sentimental urges, we should give up English, we would cut ourselves off from the living stream of ever growing knowledge.’—(The University Education Commission, 1948-49).

The report further said that

‘Our students who are undergoing training at schools which will admit them either to university or to a vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge.’

In 1952, the Government of India appointed another commission with special focus on Secondary School Education in the country, particularly to make recommendations on the re-organization of the structure of Secondary Education.

This report also advocated for the study of English:

‘It should be recognized that even in regard to many of the diversified courses in instruction as matters stand at present, a knowledge of English will be extremely useful for understanding the subject matter and for further study of the subject.’

-(Mudaliar Commission 1952-53)

This commission also recommended that study of English should be given an important position in secondary schools and facilities should be made available at the middle school for its study on optional basis. It recommended the following languages to be studied at the middle school stage:

- Mother-tongue or regional language Hindi for non-Hindi regions and a modern Indian language for Hindi regions
- English (optional)

At the secondary stage, the commission recommended the study of two languages to equalize the language load on pupils of both Hindi and Non-Hindi areas.

1. Mother-tongue or Regional language/or a composite course of mother tongue and classical language.
2. The second language should be chosen from the following:
 - Hindi (for those whose mother-tongue is not Hindi) Elementary English (for those who have not studied it in the middle stage)
 - Advanced English (who have studied it in middle stage)
 - A modern Indian language (other than Hindi).
 - A modern foreign language (other than English)
 - A classical language

In this formula, the English language was placed after the mother-tongue or the regional language. To put it simply, pupils from both Hindi and Non-Hindi regions of the country were free to study English as a second language as per their choice. This formula was the only possible solution that would result in not imposing Hindi as a compulsory language in Non-Hindi regions, this

recommendation catapulted both Hindi and English as permanent official languages of the country.

In 1956, the Central Advisory Board of Education recommended a three language formula to resolve the complex status of Language Teaching in the country. Two optional formulas were prepared in which English was proposed to be studied either as a second or a third language. While in formula No.1, English was to be studied in second or third place; in formula No.2, English was recommended to be studied as a second language. Upholding the need for uniformity in standards across the country, in both Hindi and Non-Hindi areas, pupils were expected to study English as a second language instead of a third language at the regional level.

Hence, English language was not rejected out rightly, it was recognized that it should be 'one' of the languages studied by the students in schools. In 1964, Dr D S Kothari was appointed as the Chairman of another education commission, popularly known as the Kothari Commission or National Education Commission. This commission also emphasized on the need for continuing the study of English as a foreign language:

'As English will, for a long time to come, continue to be needed as a library language in the field of higher education, a strong foundation in the language will have to be laid at the school stage.' (Kothari Commission, 1964-66)

The commission proposed a modified three language formula. One of the criteria it laid down for preparing its language formula is stated below:

'English continues and will continue to enjoy a high status so long as it occupies the principal place as the medium of instruction in the universities. Even after the regional language replaces English as the media of higher education in universities, a working knowledge of English will be valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the university.'

The curriculum prescribed by the commission was:

Lower Primary Level (1 to 4)

- One language (regional)
- Mathematical studies
- Environmental studies
- Creative studies
- Health studies
- Work experience

Higher Primary Level (5 to 8)

- Two languages (one regional and one national) and preferably a third language
- Mathematical studies
- Science studies
- Social studies
- Art

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- Physical education
- Work experience
- Moral studies

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Lower Secondary Level (IX and X)

- Three languages
- Mathematical studies
- Science studies
- Social studies
- Art
- Physical education
- Work experience
- Moral studies

Higher Secondary Level (XI and XII)

- Two languages (one modern Indian language and one classical or foreign language)
- Any three subjects from (a) one additional language, (b) History, (c) Economics, (d) Logic, (e) Geography, (f) Psychology, (g) Sociology, (h) Art, (i) Physics, (j) Chemistry, (k) Mathematics, (l) Biology, (m) Geology, (n) Home science.
- Art
- Physical education
- Work experience
- Moral studies

For the first time, English was recommended to be studied as a foreign language in schools. The National Policy on Education (1968, 1986) and the Programme of Action (1992) reinforced the commitment to the Three Language Formula as the best means to resolve the concerns related to language education in our country. It implied that all efforts should be made by the state government to implement the formula in letter and spirit. This further indicates that the medium of instruction in at least the primary classes, must be the mother tongue of the child.

Unfortunately, it seldom happens due to the multilingual nature of our society. Each Indian state is rich with multi-cultural strands, besides displaying a great degree of multilingualism. Language policy planning in India presents both collaborative/additive and competitive bi/multilingualism. While the policy statements and implementation strategies inform us that the collaborative bilingualism or multilingualism is advocated, the choice of people and demands indicate there is competitive bilingualism or multilingualism, i.e., individuals using the language of their choice. The All India Council for Secondary Education (AICSE) recommended the adoption of the Three Language

Formula in Sept. 1956. According to this formula, every child has to learn the following:

- The mother tongue or the regional language
- The official language of the union or the associate official language of the Union so long as it exists (official language of the union is Hindi and its associate official language is English)
- Modern Indian language or a foreign language, not covered under (1) & (2) above and other than that used as the medium of instruction.

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The First Language (L1)

The language that is spoken by the parents, in the neighbourhood, and which is generally the first one to be introduced to us in our childhood is known as our first language or L1. As we feel more at ease in using our first language in our day to day conversation, it was recommended by the government that the medium of instruction in primary school must be the first language of the child/ mother tongue. You might recollect your experiences at the primary stage, where most of the instruction takes place only through the regional language or through the learner's mother tongue. The learner in primary school gets exposed to 'acquisition rich environment' as most of the time it is the mother tongue, which is used for communication and for other purposes as well. The first language is often acquired naturally, through interaction with family members, community and peers without much formal instruction. However, despite this general competence in L1 – it has been observed that effective communication in the first language, is missing amongst most of the learners, they do not have complete knowledge of all the sounds and letters of the language or its grammar. Hence, formal instruction in the first language is important in the School.

The Second Language (L2)

One of the aims of education is to broaden the horizons of knowledge by multiple exposure. Language is a wonderful means for showing different ways of looking at things, perceptions, notions' and values to the learner. Thus, in the interest of the learner's holistic personality development, it is crucial for them to develop such ability which enables him/her to gain knowledge from every possible source.

Therefore, the learner needs to learn a second language (L2), which in our country usually is either Hindi or English. The second language is learnt consciously and deliberately for a specific purpose, i.e., to gather information, acquire new knowledge about the culture, beliefs, values of the people, and gain wider perspectives on the culture of the native users of the language. The sounds, letters, and grammar of the second language require deliberate instructions by the teachers and conscious learning by the students. Under the three language formula, second language (L2) is taught at a later stage in the primary school curriculum, after the child has already learnt one language well, i.e., his/her L1. We use first language to communicate and to express our feelings and thoughts in our day-to-day life situations. On the other hand, second language is often used in situation other than personal.

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The Third Language (L3)

The spirit of the three-language formula, thus provides Hindi, English, and Indian languages, preferably a south Indian language for the Hindi-speaking States, and a regional language, Hindi, and English for the non-Hindi-speaking States. The underlying merit of this formula in the promotion of multilingualism succinctly represents the multilingual character of the nation. (Kachru 1997; Krshnamurti 1998; Schiffman 1999; Sridhar 1996). However, many are of the opinion that 'this formula has been observed more in the breach than in the observance'. The Hindi-speaking states function largely with Hindi, English, and Sanskrit, whereas the non-Hindi speaking states, such as Tamil Nadu, function through a two-language formula, that is, Tamil and English. However many states such as Orissa, West Bengal, and Maharashtra among others implemented the formula in true spirit. In north Indian states, except a few states like Gujarat, most of the other states have opted for English as a second language. The objective of learning English as a second language in school was more to develop comprehension skills rather than literary language. However, it has its inherent challenges as there are states where English is taught as any other school subject, it is not the medium of instruction, hence, students get limited exposure to the language. The result is that the students lack proficiency in both receptive and productive skills of language. Regarding the position of language teaching in a multilingual and multicultural country like ours, the National Curriculum Framework–2005 has worked out some suggestions based on the findings of linguists and psychologists and associated discipline. English does not stand alone. It needs to find its place:

Along with other Indian languages

- (i) In regional-medium schools: how can children's other languages strengthen English teaching/learning?
- (ii) In English-medium schools: how can other languages affect English?
- (iii) Can Indian languages be valorised, reducing the perceived hegemony of English?

In relation to other subjects: A language across the curriculum perspective is perhaps of particular relevance to primary education. Language is best acquired through different meaning making contexts, and hence all teaching is in a sense language teaching. This perspective also captures the centrality of language in abstract thought in secondary education; whereas in the initial stages contextual meaning supports language use, at later stages meaning may be arrived at solely through language. The aim of English teaching is the creation of multilinguals who can enrich all our languages; this has been an abiding national vision.

The multilingual perspective also addresses concerns of language and culture, and the pedagogical principle of moving from the known to the unknown.

(NCF-2005. *Position Paper on Teaching of English* pp 3-4)

This clearly marks the significance of English Language in the school curriculum.

2.3 AIMS AND OBJECTIVES

The significance attached to acquisition of English language in India lends itself to twin fold objectives in school education, which include development of:

- Literary appreciation (Different types of texts and genres) and
- Language proficiency (Listening, speaking, reading and writing skills)

The aspects of language to be focused on include:

- Semantics related to meaning making (Listening Skills)
- Phonemic deals with sounds, spellings and pronunciation (Speaking Skills)
- Phonetics cum Graphic (Reading Skills)
- Graphic (Writing Skills)

The National Curriculum Framework (NCF, 2005), Position paper on Teaching of English mentions the following on aims of teaching of English in schools. A national curriculum can aim for:

- A cohesive curricular policy based on guiding principles for language teaching and acquisition, which allows for a variety of implementations suitable to local needs and resources, and which provides illustrative models for use.
- The aim of English teaching is the creation of multilinguals who can enrich all our languages; this has been an abiding national vision. The multilingual perspective also addresses concerns of language and culture, and the pedagogical principle of moving from the known to the unknown.

Amongst the objectives of teaching English as a Second Language in India, the NCF 2005 states-

- Second-language pedagogy, more than the teaching of any other curricular subject, must meet the most stringent criterion of universal success: the spontaneous and appropriate use of language for at least everyday purposes. (BICS – Basic Interpersonal Communication Skills)
- Language in education would ideally and ordinarily build on such naturally acquired language ability, enriching it through the development of literacy into an instrument for abstract thought and the acquisition of academic knowledge. We can then speak of a “cognitive academic linguistic proficiency” (cf. Cummins 1979) as language and thinking skills that build on the basis of a child’s spontaneous knowledge of language. This is a goal of language education, and education through language. (This discussion has most often been in the context of language education in the mother tongue.)
- Such cognitive and academic skills, moreover, are arguably transferable across languages, to a second language. (CALPS-Cognitive Academic Language Proficiency Skills)
- It is also reiterated in the position paper that ‘intelligibility’ should be the criteria for language learning.

Source: NCF-2005 (Position paper on Teaching of English, page 3-5)

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Objectives of Teaching English at Secondary Level

In this section, we describe some of the objectives of teaching English at secondary level. This list is for reference only and it is not exhaustive, as a teacher you should study the content available to you and its scope for framing objectives of your lesson plans. There are multiple aims and objectives of teaching English at the Secondary level, some of them are given below for your reference. While engaging in designing your lesson plan you must keep the following in your mind:

- Expand the vocabulary and lexical knowledge
- Demonstrate skilful use of grammar in writing texts of different types and genres
- Deliberate on various aspects of a text and critically appreciate it
- Deliberate upon the literary aspects of given texts
- Engage in active application of reference skills in the reading and writing
- Think imaginatively while composing a written piece of work as per the demands of the genre
- Develop study skills
- Appreciate the importance of acquiring proficiency in the use of various language skills for effective communication
- Reflect insightful learning in their performance on diverse language tasks
- Comprehend the texts (expository, informative, transformational)
- Create poems
- Listen to various discourses, comprehend them and adequately participate in them
- Engage in free compositions
- Adequately express their opinions, views in oral as well as written forms
- Express their arguments logically and coherently to others in oral as well as written form
- Develop their perspectives on various themes of contemporary relevance
- Shape their attitude positively and nurture appropriate values among them

Characteristics of well framed objectives

While stating objectives keep the following points in perspective:

- Objectives must be stated in behavioural terms
- They must be specific
- They must be measurable
- They must be achievable
- They must be teachable

History of English Language Teaching in India and the World

In order to get a fair perspective on the teaching of English, this section is subdivided into two parts:

Historical Perspective on Teaching of English in India

*Place of English in
India*

The history of English language teaching in India is shown in Table 2.1

Table 2.1 History of English Language Teaching in India

S. No.	Method of Teaching	Salient Features
1.	Michael West's Reading Method (1926)	West believed that the position of English language in India is basically that of Library Language hence the natives need to improve their skill of reading. Language learning is based around practical use. He suggested graded reading texts with strict vocabulary control.
2.	The MELT campaign (1952)	The MELT was planned by the state education departments jointly with the British Council, Madras.
3.	The Bridge Intensive Course (1960s)	This was initiated by the British Council, Madras. Brendan J. Carroll, then English Studies officer at the British Council, designed an intensive course to bridge the gap between what the college entrants knew and what they were expected to know. It was designed to enable learners to cope with undergraduate studies through the medium of English.
4.	The Bombay Project (1977)	First experiment at the undergraduate level; a skills based approach for Teaching English was adopted. No textbooks were prescribed and this prevented students from memorizing answers
5.	The Communicational Teaching Project or the Bangalore Project (1979-1984)	In reaction to the Structural Syllabus, Dr. N. S. Prabhu, and his colleagues evolved a new task oriented Procedural Syllabus for teaching English. The basic principle was 'acquisition through deployment'. According to Prabhu's argument language is best learnt when the focus is not on form but on meaning. This has become an internationally
6.	The Loyola Experience (1980s)	The Loyola College, Madras experimented with a communicative syllabus at undergraduate level. This was the first introduction of Communicative language Teaching at the tertiary level in India.
7.	The UGC Curriculum Development Cell or CDC (1987)	The CDC analyzed the current ELT scenario in various parts of the country and arrived at a blueprint for English Curricula: General English, English major as well as postgraduate courses. The goals of learning were redefined on the basis of needs; a learner centered, interactive, skill oriented methodology was recommended. Different Syllabuses were suggested to meet the needs of learners with different levels of competence.
8.	The CBSE Interact English Project (1990s)	This was the joint effort of the British Council and Marjon's College, Plymouth. The CBSE, New Delhi selected teachers of English at the higher secondary level; they were trained in the UK and helped in the complete overhaul of the syllabuses for English in Classes 9 and 10. An interactive methodology was adopted for teaching of English.
9.	EFLU Innovative Practices	The English Language Teaching Institutes Support Scheme (ELTISS), a Government of India sponsored project, was launched in 1985 at the beginning of the seventh Five-Year Plan and has continued since. EFLU monitors the academic programmes of the 17 ELTIs, and provides academic support to them in the form of syllabus design, materials development and train-the-trainer courses
10.	CBSE - Continuous and Comprehensive Evaluation (CCE) in 2009	It has been mandatory for English teachers to attend capacity building and CCE workshops every year, having evaluation as their primary objective, focusing on merging teaching with testing

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Historical Perspective on Teaching of English in the World

You must be aware that Latin was being studied as a foreign language all over Europe in the past, primarily because it was the only language of education, trade, commerce, religion and government function in the European world. However, in the 16th century, other foreign languages such as French, Italian, and English steadily gained importance because of the political changes in Europe, thereby gradually displacing Latin as a language of spoken and written communication. For teaching the classical language Latin, grammar schools initiated the curious language learner into peculiar practices such as rote memorization of word list, verses and other such monotonous drills of the language structure. The students were initially rigorously introduced to Latin grammar, which was taught through rote learning of grammar rules and structural pattern, study of conjugation and translation of written sentences and dialogues from one language to another. The fact that these activities are too challenging for the learner was brushed aside with the belief that being a divine language, Latin is not easy to master. It is challenging and the cumbersome exercises of the language learning process were helpful in taxing the mind and development of intellectual abilities. The language textbooks in those times consisted of statements of abstract grammar rules, long lists of vocabulary, and all forms of complex sentences for translation. This was because, speaking a foreign language was never the goal of teaching, this was also the precise reason that the texts and dialogues picked up for translation were from some classical text with words, phrases no longer having contemporary value and usage.

By the beginning of the 19th century, this approach based on the study of classical languages such as Latin had become the standard way of studying foreign languages in most of the Grammar/Language schools. A typical textbook in those times consisted of texts which were organized around select grammar points. Each grammar point was listed explicitly, rules on its use were explained in detail, and it was illustrated by sample sentences. This was followed by tedious practice exercises of the application of the rule in context which had no real life connection.

Due to its strict adherence to grammatical structures, language forms, rules of conversion and exact translation, this approach to foreign language teaching was referred to as the Grammar-translation method.

In the mid and late 19th century, this method soon became unpopular as being impractical, in several European countries. The emerging demand for communication skills in the target language among the Europeans, demanded for oral proficiency in foreign languages. This shift resulted in an upsurge in deliberations on what is the best way to teach foreign languages and ideas were presented and discussed by different linguists having different perspectives on the issue.

The linguists shared many beliefs about the principles on which a new approach to teaching foreign languages should be based. The principles based on natural language learning brought about the 'Direct Method'. This method was initially received whole heartedly but gradually lost its sheen as it focused more on teaching procedures rather than the complete methodological basis. Given below

in the table (Table 2.2) is a brief description of the advent of fresh method/ approach to Language Teaching with their main features over the years to give you an overview of the history of development taking place in the world relating to the teaching of English Language.

Table 2.2 New Approaches to ELT

Approaches and methods	Brief description	Salient Features:
Grammar translation	Translation of grammar rules from the language familiar to the learners to the target language or vice versa.	<ul style="list-style-type: none"> • Learning language through detailed analysis of grammar rules • Reading and writing are the major focus • Vocabulary selection is based on reading texts • Words are taught through dictionary study, memorisation and bilingual word lists • Translation is a central technique.
Direct Method	Teaching directly in the target language through the use of demonstrations and visual aids.	<ul style="list-style-type: none"> • Lessons begin with a brief dialogue • No translation is used. • Exercises are given in a target language • Grammar is taught inductively with rule explanation at the end. <p>It stems from the fact that language learning is like any other learning. It emphasizes vocabulary acquisition through exposure to its use in situations.</p>
Audio-lingual		<ul style="list-style-type: none"> • It involves habit formulation through repetition and memorization in order to avoid errors at all costs • It gives learners numerous opportunities to speak • Provides opportunity for quick reinforcement • Attends to structure and form more than meaning • Native-speaker-like pronunciation is sought • Linguistic competence is the desired goal • The teacher is expected to specify the language that students are to use.
Cognitive Code	An approach to language teaching which stresses the learners' mastery of the rules of the target language	<ul style="list-style-type: none"> • It refers to mental processes • It emphasizes linguistic competence and performance • Speaker learns language through mastery of its rules.
Situational Method	It is a method based on structural syllabus in which language is taught by association with characteristics of surrounding pictures, gestures, etc.	<ul style="list-style-type: none"> • It uses real life situations to provide meaning • Rule explanation is often given either at the beginning or end • It involves visual and linguistic situation.
Communicative Language teaching	It means using procedures where learners work in pairs or groups employing language resources in problem solving tasks, Richards and Rodgers (1995:66).	<ul style="list-style-type: none"> • Meaning is paramount. • Contextualization is a basic premise • Comprehensive pronunciation is sought • Effective communication is sought • Teachers help learners in any way that motivates them to work with the language • Intrinsic motivation will spring from an interest in what is being communicated by the language.
Humanistic Approach	Marks a shift from Behaviorist and Cognitivist approach to a more humanistic approach to language learning. Methods such as Total Physical Response, The Silent Way, Community Language Learning, Suggestopaedia	<p>Stevick identifies three dimensions of such an approach</p> <ul style="list-style-type: none"> • Emphasize centrality of the learner - learner is more important than the content and teacher, one needs to be very clear of the purpose for which the learner is learning any particular language • Learner autonomy – the learner is an independent, autonomous being and cannot be subjected just any thing • Focus should be on the process of learning: 'learning to learn'

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Future Objectives of Teaching English with Futuristic Vision

With the advent of liberalization and globalization of the Indian economy, the demand in human resources with good command over language skills has increased tremendously. A report by British Council in 2012 noted that although English is widely perceived as a valuable life and employability skill among Indians, however, in the latest Education First survey, India ranked on the 25th position out of 63 nations. There are research surveys which have revealed that students who are fluent in English language earn 34 per cent more than those who speak other languages. Hence, there is a keen desire among students and parents to focus on proficiency in the English language.

English in India has acquired a coveted position, its role in India may be visualized in the following six ways:

- As a means of communication
- As a library language
- As an international language
- As a medium of instruction at higher level
- As a cultural language
- As a link language 'lingua franca'

The objective of Teaching of English with a futuristic vision is to develop BICS and CALPS in the language learner, which has to be achieved by making them efficient bilinguals at the same time the focus is on 'communicative competence' (Hymes) and learner 'intelligibility' while using English language to communicate in real life contexts.

Check Your Progress

1. Why did the British introduce English in India?
2. What has been the aim of introducing the English language in the curriculum?
3. Under whose chairmanship was the first Commission on education appointed?
4. How is the first language acquired?
5. List the ways in which the role of English may be visualized.

2.4 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The English language was first introduced by the British in India with the sole purpose of making their administration of this country easier and efficient by harnessing the human resource available.

2. The idea of introducing English Language in the curriculum has been to promote ‘additive bilingualism’ rather than ‘subtractive bilingualism’.
3. The first important commission, after the attainment of freedom was appointed by the Government of India in 1948 under the chairmanship of Dr S Radhakrishnan.
4. The first language is often acquired naturally, through interaction with family members, community and peers without much formal instruction.
5. English in India has acquired a coveted position, its role in India may be visualized in the following six ways:
 - As a means of communication
 - As a library language
 - As an international language
 - As a medium of instruction at higher level
 - As a cultural language
 - As a link language ‘lingua franca’

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2.5 SUMMARY

- The English language was first introduced by the British in India with the sole purpose of making their administration of this country easier and efficient by harnessing the human resource available. The intentions as expressed by Macaulay were ‘to prepare a class of people who will be Indian in their origin but English in their thought, belief and behaviour’.
- The idea of introducing English Language in the curriculum has been to promote ‘additive bilingualism’ rather than ‘subtractive bilingualism’. Indians are able to link well with others states of the country and other countries of the world because of understanding the English language.
- The English language has invariably acquired the status of being the library language in the world, as much of the literature in various disciplines is available in the English Language.
- The English language is seen as the language of advancement and social change. Hence, it becomes imperative for all those looking forward to social change, to acquire the English language.
- The first important commission, after the attainment of freedom was appointed by the Government of India in 1948 under the chairmanship of Dr S Radhakrishnan. It was also popularly known as the University Education Commission.
- In 1952, the Government of India appointed another commission with special focus on Secondary School Education in the country, particularly to make recommendations on the re-organization of the structure of Secondary Education.

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- In 1956, the Central Advisory Board of Education recommended a three language formula to resolve the complex status of Language Teaching in the country.
- In 1964, Dr D S Kothari was appointed as the Chairman of another education commission, popularly known as the Kothari Commission or National Education Commission. This commission also emphasized on the need for continuing the study of English as a foreign language.
- The National Policy on Education (1968, 1986) and the Programme of Action (1992) reinforced the commitment to the Three Language Formula as the best means to resolve the concerns related to language education in our country. It implied that all efforts should be made by the state government to implement the formula in letter and spirit.
- The second language is learnt consciously and deliberately for a specific purpose, i.e., to gather information, acquire new knowledge about the culture, beliefs, values of the people, and gain wider perspectives on the culture of the native users of the language.
- The spirit of the three-language formula, thus provides Hindi, English, and Indian languages, preferably a south Indian language for the Hindi-speaking States, and a regional language, Hindi, and English for the non-Hindi speaking States.
- The objective of learning English as a second language in school was more to develop comprehension skills rather than literary language.
- The significance attached to acquisition of English language in India lends itself to twin fold objectives in school education, which include development of:
 - o Literary appreciation (Different types of texts and genres) and
 - o Language proficiency (Listening, speaking, reading and writing skills)
- Second-language pedagogy, more than the teaching of any other curricular subject, must meet the most stringent criterion of universal success: the spontaneous and appropriate use of language for at least everyday purposes. For teaching the classical language Latin, grammar schools initiated the curious language learner into peculiar practices such as rote memorization of word list, verses and other such monotonous drills of the language structure.
- The linguists shared many beliefs about the principles on which a new approach to teaching foreign languages should be based. The principles based on natural language learning brought about the ‘Direct Method’.
- A report by British Council in 2012 noted that although English is widely perceived as a valuable life and employability skill among Indians, however, in the latest Education First survey, India ranked on the 25th position out of 63 nations.

2.6 KEY TERMS

- **First language (L1):** It is the language that is spoken by the parents, in the neighbourhood, and which is generally the first one to be introduced to us in our childhood.
- **Second Language (L2):** It is a language that is not the native language (first language or L1) of the speaker, but is learned later (usually as a foreign language, but it can be another language used in the speaker's home country).
- **CALPS-Cognitive Academic Language Proficiency Skills:** It refers to the student's formal academic learning. The CALP concept deals with skills essential to academics such as listening, reading, speaking, and how to write about the relevant subject matter.

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2.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Why are English medium schools in India proliferating?
2. Which languages did the Mudaliar Commission recommend to be studied at the middle school stage?
3. What is First Language?
4. What is the purpose of learning second language?
5. List the aspects of language that need to be focused upon.

Long-Answer Questions

1. Discuss the features of English language.
2. Analyze the curriculum prescribed by the Kothari Commission.
3. Explain the objectives of teaching English at the secondary level.

2.8 FURTHER READING

- Aslam, Mohammad. 2006. *Teaching of English*. Patna: Foundation Books.
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UNIT 3 PRINCIPLES OF LANGUAGE TEACHING

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Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Principles and Maxims of Language Teaching
 - 3.2.1 Psychological Principles
- 3.3 Teaching and Learning English as a Second Language
- 3.4 Answers to 'Check Your Progress'
- 3.5 Summary
- 3.6 Key Terms
- 3.7 Self-Assessment Questions and Exercises
- 3.8 Further Reading

3.0 INTRODUCTION

For the purpose of effective English teaching, a teacher should abide by the principles of teaching English which include the principles of motivation, principle of selection, principle of interest, principle of learning by doing among a host of several other principles. Some psychological principles that are intended to make the learning process effective are the principle of recreation, principle of remedial teaching, principle of motivation and interest, principle of sympathy and cooperation etc. By following these principles, the teaching exercise becomes effective and conducive to learning as enables the creation of an environment that facilitates teaching as well as learning. This unit provides an analysis of the principles of language teaching as well as teaching and learning English as a second language.

3.1 OBJECTIVES

After going through this unit, you will be able to:

- Examine the general and psychological principles of language teaching
- Discuss how one can learn English as a second language

3.2 PRINCIPLES AND MAXIMS OF LANGUAGE TEACHING

According to Hughes and Hughes, 'It has been said that "teaching" means "causing to learn". Nothing has been given until it has been taken, nothing has been taught until it has been learnt. Teaching is more than the efficient delivery of thoroughly prepared lectures.'

For successful teaching, it is essential to know how the pupil learns and by which method he learns. As teaching methods are based on certain principles, it is essential

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for a teacher to follow these general or basic principles while teaching. This is necessary to control behaviour. Some of the important principles of language teacher include principles of practice, oral work, attitude, interest, motivation, etc. They can be grouped in many ways. The following are two types of teaching principles:

- (i) General Principles of Teaching
- (ii) Psychological Principles of Teaching

Bear in mind, some of these principles overlap across categories.

General Principles: Motivation, Practice, Oral Work, Planning etc.

The following are the general teaching principles:

- **Principle of motivation:** Motivation is the method that creates a pupils' interest in the content. Principle of motivation involves creating an interest among the pupils for acquiring knowledge. When a teacher motivates pupils to acquire knowledge, the process of teaching and learning goes on smoothly. In the absence of proper motivation, the pupil takes no interest in the contents. Hence, every teacher should follow the principle of motivation. He or she should use the pupils' innate tendencies. For instance, young people are very curious to know about new things in the environment. Therefore, the teacher should create situations in which curiosity is aroused in the pupils regarding the acquisition of the latest knowledge concerning the things of interest and their contents. For example, while teaching history, a curiosity can be aroused in the pupils regarding the knowledge of historical events concerning Taj Mahal by showing its model or picture. By going to art galleries and factories, curiosity can be aroused for art and science. The pupils can be motivated for learning poems by heart with the technique called 'Antakshari'.
- **Principle of activity or learning by doing:** The teacher should create two types of activity in each type of lesson—physical and mental. Physical activity is meant to produce activity in the body organs of the pupils. Psychologically, each pupil is temperamentally active. Activity is in accordance with his nature. According to McDougall, every child has inborn instinct of construction. As a result of this instinct, he remains busy all the time in doing some or the other activity. The more the activity of the pupil, the more would be the teaching-learning process. The teacher should make use of the pupil's instincts of construction and senses to the maximum. This will make teaching most effective. Both physical and mental activities are inter-connected. A pupil becomes mentally active soon after birth and the mental facilities improve with age. Thus, there is more interest in learning something new.
- **Practice:** Froebel has indoctrinated the principle of 'learning by doing' in the kindergarten system. The principle of 'learning by doing' does not involve only the pupil but also the teacher in order to learn new things. For example, while learning history, pupils can learn the historical facts and incidents easily if these are shown in the form of slides and pictures by the teacher as compared to by rote learning.

Similarly, pupils can be led to study geography if it is taught by using models, charts and diagrams or by getting these prepared by the pupils themselves. The Montessori method, Kindergarten method, Heuristic method, Dalton method, Project method and Basis method use this principle. The principle of learning by doing is very useful and should be implemented in all classes and in all school activities, including the school council, declamation contests, various societies, conferences, clubs and games. This principle helps to develop appreciable habits in pupils and they get proper and sufficient training of social service.

NOTES

- **Principle of interest:** This principle involves creating the interest of pupils in subject matter in order to make learning more useful and effective. This way the pupil acquires knowledge with ease and faces no difficulty while studying. There are various methods to initiate interest in pupils. For example, (1) Establishing curiosity by making the objective of the lesson clear; (2) Establishing relationship of contents with the pupils' activities and objectives; (3) Following the principles of learning by doing; (4) Linking teaching with day-to-day life the pupil. For example, if a pupil has no interest in learning a poem, he should be made to participate in 'Antakshari.' This way if the pupil observes his team getting defeated, he automatically develops an interest in learning poem.
- **Principle of linking with life:** All pupils have varied interests in different subjects and activities. This must be linked to their thought process and life. Only then will pupils show interest in learning. This way, they will learn rapidly and appropriately things that can be related to life. This has been aptly described in the words of Ryburn, 'Life is a continuous experience. Everything we do is linked up with what has gone before and with what comes afterwards.' Therefore, it is necessary to relate new experiences with previous experiences. This way, all the experiences or knowledge gathered become a part of the pupil's life.
- **Principle of definite aim:** According to the principle, every lesson must have a definite aim or objective. In the absence of an objective, teaching becomes a rudderless boat that is thrown around by the wild waves in the sea. Therefore it is imperative that there must be definite, clear and completely defined objectives to make the lesson interesting and impressive. Objectives and the teaching methods are closely related. Every teaching method is based on some objective and implemented according to it. Hence, each method must have some objective and the pupils and the teachers must have full knowledge of it. This assists in teaching and sustaining the interest of pupils.
- **Principle of recognizing individual differences:** According to this principle, individual differences of pupils must be taken into consideration. Psychological researches have proved that pupils are not alike in intelligence, nature, ability, interest, potentialities and needs. A teacher should be considerate towards pupils with special needs and to those who belong to a different socio-economic background. Therefore, teachers should maximize the development of all pupils irrespective of individual differences.

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- **Principle of selection:** There is a close relationship between the contents and objectives of education. Contents are selected based on objectives. Despite the vast body of knowledge that making processes the teacher must select only those facts which the pupils can understand in order to achieve some objectives. What to teach and how much to teach must also be determined. This benefits both the teacher and the pupils. The teacher develops the lesson successfully and the pupils acquire knowledge conveniently.
- **Principle of planning:** According to this principle, the teacher should ascertain the teaching sequence and the lesson plan should be prepared after proper planning. This solves all problems related to teaching easily. A teacher should decide how much cooperation can be sought from the pupils in order to solve problems prepare a lesson plans. In case of unforeseen problem, such a situation, a teacher should solve immediately it according to his ability. The lesson plan must be used as a guide only.
- **Principle of division:** It broadly states that the subject-matter should be divided into some units for presenting it in certain way. The division of the content should be followed by the presentation in such a way that each unit should seem to be complete in itself. One unit should create curiosity for other unit. By presenting the contents after dividing it into units, the lesson becomes easy for the pupils. They acquire knowledge easily without any difficulty. By not doing so, the lesson becomes complicated and the pupils fail to understand anything. Hence, the division of the lesson into an order of units or steps is necessary for a successful teaching.
- **Principle of revision:** As per this principle, the subject matter taught to the pupils should be revised by the pupils. Revision is an integral part of learning. Without experiments and revision, everything is forgotten. So therefore, the acquired knowledge should be revised by the pupils not only immediately, but also repeatedly. The frequency of the revisions depends upon the nature of the lesson. Hence, more the lesson is difficult, the more the number of revisions.
- **Principle of creation and recreation:** It means those activities carried over by the pupils which are recreational and which can develop the creative power of the pupils. This will create interest in the pupils regarding the teaching activity without any fear of the teacher and the school. They will try for new innovations and they will have numerous opportunities of expressing creative activities. Hence, the principle of recreation is very essential for successful teaching. Today so many teaching methods have been developed which are based on the principle of creation and recreation of learning by play way.
- **Principle of democratic dealing:** It means that the teacher should adopt a democratic attitude with the pupils. He should not have a dictatorial approach while imparting knowledge. In a democratic set-up, every pupil is considered valuable. Hence, he gets maximum opportunities for developing his self-thinking and independent expression which enables them to develop his or her personality. The teacher should adopt a democratic attitude towards

the pupils. The democratic attitude means the development of the lesson with the help and the cooperation of the pupils. This creates the habit of independent thinking in the pupils. By developing certain trends like self-confidence, self-esteem and self-respect, a pupil's personality can rise to the height.

3.2.1 Psychological Principles

The psychological principles of teaching are used for making the learning process effective. These psychological principles can be broadly defined as the following:

- **Principle of motivation and interest.** It has been considered the most important aspect in teaching-learning. According to this principle, both the teacher and the learner are to work with interest and motivation.
- **Principle of recreation.** Sometimes, the pupil feels fatigued in the class due to a lengthy teaching task. It creates boredom in the pupil and he shows lack of interest. Hence, the principle of recreation should be followed in the lower classes.
- **Principle of repetition and exercise.** Everybody has come to know that the process of forgetting starts in the pupils due to the disuse of the acquired knowledge. Hence, repetition and exercise should be done in the class daily. The utility of this principle proves fruitful for smaller children.
- **Principle of encouraging creativity and self-expression.** It is the duty of the teacher to encourage creativity and self-expression. He should develop the habit of innovations in the pupils so that they may present their views and attitudes without being conscious of their surroundings and others.
- **Principle of remedial teaching or Immediate Correction.** Sometimes there are errors or a miscommunication in the pupils' understanding and the teaching activities. Hence, it is imperative for the teacher to identify these errors and provide remedy. This is known as remedial teaching. In this the teacher has to overcome many obstructions in order to fulfil their goal of effective learning among pupils.
- **Principle of sympathy and cooperation.** If a teacher exhibits sufficient consideration for pupils and contributes in overcoming their difficulties, he or she can be a good mentor to the pupils. Such teachers act as motivators for their pupils.
- **Principle of reinforcement:** The term '**reinforcement**' used in teaching learning process is concerned with making the learning process effective. Reinforcement means the utilization of presentation or removal of such stimuli so that the possibilities of recurrence of some response increases. For example, if a teacher gives some reward to the pupils for correct answers, the possibilities of the similar behaviour for the pupils increases.
- **Principle of imparting training to senses:** Proper development of the senses is very essential to encourage effective learning. All types of potentialities or capacities such as observation, identification, generalization and experiments are required for all the aspects of learning. These capacities or potentialities can be attained only through the sense organs.

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3.3 TEACHING AND LEARNING ENGLISH AS A SECOND LANGUAGE

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When teaching English as a second language, it is often thought that English should be taught in English language; but it becomes difficult in certain cases to do so as the learners in the initial stages of learning English as a second language are often not equipped with English to follow all the instructions in English. This leads teachers often to use the first language or the mother tongue as a medium of instruction. It may seem dichotomous that to use one language another language is used as a medium of instruction; but often this seems to be the case as the learners' needs and competence need to be kept in mind while teaching. Without the learners' perspective, it often becomes difficult to carry on with the actual process of teaching learning of the second language, especially English. In the theoretical terms of English Language Teaching, the Bilingual Method, developed by C. J. Dodson promotes the use of teaching and learning English Language through the use of mother tongue. A brief detail of the Bilingual Method is being discussed underneath for you to understand how English language can be effectively taught through this method.

The Bilingual Method

Dr. C. J. Dodson developed the Bilingual Method, which is also known as the Sandwich method. In this method, both L1 (the mother tongue) and L2 (The second tongue, English in the case of English Language teaching) are used as medium of instruction. In this method, the teaching begins with a Bilingual approach and then gradually becomes monolingual at the end. In the sense, that the teacher uses both mother tongue (L1) and the target language (L2) in the classroom during the initial classes and then gradually uses less of L1 to focus on L2. It is to be understood that mother tongue or L1 is used in a more pronounced and detailed way as a medium of instruction in the initial stages of teaching learning and as one gradually progresses the L1 is withdrawn in a slow process to make the learners equipped with the second language.

There is a three-phase structure of presentation - practice – production model followed in the class room where the lesson starts out with the reproduction / performance of a basic dialogue, and then moves on to the variation and recombination of the basic sentences and ends up with an extended application. Dodson thought about the most direct form of access to meaning possible by using oral mother-tongue equivalents at sentence level to convey the meaning of unknown words or structures in the second language.

The following principles are followed in the Bilingual Method:

- Second language is learnt with the help of L1.
- Mother tongue is not used as Translation but becomes one of the mediums initially for the teachers to begin the process of acquainting the learners with L2.
- Teacher only uses L1 in the classroom, whereas the students are not allowed to use their mother tongue.

- When the students achieve sufficient communicative proficiency, L1 is withdrawn by the teacher.
- Syntax is the unit of teaching

Procedure/Steps in Teaching

1. The teacher begins by reading out a dialogue to the learner(s). The learners listen to the teacher with their books closed.
2. Next, the learners repeat the lines with the teacher with their books opened in the second reading.
3. The teacher gives sentence wise or meaningful parts wise L1 equivalents (meanings)
4. The teacher says each sentence of the dialogue twice with L1 version (meanings)

Disadvantages

The primary disadvantages of the Bilingual Method are –

- One of the primary focuses of the Bilingual Method is the emphasis on grammatical structures but not on the day-to-day conversation. If the teacher is not well conversant in both L1 and L2, then the whole method falls flat.
- Learners to some extent become dependent on their mother tongue, thus making their process of picking up L2 slower.

Thus, like all methods of teaching, the Bilingual Method of English Language Teaching also has its own pros and cons and should be undertaken with caution seeing how effective it can be in the process of learning. Mother tongue is the language of our emotional connection, the second language usually is a language of our intellectual and professional world and therefore it is often seen that the process of second language acquisition is often slow. In this context, therefore it is necessary that the teachers bring in an emotional connect also with the second language so that the cultural aspects of the second language context can be fathomed and internalized by the learner. Bilingualism is a process and an ideal bilingual (usually thought to be an abstract concept) is one who has equivalent competence in both the languages where the syntactical and cultural aspects of both L1 and L2 gets contrapuntally juxtaposed to give rise to a consciousness leading on to become an expert in both the languages. To attain this, one needs to have a command also over the mother tongue.

Often it is seen that in the process acquiring the second language, the competence of first language or the mother tongue can be lost to some extent, especially in writing, if one uses second language too much and does not use the mother tongue for writing for years. It is therefore advisable that one keeps one's connection alive with one's mother tongue. When the teaching of L2 is done with the help of L1 sometimes, it can lead to a greater competence of both the languages, though it depends on the situation and the individual learners and the way the teachers approach language teaching. It is to be remembered that in spite of all the theoretical aspects of language teaching it is the charisma and competence of the teacher which is the most supreme when it comes to teaching a language.

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Check Your Progress

1. What are the two types of teaching principles?
2. State the various methods of initiating interest in pupils.
3. Who developed the Bilingual Method?

3.4 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The following are two types of teaching principles:
 - (i) General Principles of Teaching
 - (ii) Psychological Principles of Teaching
2. There are various methods to initiate interest in pupils. For example, (1) Establishing curiosity by making the objective of the lesson clear; (2) Establishing relationship of contents with the pupils’ activities and objectives; (3) Following the principles of learning by doing; (4) Linking teaching with day-to-day life the pupil.
3. Dr. C. J. Dodson developed the Bilingual Method, which is also known as the Sandwich Method.

3.5 SUMMARY

- For successful teaching, it is essential to know how the pupil learns and by which method he learns.
- As teaching methods are based on certain principles, it is essential for a teacher to follow these general or basic principles while teaching.
- The following are two types of teaching principles:
 - (i) General Principles of Teaching
 - (ii) Psychological Principles of Teaching
- The following are the general teaching principles:
 - o Principle of motivation
 - o Principle of activity or learning by doing
 - o Practice
 - o Principle of interest
 - o Principle of linking with life
 - o Principle of definite aim
 - o Principle of recognizing individual differences
 - o Principle of selection
 - o Principle of planning
 - o Principle of division
 - o Principle of revision

- o Principle of creation and recreation
- o Principle of democratic dealing
- The psychological principles of teaching are used for making the learning process effective.
- The following are the psychological principles of teaching:
 - o Principle of motivation and interest
 - o Principle of recreation
 - o Principle of repetition and exercise
 - o Principle of encouraging creativity and self-expression
 - o Principle of remedial teaching or Immediate Correction
 - o Principle of sympathy and cooperation
 - o Principle of reinforcement
 - o Principle of imparting training to senses
- When teaching English as a second language, it is often thought that English should be taught in English language; but it becomes difficult in certain cases to do so as the learners in the initial stages of learning English as a second language are often not equipped with English to follow all the instructions in English.
- In the theoretical terms of English Language Teaching, the Bilingual Method, developed by C. J. Dodson promotes the use of teaching and learning English Language through the use of mother tongue.
- Dr. C. J. Dodson developed the Bilingual Method, which is also known as the Sandwich method. In this method, both L1 (the mother tongue) and L2 (The second tongue, English in the case of English Language teaching) are used as medium of instruction.
- There is a three-phase structure of presentation - practice – production model followed in the class room where the lesson starts out with the reproduction / performance of a basic dialogue, and then moves on to the variation and recombination of the basic sentences and ends up with an extended application.
- One of the primary focuses of the Bilingual Method is the emphasis on grammatical structures but not on the day-to-day conversation. If the teacher is not well conversant in both L1 and L2, then the whole method falls flat.

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3.6 KEY TERMS

- **Motivation:** It refers to a reason or reasons for acting or behaving in a particular way.
- **Revision:** It means the study of work one has done, in order to prepare for an exam.
- **Bilingualism:** Put simply bilingualism is the ability to use two languages.

3.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. What are the psychological principles of teaching?
2. What are the disadvantages of using the Bilingual Method of Teaching?

Long-Answer Questions

1. Describe the general principles of teaching.
2. Examine the steps, principles and procedure to teach English using the Bilingual Method.

3.8 FURTHER READING

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UNIT 4 TEACHING OF VARIOUS ASPECTS OF ENGLISH

NOTES

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Writing Objectives in Behavioural Terms
 - 4.2.1 Cognitive Domain
 - 4.2.2 Affective Domain and Formulation of Specific Objectives
 - 4.2.3 Psychomotor Domain
- 4.3 Teaching of Prose
- 4.4 Teaching of Poetry
- 4.5 Teaching of Grammar
- 4.6 Teaching of Composition and Narratives of Events/Issues
- 4.7 Answers to 'Check Your Progress'
- 4.8 Summary
- 4.9 Key Terms
- 4.10 Self-Assessment Questions and Exercises
- 4.11 Further Reading

4.0 INTRODUCTION

This unit will discuss in detail the various aspects of teaching of English. There are mainly three domains into which educational objectives can be classified. They are cognitive domain, affective domain and psychomotor domain. Each of the three domains is interrelated and achievements in one domain influence the achievement by other domains. This unit will also discuss the process of teaching of prose, poetry, grammar and composition. The approaches used for the teaching of each of these categories are varied. Not only do these forms increase the vocabulary of the students, it also improves their writing skills.

4.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the various educational objectives
- Understand the process of teaching of prose and poetry
- Discuss the various approaches used for teaching of grammar
- Explain the process of writing composition

4.2 WRITING OBJECTIVES IN BEHAVIOURAL TERMS

The study of classification is known as taxonomy. You have various objectives of education related to personal needs, social needs, community needs, national

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needs, global needs, and various aspects to your personality. The first and the most successful effort in this direction was made by American educational psychologist Benjamin Bloom and his co-worker, who began their work in 1948. Bloom was teaching educational psychology at the University of Chicago. He developed and proposed the classification of educational objectives in 1956, which is popularly known as Bloom's Taxonomy of Educational Objectives. This is the classification of the different aims and objectives, which are required to be achieved through curriculum of any course and involves knowledge, skills, attitude values and abilities that a teacher, teacher educator or curriculum developer sets for students as teaching-learning objectives. This classification fits properly for all subjects and courses whether academic or technical. In all the areas of study, you try to develop content knowledge and understanding, skills, and values related to it. You will find these in the classification of educational objectives by Bloom.

Bloom's taxonomy of educational objectives also fits properly with Mahatma Gandhi's views on education. Mahatma Gandhi defines education as, 'By education, I mean the all-round drawing out the best in child and man-body, mind and soul'. Gandhi's definition remarkably reflects the idea that education should develop the whole personality of the child by developing the three most important dimensions of personality, i.e., body, mind and soul. Mind indicates intellectual aspects; soul indicates the emotional, spiritual and moral aspects; and body indicates the development of skills which requires the use of body parts like fingers, hands, legs, eyes, vocal cord etc., for performing various skills.

Bloom classified educational objectives into three 'domains', namely: (i) cognitive domain, (ii) affective domain (iii) psychomotor domain, as shown in Figure 4.1.

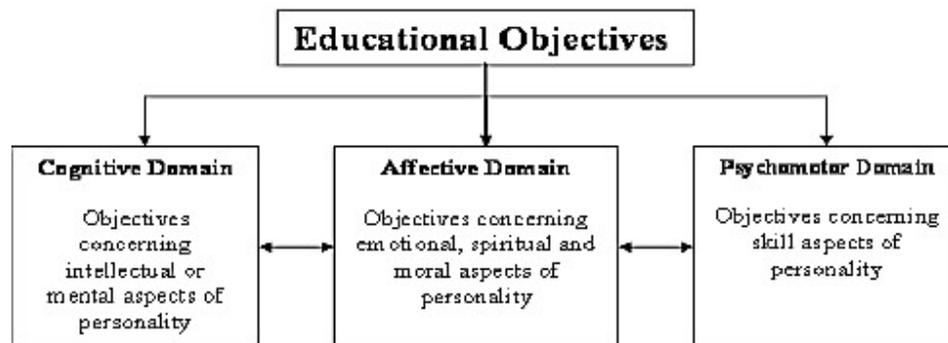


Fig. 4.1 Domains of Educational Objectives

All the three domains are not divided entirely by a water tight compartment. Each of the three domains is interrelated and achievements in one domain influence the achievement by other domain. However, all domains develop in a hierarchical order and constitute the whole personality of an individual. If an individual develops his or her three domains in any area of study, he or she is having a good personality, and if any one domain is underdeveloped, then he or she has not nurtured himself or herself as a groomed personality. Hierarchical means of learning at the higher level in any domain is entirely dependent on

having acquired prerequisite knowledge and skills at lower level. The three domains may be represented in short as:

1. Cognitive domain (about knowing-intellectual aspects of personality of an individual)
2. Affective domain (about attitudes, feelings, interests, values and beliefs of an individual)
3. Psychomotor domain (about doing-skill aspects of the personality of an individual)

All the three domains have their own taxonomy or classification. In all domains, the levels of expertise or abilities are arranged in order of increasing complexity, i.e., in hierarchical order of difficulty levels. Learning outcomes that require higher levels of expertise require more effective teaching and more sophisticated classroom techniques and method of teaching.

Dimensions of learning basically form a framework of learning focused on preparing instructional planning, keeping in view cognition (the awareness part) and learning in practical classroom situations. This framework serves three major purposes. These are as follows:

1. It provides a process for planning and delivering curriculum and instruction that integrates much of the research on effective teaching and learning.
2. It offers a way of integrating the major instructional models by showing how they are connected and where the overlaps occur.
3. It provides a framework for organizing, describing and developing research-based teaching strategies that engage students in the types of thinking that can lead to meaningful learning.

The following five aspects of learning should be considered while finalizing curriculum, instruction and assessment:

- Attitudes and perceptions about learning
- Using knowledge meaningfully
- Identifying productive habits of the mind
- Acquiring and integrating knowledge
- Extending and refining knowledge

4.2.1 Cognitive Domain

Cognitive domain includes those objectives of education which attempt to develop mental faculties or intellectual abilities, i.e., the ability of knowing, understanding, thinking and problem solving. It develops our factual knowledge, conceptual understanding and all levels (lower, middle and higher) of thinking. It covers whole of mental abilities and mental operations.

Classification of Cognitive Domain

The classification of cognitive domain was done in 1956 by Bloom and is commonly known as Bloom's Taxonomy of Cognitive Domain (Bloom et.al, 1956). Cognitive taxonomy or classification of cognitive domain has knowledge-

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based goals. This domain has been classified into six major categories which are arranged in a hierarchical order based on the levels of complexities of cognitive or mental or intellectual tasks or operations. These are arranged from simple to complex and concrete to abstract starting from category one to category six, respectively.

1. Knowledge: This is the first and the lowest level of cognitive domain. It represents memory and constitutes recall and recognition of various facts, concepts, principles, theories and laws of physical science. No addition or deletion is done in this category; we simply recall and recognize things. In the revised Bloom's taxonomy, this category is given new name 'remembering'.

Example:

Psychoanalysis as a discipline was established by Sigmund Freud.

The colour white symbolizes peace.

Laws of motion were given by 'Isaac Newton'.

A magnet has two poles— N (north) and S (south)

2. Understanding: This is the second level of cognitive domain and develops only after the development of the first category, i.e., knowledge or remembering in any particular area of study, also in physical science. Learners are expected to go beyond the level of recall and recognition. After having developed this level of understanding on any topic, learners become capable of doing the following major tasks, which in turn indicates that the learners have acquired the level of understanding in a given topic:

- (i) Translate, summarize or define the acquired knowledge in their own words.
- (ii) Describe, elaborate, extrapolate and explain natural phenomena or events or process or method, etc.
- (iii) Interpret the acquired information or knowledge in their own way and give their own examples. They can discriminate or differentiate between two or many objects or concepts. Classify and categorize various objects into groups on the basis of some criteria. Verify and generalize facts and concepts.

Example: After having understood the structure of atom, learners not only recall protons, electrons and neutrons but also describe the structure of an atom. Now learners can also explain why an atom is neutral with the help of charges acquired by every fundamental particle and numbers of all three particles in an atom.

3. Application: After having acquired knowledge and understanding levels of any topic (may be a fact, concept, principle, theory or law), learners should be able to apply them in their day-to-day lives. Application of any concept, principle, theory or law in daily life and solving problems of varied nature is impossible without its knowledge and understanding. Unless the learner is able to apply whatever knowledge and understanding he or she has acquired, it has no meaning at all and indicates that the learners have not understood the content properly. By applying or implementing the gained knowledge

and understanding of various contents, you can solve many problems of daily life, under concrete and abstract situations.

Example: If learners know and understand the importance of natural resources, underground water crisis, electricity supply and demand relationship and other such problems of daily lives, they will take care of these things in their day-to-day life, and by applying this understanding, they will try to minimize wastage of water and electricity in their homes, schools and society by proper and judicial use of these things.

4. **Analysis:** This is the fourth higher level category of cognitive abilities. At this stage, learners develop the potential to analyse and breakdown the whole into its various components or constituents and detect the relationship and organization of its various components. Learners develop the ability to break a law and theory into its various inherent facts, concepts and principles on the basis of which that theory or law has been created or proposed.

Example: Learners are taught about the laws of motion. Suppose they know and understand the third law of motion which states, 'to every action there is an equal and opposite reaction'. They have also developed the ability to apply this knowledge and understanding in their daily lives. If the analytical ability has developed, they would be able to analyse this law in the event of some likely situations. They would also be able to describe its every concept like action and reaction. One can analyse anything if he or she has knowledge and understanding of that thing and also has the potential to apply it. In the process of analysis, three tasks are performed in general. These are as follows:

- (a) Analysis of elements or constituents making the whole
- (b) Analysis of relationship among various constituents
- (c) Analysis of the organizational patterns of the constituents

5. **Synthesis:** This is the process of putting together of various constituents to make a whole. This is a higher level thinking ability and is complex in nature, which involves the creation of a new pattern or structure by manipulating various constituents. It has the elements of creativity attached with it. Development of creative personality requires this level of cognition to be achieved by the learners. All creative people have this ability in common. Synthesis involves the following three things:

- Development of a unique communication
- Development of a plan, procedure or proposed set of operation
- Development of a set of abstract relations

6. **Evaluation:** This is the process of judgment about the worth or value of a process or a product. It includes all the content, i.e., facts, concepts, principles, theories and laws of physical sciences. It is the highest and the most complex level of cognitive ability and involves all the five categories discussed earlier. It is a quantitative as well as a qualitative process. It leads to the development of decision-making ability among the learners and involves judgment in terms of internal as well as external criteria.

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4.2.2 Affective Domain and Formulation of Specific Objectives

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The affective domain of Bloom's taxonomy of educational objectives is related to the development of emotions, values, attitudes, and the development of those aspects of personality which are more influenced by heart than the mind. It also includes the development of interests, appreciation, feelings, likes and dislikes towards something.

Classification of Affective Domain

The classification of this domain was done by American educational psychologists D. R. Krathwohl, B. S. Bloom and B. B. Masia in 1964. The categories in this domain are also arranged hierarchically from the lowest to the highest level of complexity.

- 1. Receiving:** This is the ability, inclination and readiness of learners to receive information. It requires attention, awareness, listening, seeing and willingness on the part of the learners. These are preconditions of learning, personality development, and imbibing culture and values. It needs sensitization of learners to stimuli, phenomena or environment. On the whole, learners should be made receptive in their habit and attitude. Whatever you want learners to learn, you should make them receptive toward those things.

Examples:

- Reading newspapers, magazines, journals, books, reports, etc., of interest to the learner
- Watching news, shows, reports, programmes as per interest
- Listening patiently and attentively to teachers, parents, seniors, friends and more experienced persons
- Having curiosity to learn from various sources

- 2. Responding:** This is the second level objective under affective domain. Learners are required to be responsive along with being receptive; otherwise it will not serve the purpose. Responding behaviour reflects that the learners are receiving or trying to receive. Continuity in attention and motivation behaviour (receiving) leads to the development of responding behaviour.

This category of ability is represented by interest, which is the tendency to respond to a particular object or event or situation. This creates the way for two-way communication and facilitates the process of teaching and learning. Students 'listen' to the teachers attentively and 'respond' to them to give their reflection and share their experiences.

Example:

- Response of students in class
- Interaction of students with teachers, friends and seniors on various issues or problems
- Visit to clubs, libraries, museums and other knowledge resource centres

- Participation in various activities, competition, seminars, conferences, cross word and such other programmes
- 3. Valuing:** During the cyclic process of receiving and responding, learners are automatically inclined towards taking value judgment regarding the things they are concerned with. These things may be an object, an event, an idea, a rule, any ritual, a set norm or any traditional or modern aspects of our culture. Through the process of valuing, individuals set guidelines for regulating their own behaviour. Character formation or value inculcation in the growing generation is done through the following three sequential steps:
- (a) Value acceptance
 - (b) Value preference
 - (c) Value commitment

Example: A class is taught by several teachers. All teachers practice various values in which some are common and some are unique for individual teachers. Students attend their classes and interact with them. They observe and analyse various values being practiced by their teachers. Through regular observation and analysis, students develop their own value based on their preference, acceptance and commitment.

- 4. Organization:** Through the process discussed above, students absorb various values from their teachers, parents and society. They analyse various values absorbed from different sources and finally construct relatively enduring value system through the process of synthesis and organization of values for a balanced conduct and behaviour pattern. This leads to the development of a set value structure or philosophy of life for every individual. It assists individuals in decision-making process about conduct in real life situations and in forming opinions on major issues of social and personal concern.
- 5. Characterization of values or value complex:** This is the highest level category of objectives under affective domain. At this level, individuals develop a set of values, attitudes and beliefs for themselves that build their character and give shape to their philosophy and personality. This process goes on continuously throughout life resulting into the shift of preference of various values, depending upon situation, age and experience.

Attitude and Values

‘An attitude can be defined as a positive or negative evaluation of people, objects, events, activities, ideas, or just about anything in your environment.’

—Philip George Zimbardo, 1999

In the opinion of American sociologist Read Bain, attitude is ‘the relatively stable overt behaviour of a person which affects his status’. An attitude is a state of mind or a feeling or disposition. It is important to have a positive attitude about work.

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Values

Affective learning also involves internalizing a set of values expressed in behaviour. Teachers affect the values and behaviour in a student by setting examples by their own behaviour.

Attitude formation

Attitudes are expected to change as a function of experience, environment and education. American psychologist Abraham Tesser has argued that hereditary variables may also affect attitudes.

Measurement of attitude

A number of techniques for measuring attitudes are in use. However, they all suffer from different kinds of limitations. Largely, the different types of techniques focus on the components of attitudes, namely the cognitive, the affective and the behavioural components. The two basic categories that attitude measurement methods can be divided into are as follows:

1. Direct measurement, such as Likert scale
2. Indirect measurement, such as projective techniques

Direct observation

This is a simple and logical method which records the behaviour patterns of people under study. This method is widely used for various purposes. However, even if the individuals to be studied are easily accessible, observing the behaviour of a large sample of individuals is not practically feasible.

Direct questioning

This method involves asking pre-set questions on certain topics on which the individual's behaviours are to be evaluated. While it seems like the most straightforward approach to simply ask questions to test attitude, the results may not be accurate because an individual may try to hide his or her real opinions and attitudes.

Some other approaches

In projective techniques, attitude gauging objects are hidden and results are interpreted on the basis of pre-set criteria. While this technique overcomes some limitations of the direct observation technique, the projective technique falls short when it comes to objective and reliable interpretation of data.

Thurstone scale

The first official method for measuring attitude was formulated by Louis Leon Thurston, a US pioneer in the fields of psychometrics and psychophysics, in 1928. His objective was to measure people's attitudes regarding religion. The Thurstone scale contains statements regarding the issue in question and every statement is assigned a numerical value based on the value the evaluator considers it to have. When people have selected the statements for each question, the values are added up and the average is calculated, which corresponds to a particular attitude.

Likert scale

Likert introduced the Likert scale of attitudes in *A Technique for the Measurement of Attitudes*. The scale covered a range of attitudes, from extremely positive to neutral to extremely negative. This scale also consists of statements and the subjects are asked to express their opinion regarding the statement through a 0–5 point scale. Once each statement has been assigned a numerical value, again they are added up and the mean is calculated. This kind of scale is often used in career assessment programmes to gauge a learner’s interests and tendencies, so that they can help themselves select the right career path.

The Likert scale is applied in the form of questionnaires. A Likert scale questionnaire would contain a statement, which would need to be evaluated by the individual on the basis of the following kind of responses:

- (a) Strongly disagree
- (b) Disagree
- (c) Neither disagree nor agree
- (d) Agree
- (e) Strongly agree

The individual will tick or circle one response for each statement or question. Each statement/question and its possible responses are together known as a Likert item. A Likert scale is, in turn, a sum of responses to multiple Likert items. A Likert scale is considered a ‘balanced’ form of attitude testing because it contains an equal number of positive and negative options.

In some cases of Likert scale questionnaires, the neutral response, such as ‘neither disagree nor agree’, is removed. Such an evaluation method is known as the forced choice method, because the individual cannot remain neutral on any statement. The forced choice method is used when it is thought that the individual might select the neutral response to avoid controversy or hide ignorance.

Generally, three kinds of common biases may render Likert scale questionnaires unreliable. These are as follows:

- **Central tendency bias:** In a professional setting especially, the individual may be reluctant to admit strong feelings about an issue.
- **Acquiescence bias:** The individual may feel obliged to agree with the presented statement.
- **Social desirability bias:** The individual may select an option to preserve the self-image or to be popular.

Once the respondent gives in the complete questionnaire, the responses may be evaluated individually or in a grouped form, depending on the pattern being studied. When studied in a grouped form, the items provide a score, which can be categorized and evaluated. The Likert scale is also sometimes known as the Summative Scale.

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Interest and its measurement

The reason for finding out the interest of the students is to help them in getting their dream careers. This inventory helps the teachers in knowing the interest areas of their students so that they can encourage and get various opportunities to grow in a particular field.

Thus, an interest inventory is often used in career assessment. The goal of this assessment is to give insight into the students' interests, so that they may face less difficulty in deciding on an appropriate career choice for themselves. It is also frequently used for educational guidance as one of the most popular career assessment tools. The test was developed in 1927 by psychologist E. K. Strong to help people who were quitting the military jobs to find suitable jobs.

Supporting students

Prior to selecting a career, students need to identify the right path for themselves. This can be done through an assessment, which would help them get an insight into their own interests, preferences and personal styles. Analysing these aspects will direct them into identifying the right courses, jobs, internships and activities that are suitable for them.

Self-concept and its assessment

Self-concept defines how we assess ourselves as individuals or what we think of ourselves. Self-concept is a commonly used term. There are two aspects to the development of self-concept. These are as follows:

1. **The existential self:** This aspect of the self can be defined as, 'the sense of being separate and distinct from others and the awareness of the constancy of the self'. (Bee 1992)
2. **The categorical self:** Once a child realizes that he has a distinct identity, he gradually becomes aware of the world around him and his own place in the world. He starts relating to the world and starts thinking of himself as more than his physical characteristics, such as hair colour or height, etc. Finally, he becomes aware of the fact that others perceive him in a certain way, which may or may not be similar to how he perceives himself.

According to American psychologist Carl Rogers, self-concept has three different components. These are as follows:

1. The view you have of yourself (self-image)
2. How much value you place on yourself (self-esteem or self-worth)
3. What you wish you were really like (ideal self)

Factors affecting self-concept

The following factors affect self-concept:

1. **How others react to us:** People's approval and recognition and affection helps to develop a positive self-image.
2. **Comparison with others:** Comparing oneself with people who seem to be doing better financially or more popular socially than oneself can lead to

a negative self-image. However, if the comparison is made with people who are less successful, it would lead to a positive self-image.

3. **Social roles:** There are some roles that are associated with prestige and positive self-image, such as that of a doctor.
4. **Identification:** Self-concept is also influenced by the role we play in the group that we belong to.

4.2.3 Psychomotor Domain

Psychomotor domain is concerned with those objectives which are intended to develop various skills. For example: typing, painting, drawing, dissecting, preparing food, beautification, carpentry, book binding, sculpture, photography, operation of computer or any other machine, working with any tools to produce something. It includes all manipulative skills. For any motor activity or skill work, psychological readiness is an essential condition. If a person is psychologically ready, he or she will also be mentally ready and will act towards the desired, skilled work.

Classification

Psychomotor domain is classified by many psychologists. Some of them are Ragole (1950), E. J. Simpson (1966), J. P. Guilford (1958), R. H. Dave (1969), A. J. Harrow (1972), Allyn & Bacon (1994). In the following paragraphs, we are going to discuss the classification given by R. H. Dave (1969) in an adapted form. There are five categories under this domain, arranged from 1 to 5 in the order of increasing complexity, difficulty level and fineness in the skill being developed.

1. **Initiation-observation or observation-initiation:** For learning any skill (simple or complex), learners need psychological readiness. It is common to most of the learners that they hesitate of any skilled work at the time of beginning. They generally hesitate to take initiative. Contrary to this, there are some learners who are highly motivated to start as they have observed somebody doing it and they are highly motivated to perform that skill.

If learners are not interested or motivated, they need to become motivated by means of promise of some reward, discussion, fulfillment of some desires and aspirations of the learners, etc. In the above case, 'initiation' is the first step towards the development of skill. On the other hand, if a learner has observed some person performing some skill and is highly motivated and encouraged to do that skill, then he takes initiative automatically. In this case, observation is followed by initiation.

2. **Manipulation:** When the learner is ready to take initiative, he observes others performing that skill and sees how performers are manipulating tools required in that skill and he also starts manipulation of those tools to produce or copy that skill. Manipulation and observation work together continuously for quite some time. As a result, improvement in performance is achieved and it leads towards perfection. During this process, learners perform the following three tasks:

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- (i) Perform selected steps
- (ii) Follow directions
- (iii) Fix their performance through necessary practice

3. Precision: Repeated observation of the expert performers and continuous practice leads learners to the performance of the skill with a desired level of precision, i.e., accuracy and exactness. They reach at a higher level of refinement. They achieve this level through the following points of consideration:

- Controlling faults
- Eliminating errors
- Reproducing the desired skill with precision

4. Articulation: This is the level at which learners bring some novel attributes or features to their skill performance in addition to the general attributes.

5. Naturalization: This is the highest level of performance in skill development. The act of the performer becomes automatic or natural. Achiever of this level of proficiency, which is rare, performs with the highest degree of refinement and convenience as natural as possible. For performer as well as audience or observer, it looks like an effortless performance.

Check Your Progress

1. What is cognitive learning?
2. Define attitude.

4.3 TEACHING OF PROSE

Prose is intended for studying a language. Prose teaching implies teaching reading with comprehension. Prose teaching helps students to comprehend the passage, read fluently, enrich their vocabulary and enjoy reading and writing. This encourages students to expand their knowledge of vocabulary and structures and to become more proficient in language skills. It improves the ability to speak English correctly and fluently.

The following are the objectives of teaching prose:

- To help students comprehend the ideas expressed in different passages.
- To make sure that the students can read prose with correction pronunciation, pause, etc.
- To assist students in expressing or relaying the ideas given in any passage in oral and written forms
- To help students increase their vocabulary
- To improve writing skills of students
- To help students inculcate reading habits, etc.

Prose refers to the type of writing with no formal or rigid structure. It models on the natural flow of speech and follow general grammar rules. It can be fictional like novels, or non-fictional like essays or biographies. They can also be in the form of legends or also be used in writing poetry.

Characteristics of prose include:

- Uses simple everyday-use language
- Uses paragraphs and full sentences
- There is continuation of ideas and thoughts across several lines and paragraphs
- Follows no structured metres

‘To learn to read is to light a fire; every syllable that is spelled out is a spark.’

— Victor Hugo, *Les Miserables*

‘When I say to a parent, “read to a child”, I don’t want it to sound like medicine. I want it to sound like chocolate.’

— *Mem Fox*

Since a majority of teaching of prose bears close resemblance and requires the similar set of skills as that of reading.

This section will focus on the significant skill of reading. As they say reading makes a man perfect, developing reading skills among learners is the primary goal of language education in our country.

It is believed that if the reading skills are developed, the learner will acquire other related language skills, will become a self-directed, autonomous learner who will be competent to chart his own success story.

The teaching of reading skills lesson is generally executed in three small steps:

Pre-reading: The learner is exposed to some thoughts, ideas, case studies, reports or perspective on the theme of the reading text. This creates a frame of reference for the learner. The teacher may even engage the learners in small discussion / brainstorming session to prepare them for reading the text.

While-reading : While reading, the learner has to stay focused to gauge the meaning of the text and comprehend fully what the text is about , some task sheet on vocabulary – word attack, etc. may be used, they might be asked to underline the theme statement, its supporting details, etc.

Post-reading: After the reading is over, the interpretation of the learner may be shared in the class. So that there is an exchange of thoughts and perspective. Learners may be asked to write a letter to the characters of the text, they may tell the story giving it a different ending.

Sub-skills of reading

In our real life we often engage in reading one text or the other, we encounter a wide variety of texts, which we generally read for two purposes:

- For information, or
- For pleasure

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These reading texts differ on account of their:

- Content
- Style
- Purpose
- Density

While reading these varied texts we use different types of sub-skills of reading. They include:

- Skimming
- Scanning
- Intensive Reading
- Extensive Reading

1. Skimming

When we read a text quickly to get an overall idea of the contents, in order to get a gist, we engage in the process of skimming. For instance, when we go through the blurb of a book, we read quickly so that we may make a decision whether or not to pick it up for reading, if it is relevant to your coursework / whether it is of your interest area or not.

Activity 1

List the different types of things you read.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Now, that your list is ready, can you specify a reason / purpose for which you read them?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. _____

9. _____

Does your reading speed depend on the type of the text you are reading?

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Reading speed

Our reading speed varies for different types of texts, for instance, while reading a novel, we do not read each and every word slowly, rather our reading speed is fast. This speed comes due to the process of ‘chunking’.

‘Chunking’ refers to the technique of taking words in ‘chunks’ - that is instead of taking single word at a time, the reader picks up a ‘chunk’ - words that make a sensible unit, such as phrases, clauses, or complete sentence.

Process of skimming

Reading for gist or overall idea involves:

- Reading the text quickly for general information (**skimming**),
- Mentally summarizing the information for later use, and
- Remembering only keywords and not details

Activities for practicing skimming

- Read the title, subtitles and subheading to find out what the text is about.
- Look at the illustrations to give you further information about the topic.
- Read the first and last sentence of each paragraph.
- Don’t read every word or every sentence. Let your eyes skim over the text, taking in key words.
- Continue to think about the meaning of the text.

When to use skimming?

- To know the overall sense or the main ideas of a text.
- Large amounts of reading and limited time to review it in detail.
- For seeking specific information rather than reading for comprehension or pleasure.
- To make decision, such as - should the book be read at all, or in more detail.
- To know if a text may be of interest in one’s research.

2. Scanning

This sub-skill requires learners to read through the given text quickly for a specific piece of information or a given word. For instance, looking for a telephone number in the telephone directory, consulting dictionary for a specific word and so on. We specifically look for key words by moving our eyes a bit quickly.

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Scanning is a distinct reading strategy involving rapid but focused reading of text, in order to locate specific information, e.g. looking for particular details such as dates, names, or certain types of words. It is processing print at a high speed while looking for answers to specific questions. When you scan, you must begin with a specific question which has a specific answer. Scanning for information in this way should be both fast and accurate. We usually scan the following material in our daily life:

- **Simple:** lists, dictionaries, thesaurus, railway-timetable, tables, signs, classified ads
- **Less simple:** yellow pages, reference works, tables of contents, indices (indexes), web pages
- **Complex:** continuous prose - documents, articles, books, long description

Process of scanning

- Start at the beginning of the passage.
- Move your eyes quickly over the lines, looking for key words related to the information you want to find.
- Stop scanning and begin reading as soon as you find any of the key words you're looking for.
- Use clues on the page, such as headings and titles, to help you. Such as: In a dictionary or phone book, use the 'header' words to help you scan.

When to use it

- To find a particular or specific piece of information.
- To extract specific details from a text.
- To save time in while reading a book or article and knowing what it contains
- For example:
 - The Editorial section of your newspaper.
 - A train/ airplane schedule
 - A seminar brochure

Activities for practicing scanning

1. Locate the name and address of dentist in the yellow pages
2. Look up a favourite recipe in the index of a cookbook
3. Search for the contact number of physiotherapist clinic in your area from the telephone directory
4. Scan web pages on the Internet to find specific information.

3. Intensive and extensive reading

While reading a text silently, the reader uses two sub-skills:

- (a) Intensive Reading, and
- (b) Extensive Reading

The following sections will discuss the what, when, and how of these sub-skills of reading.

(a) Intensive reading

Brown (1989) draws the analogy of ‘zoom lens’ for intensive reading. In his words: this type of reading ‘calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.’

It is sometimes referred to as ‘narrow reading’.

Aspects of intensive reading

- Generally confined to a classroom
- Reader is intensely involved in looking inside the text
- Reader focuses on linguistic or semantic details of a reading
- Reader focuses on surface structure details such as grammar and discourse markers
- Reader identifies key vocabulary
- Readers may engage in concept mapping strategy to help them in analyzing the text (such as in problem solving)
- Texts are read carefully and thoroughly, repeatedly
- The purpose is to gain language knowledge rather than simply practice the skill of reading
- It is more commonly used than extensive reading in classrooms

Materials appropriate for intensive reading

- Very short texts - not more than 500 words in length
- According learner’s level of difficulty text is selected by the teacher/ content developer
- Focus on types of reading and skills that the teacher wants to cover in the course for that specific group of learners

What does it involve?

- (i) Practice in reading the text rapidly
- (ii) Interpreting text by using:
 - Word attack skills: guessing the meaning of a word from context
 - Text attack skills – understanding the sentence syntax, for instance – ‘I am happy is a statement’, and ‘Am I happy?’ is a question.
 - Non-text information: utilizing non text information such as punctuation, for comprehension.
 - Recognizing and interpreting cohesive devices such as- moreover, however, but, and so on: She was ill **yet** she went to school/ She was ill **but** she attended school.

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- Interpreting discourse markers
- Tracing and interpreting rhetorical organizations: Politicians are liars. They keep fooling the common man (exemplification).
- Recognizing pre supposition underlying a statement: I can't believe the teacher has not considered your case. (Presupposition – teacher is empathetic)
- Recognizing implications and making inferences: All that glitters is not gold. (inference-one should not be beguiled by appearances)
- Prediction 'Tatas dump Cyrus Mistry as chairman, recall Ratan' – we expect the news to shed light on the whole episode – what, why, how.

Activities for developing intensive reading skills

Intensive reading exercises may include:

- Looking at main ideas versus details
- Understanding what is implied versus stated
- Making inferences
- Looking at the order of information and how it effects the message
- Identifying words that connect one idea to another
- Identifying words that indicate change from one section to another

Munby (1979) suggests four categories of questions that may be used in intensive reading. These include:

- Plain Sense - to understand the factual, exact surface meanings in the text
- Implications - to make inferences and become sensitive to emotional tone and figurative language
- Relationships of thought - between sentences or paragraphs
- Projective - requiring the integration of information from the text to one's own background information

Assessment of intensive reading

It generally takes the form of reading tests and quizzes. Multiple-choice and free-response questions generally used. The focus is more on knowing whether they have understood the text or not.

Purpose of intensive reading

Practice in intensive reading is done in order to understand the

- Logical argument in the text
- Rhetorical pattern of text
- Emotional, symbolic or social attitudes conveyed in the text
- Purposes of the author
- Linguistic means to an end
- Complex nature of texts in academic reading

Role of the teacher

- The teacher selects a suitable text.
- The teacher designs tasks and activities to develop skills.
- The teacher sets the stage, gives direction before, during and after reading.
- The teacher prepares students technically and mentally to work on their own.
- The teacher 'gets out of the way'.
- The teacher motivates students to read and perform the tasks through prompts, without giving answers.

Advantages

- It provides a base to study structure, vocabulary, idioms and other aspects of language.
- It provides the teacher an opportunity to focus on specific aspects of language and train learners in word attack, text attack strategies.
- It provides opportunities for students to develop a greater control of language
- It provides teachers and learners themselves an opportunity to ascertain the degree of comprehension of the text.

The success of intensive reading depends on:

- **The Teacher:** her competence, repertoire of ideas for activities
- **The Text:** its level, interesting aspect, complexity
- **The learner:** motivation, competence to read and comprehend

(b) Extensive reading

'The best way to improve your knowledge of a foreign language is to go and live among the speakers. The next best way is to read extensively.'

Nuttall (1982)

In the words of Long and Richards (1971) extensive reading occurs

'when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words.'

Purpose of extensive reading

- Build reader confidence and enjoyment
- For the comprehension of main ideas, not for specific details.

Historical perspective

Harold Palmer (1917) in Britain and Michael West (1926) in India were pioneers in the application of extensive reading in foreign language teaching, particularly for developing reading skills. Palmer chose the term 'extensive reading' to distinguish it from 'intensive reading'. It involved:

- Learners reading in second language without any conscious effort to translate.
- developing independent silent reading and

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- increasing reading speed of individual students
- preparation of graded readers based on frequency word counts

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Theoretical basis for extensive reading programmes

Extensive reading has a strong theoretical base:

Krashen's Input Hypothesis (1982) stated that the dominant mode of language learning is in *acquisition*, the largely subconscious 'picking up of the language' in informal settings and which is similar, if not identical, to the way children develop ability in their first language. He suggested that the learner must be exposed to large amounts of second language input. This input must be:

- Meaningful
- Interesting
- Relevant
- Not grammatically sequenced and
- In a low anxiety setting

It is felt that extensive reading programs provide such an environment.

Rumelhart (1980) also proposed an '**interactive model**' of the reading process. According to him, reading is a complex task of simultaneously combining 'bottom-up' processes (in which the reader analyzes text in small pieces and builds meaning from these) and 'top-down' processes (in which the reader makes "guesses" about the content of a passage). It is believed that extensive reading programs provide the quantities of reading practice necessary for the automaticity of the 'bottom-up' (word recognition) process.

Extensive reading programme in ESL class

Extensive reading may appear as any of the following:

- A complement to an intensive reading program
- An extra-curricular activity where students read out of class
- The main focus of a reading course (termed an Extensive Reading Program) - where students work with a class set of books:
 - (i) Individual reading of material, of their own choice
 - (ii) With follow-up activities such as reading logs, reading journals, book reports or projects.

Characteristics of a successful extensive reading program

- Lots of opportunities for learners to read as much as possible
- Availability of a variety of materials on a range of topics
- Learners exercise their choice on what they want to read
- The purposes of reading are generally related to pleasure, information and general understanding
- Reading is its own reward
- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar

- Individual and silent reading are practiced
- A relatively fast reading speed is emphasized
- Learners are briefed about the objectives of the program in advance
- The teacher acts as a role model of a reader for the students

Some ideas for selection of texts for extensive reading

- Select graded readers available with major publishers (CUP, OUP, Penguin and others)
- Texts on the same subject topic
- Provide varied exposure- it is believed that reading more than one text on the same topic allows students to bring more background knowledge to each new text read.
- Make use of authentic materials such as newspapers, magazines, reports that are related to the second language culture
- The style should include repetition, interest
- New vocabulary and structures should not occur at the same place
- Long texts should be divided into section
- Texts with less complex structure and less extensive vocabulary range should be selected
- The subject matter should be of real interest to the students and suitable for their age level

Rivers (1981) suggests the subject matter should be as close as possible to the type of material the students would read in their first language.

Materials should be chosen that are **at or below the reading ability** of the student. They are usually at a lower level of difficulty than those chosen for intensive reading. This is for several reasons:

- It builds automatic recognition of words
- It allows the reader to see words in “chunks” of language, allowing for faster reading.

Activities for extensive reading

- Reading followed by speaking: after reading learners may interview each other about their reading/ initiate a group discussion
- Reading followed by writing: after reading the newspaper, students may be asked to write a report or an essay on the topic
- Learners may be engaged in book reviews

After reading learners may be asked to do any of the following:

Maintain a reading log – it is a reading journal (reflections on the text read). It may take the following format:

- Date, title of book and author
- The type of the book if known by the student
- A brief paragraph on what is the theme of the book

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- A summary of each part as it is read
- Student's reactions to each part followed by response of the teacher

Extensive reading programs ought to be more 'pleasurable' than 'tedious'.

Exercises are meant to be an aid in comprehension and not to test the reading ability of the learners.

Assessment of extensive reading

- No examination / test based on the extensive reading is required
- Progress may be made on the basis of reading reports, reading journals, book reports and projects submitted by the learners
- Feedback on progress should be given timely and completely

Role of teacher

- Makes recommendations on selection of reading materials, based on learner's interests.
- Selects appropriate levels of material, beginning with easy books.
- Guides in choosing a variety of materials of their interest.
- Guides students in setting specific goals for amounts read.
- Provides modeling, the teacher also reads at the same time.
- Intervenes less in the learner's process of reading.
- Leads pre-reading activities to motivate and arouse interest in the learner through activities related to the characters, places, themes, and actions.

Role of student

- Takes ownership for developing reading ability.
- Reads independently without the use of a dictionary.
- Selects reading material as per their interest and moves along at their own pace.

Advantages

The advantages of an extensive reading program are manifold; the learners may:

- Develop a 'reading habit'
- Gain more confidence in reading
- Improve their attitude towards reading
- Become more motivated to read
- Feel more autonomous over their own learning
- More likely to take more initiative
- Become more 'independent readers'
- Acquire requisite skills to read for different purposes
- Gain awareness of different reading strategies such as word attack skills / text attack skills available for comprehending different kinds of texts
- Expand sight vocabulary
- Acquire "incidental" grammatical competence - that is, it may be acquired even though it was not directly taught

- Build background knowledge / schemas related to diverse fields, interests, style and taste
- Increase reading comprehension
- Improve overall language competence
- Gained in academic reading and writing skills due to extensive and varied exposure.

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Check Your Progress

3. What do you mean by skimming?
4. State two advantages of intensive reading.

4.4 TEACHING OF POETRY

One of the objectives of teaching English Language to learners is to enable them to acquire a sense of literary texts and the skill of appreciating literary texts of different genres. The use of language in essays, stories, drama, speech, poems differ considerably and the learner needs to be aware of this difference. Hence, poetry is very much essential to develop learner's aesthetic appreciation of the 'unusual' way the language is used in all of these cases.

Characteristics

The beauty of poetry lies in the features discussed below:

1. Versatile

There are different types and forms of poetry that eventually, each learner is bound to get spell bound. Thus we have sonnets, dramatic monologue, ballads, odes, and many more.

TYPES OF POEMS			
Acrostic A poem in which the first letters of each line spell out a word or phrase (vertically).	ABC Each line in an ABC poem begins with the letters of the alphabet. A B C D E F...	Autobiographical A poem written about oneself. Often called auto-bio poems.	Ballad A poem written to tell a story, often about a major event.
Cinquain A five-line poem. The first and last lines have only two syllables. It often tells a story.	Color A poem that uses color to express feelings.	Diamond An unrhymed seven-line poem in a diamond shape. The first and last lines are the shortest.	Haiku A three-line poem with a total of 17 syllables. The first and last lines have 5. Middle line has 7.
Limerick A humorous five-line poem with an AABBA rhyme scheme.	Rhyming A poem that uses rhyme. Couplets-2 rhyming lines. Quatrains-4 rhyming lines.	Shape A poem that describes an object, written in the shape of the object.	Ode An emotional lyric poem, often about a specific place or person.

Fig. 4.2 Types of Poem

2. Aspects and elements of language

Poems can be a wonderful means to introduce or practice new vocabulary, language structures, and rhyming devices and elements of poetry.

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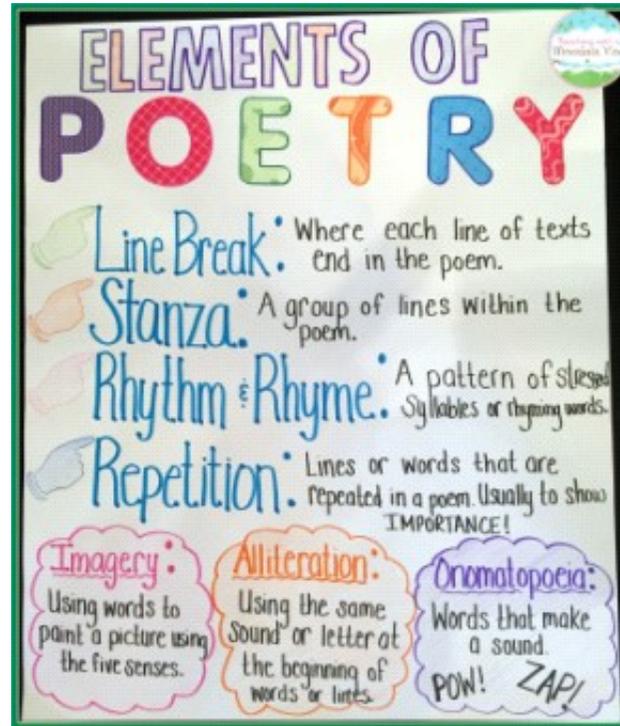


Fig. 4.3 Elements of Poetry

3. Target Language Culture

Poetry opens an interesting historical and cultural window, and students may already be quite knowledgeable about the poets and poems that are an important part of their heritage.

Procedures for Teaching English Poetry

The following strategies can be used for teaching poetry.

- Draw on students' background knowledge
- Talk about the differences between stories and poems.
- Give students a chance to illustrate poems.
- Read a variety of poems out loud. It will help learners notice different rhythms, rhymes, and feelings represented, as well as understand how the language creates an image or mood.
- Selection of poems should be wise: age specific, interesting, simple and beautiful.
- Discuss the vocabulary used in different poems.
- Encourage oral recitation of the poems in class by learners

- Integrated poetry teaching with some other skill / subject
- Use graphic organizers. (Especially for language structure, rhyme scheme etc.)
- Encourage students to share their personal interpretations – arrive at their interpretation of meaning
- Make the class learner centered for the appreciation of text to occur

Steps in Teaching Poetry

Step 1- Give a very brief introduction to the poet. Do not waste time on giving detailed factual information about the poem. Make it interesting so that students want to read the poem.

Step 2- Read the poem aloud and help learners to enjoy the experience-through visual, auditory, tactile, intellectual, or emotional mode (a picture/recording, natural setting etc. may be used to stimulate the learners imagination). Learners just listen and not read the poem. Teachers must practice and gain competence in reciting the poem appropriately with correct pronunciation, articulation, enunciation and expression. She may even use an audio/video recording of the poem

Step3- Learners' perception of poem is discussed by the teacher to highlight the theme, tone, style, and rhythm of the poem. The teacher builds on the initial perception of the learners and their responses, adding to them or helping them to re-visualize it.

Step 4- Learners read the poem accompanied by the loud recital of the poem. At this stage, the teacher discusses with the learners the meaning, theme, new language structures in the poem if any, logical structure of the poem, use of poetic devices such as imagery, metaphors, simile.

The teacher may now ask the learners to go back to the poem again and answer questions such as:

1. Which words in the poem convey that the poet is conveying...?
2. In which line the metaphor of _____ is used?

The focus in asking such questions should not be only on what the poet is saying but also attention has to be drawn on 'how' is the poet conveying a message.

Step 5- Summing up: Once the teacher is satisfied that the learners have enjoyed the poem, its style, beauty of expression, and its meaning, the teacher should summarize all the elements focused in the session.

As a teacher you must enjoy the poem yourself in order to pass on that excitement, interest to your learners.

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4.5 TEACHING OF GRAMMAR

“Grammar is the business of taking a language to pieces, to see how it works.”

(David Crystal)

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What does the word ‘Grammar’ convey to you? The characteristics of grammar can be understood through the following points:

- Language user’s subconscious internal system
- Linguists’ attempt to organize, codify or describe that system
- Sounds of language: Phonology
- Structure and form of words: Morphology
- Arrangement of words into larger units: Syntax
- Meanings of language: Semantics
- Functions of language and its use in context: Pragmatics
- Grammar is the system of a language. The “Grammar” is simply a reflection of a language at a particular time.
- Grammar acts as a prism which conveys the different shades inherent in the text

The kinds of meanings realized by Grammar are said to be principally:

- **Representational** - that is, Grammar enables us to use language to describe the world in terms of how, when and where things happen. For instance: The sun rises in the east. The milkman is at the door.
- **Interpersonal** - that is, Grammar facilitates the way we interact with other people when, for example, we need to get things done using language. For instance there is a difference between:
 - o Open the door!
 - o Can you open the door?
 - o Why don’t you open the door?
 - o Do you mind opening the door?
 - o You have to open the door.
 - o Door open.

Do you see the difference in each of the abovementioned statements?

Objectives of Teaching English Grammar

Practitioners and linguists over a period of time have put forth numerous reasons for making teaching of Grammar an essential school activity in the process of second language acquisition. Some of them are presented hereunder as it is:

1. The sentence-machine argument

The process of language learning can be seen as a dual process: Item-learning — that is the memorization of individual items such as sounds, words, phrases, and basic structures. However, there is a limit to the number of items a person can both retain and retrieve. So there is a need to acquire the skill of making sentences which can happen only through grammar, grammar is a kind of ‘sentence-making machine’. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity. The number of possible new sentences is

constrained only by the vocabulary at the learner's command and his or her creativity.

2. The fine-tuning argument

The purpose of grammar seems to be to allow for accuracy of meaning in language use, which is otherwise not possible through lexical items. While it is possible to get a lot of communicative mileage out of simply stringing words and phrases together, there comes a point where 'baby on chair' type of primitive language output fails to deliver, both in terms of intelligibility and in terms of appropriateness. The teaching of grammar, it is argued, serves as a corrective against the kind of ambiguity represented in this example.

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3. The fossilization argument

Highly motivated learners with a special aptitude for languages may be capable of achieving high levels of proficiency without any formal study. But those learners who pick up language during class session, it is difficult as their linguistic competence fossilizes over a period of time. Research suggests that learners who receive no instruction seem to be at risk of fossilising sooner than those who do receive instruction.

4. The advance-organizer argument

Grammar instruction might also have a delayed effect. As evident in the work of researcher Richard Schmidt who kept a diary of his experience learning Portuguese in Brazil. He concluded that formal instruction in grammar made him more observant and conscious of language use. It had acted as a kind of advance organiser for his later acquisition of the language.

5. The discrete item argument

The practice of teaching grammar enables the learner to organize facts related to language use in definite categories, thus helping him to systematizing the abstract and limitless nature of the target language.

(A discrete item is any unit of the grammar system that is sufficiently narrowly defined to form the focus of a lesson or an exercise: e.g. the present continuous, the definite article, possessive pronouns).

6. The rule-of-law argument

It follows from the discrete-item argument that, since grammar is a system of learnable rules, it lends itself to the effective transmission of knowledge of the target language. It is believed that grammar offers the teacher a structured system that can be taught and tested in methodical steps.

7. The learner expectations argument

Language learners are often not able to pick up the target language despite input rich environment. They feel frustrated and are on the verge of getting demotivated and giving up. Such learners when they join a language class, they expect that will be taught the language in a systematic manner, somebody will analyze the structure

of the target language and make it more comprehensible and systematic for them which is generally not possible in classes where experience in the use of the target language is given.

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Methods of Teaching English Grammar

The different approaches to teaching of grammar are discussed in the sections given below:

1. The deductive approach – rule followed by examples

A deductive methods or approaches starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples.

Advantages of a deductive approach

- It gets straight to the point, hence it is time-saving.
- Rules of form are better explained than elicited from examples. Thus giving more time for practice and application.
- It respects the intelligence and maturity of learners, especially adult learners
- It acknowledges the role of cognitive processes (learner strategies) in language acquisition.
- It caters to learning styles of learners such as those with analytical learning style.
- It allows the teacher to deal with language points as they come, rather than demanding advance preparation.

Disadvantages of a deductive approach

- Young learners may get put off with the teaching of rules at the start
- They may not have sufficient metalanguage (i.e. language used to talk about language such as grammar terminology).
- They may not be able to understand the related concepts involved.
- It encourages a teacher-fronted, transmission-style classroom;
- Student involvement and interaction is reduced to a significant level
- Explanation is not always as involving as other methods such as demonstration, exploration, and inquiry.
- It encourages the belief that learning a language is simply a case of knowing the rules.

What is a rule?

It appears that learning a language involves a fair understanding of the rules of that language. In the Longman Activity Dictionary “rule” is defined as:

- **A principle or order which guides behaviour, says how things are to be done (Prescriptive rule)**

Examples of prescriptive rules:

- (i) Never end a sentence with a preposition.
 - The usual way that something happens (Descriptive rule).

Descriptive rules are more practical and primarily concerned with generalizations about what speakers of the language actually do and say than what they should do.

Examples of descriptive rules:

- (i) Auxiliary verbs come before the subject in questions.
 - Provide learners with the means and confidence to generate language with a reasonable chance of success. (Pedagogic rules)

Pedagogic rules can be categorized as- rules of form and rules of use.

For example:

Rule of Use

‘The’ definite article is used in a definite and particular sense e.g.

- The earth moves around the sun. (i.e. ‘obvious earth and obvious sun’)
- The cats that Maya keeps are not for sale.

Rule of Form

To form the past simple of regular verbs, add –ed to the infinitive.

The criteria for a **good rule** is that it is easy to **understand, remember and apply**.

Pedagogic Grammar

Pedagogic Grammars is characterized by:

- Assumptions about how learners learn
- Follow certain linguistic theories in their descriptions
- Are written for a specific target audience
- Is generally prescriptive
- Often includes or is accompanied by a set of complementary exercises.

What qualifies a rule a good rule?

Michael Swan, offers the following criteria:

- **Truth:** Rules should be true. The rule must bear some resemblance to the reality it is describing.
- **Limitation:** Rules should show clearly what the limits are on the use of a given form. For example, to say simply that we use ‘will’ to talk about the future is of little help to the learner since it doesn’t show how ‘will’ is different from other ways of talking about the future (e.g. going to).

NOTES

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- **Clarity:** Rules should be clear otherwise it will result in ambiguity or obscure terminology.
- **Simplicity:** Rules should be simple. There is a limit to the amount of exceptions a learner can remember.
- **Familiarity:** An explanation should try to make use of concepts already familiar to the learner.
- **Relevance:** A rule should answer only those questions that the student needs answered. These questions may vary according to the mother tongue of the learner.

How to present a rule?

An effective rule presentation will include the following steps:

- It will be illustrated by an example
- It will be short and precisely stated
- Students' understanding will be checked
- Students will have an opportunity to internalize and personalize the rule.

2. The inductive approach – the rule-discovery path

In this approach to teaching, language starts with examples and asks learners to find rules.

Advantages

- Discover for rules on their own, this way it is likely to fit their existing mental structures. This will make the rules more meaningful and usable.
- Cognitive processing of the examples in the process of identifying the rules aids greater memorability and development of cognitive learner strategies
- Plays an active role hence it guarantees attention and concentration
- Engages in problem solving and critical thinking
- Is involved in collaborative interaction with the peers teacher thus availing the benefit of extra language practice
- Gains greater self-reliance and this fits with communicative approach and learner autonomy and self-directed learning.

Disadvantages

- The form might take precedence rather than the practical application of these rules in real life situation.
- Too much time is lost in unravelling the underlying rule which may well be devoted to practice.
- Wrong rule / hypothesis might be created by the learner which may lead to serious problem if not tested and checked by the teacher.
- The task of teachers is increased as she has to compile data which is intelligible and appropriate in order to allow students generalize the rule.

- Many language areas such as aspect and modality resist easy rule formulation.
- frustrates students owing to their personal learning style.

3. Functional-notional approach (teaching of structure and functions)

This method of language teaching stresses a means of organizing a language syllabus by breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used. This approach comes under the communicative approach to language teaching. This approach was an offshoot of Wilkins' publication in 1972. In 1976, he concretized his idea in the form of Notional Syllabuses. Here, he categorized language under categories/ notions such as quantity, location and time, and functions such as placing order, booking tickets making requests, making offers, and apologizing, requesting and so on.

The council of Europe also prepared course book on the basis of these syllabus. Such course books generally begin with the function of 'introducing oneself', perhaps followed by the function of 'making requests', with typical exponents being:

'Can I?', 'Could you?', 'Is it alright if I?' and so on.

These structures and functions were further practiced in the form of communicative exercises involving pair work, group work and role plays. In contrast to typical grammatical syllabus, where, structures using the word 'would' tend to appear in later stages of the syllabus, owing to their relative complexity. In a functional syllabus, 'would' is introduced at a very early stage due to its communicative significance in exponents such as 'Would you like?', which is extremely common and of great communicative value even to beginners.

Explanation of specific terms:

A notion is a concept, or idea, which may be quite specific, or may be very general – such as time, size, emotion, movement. It may be time past, may include past tenses, phrases like a month ago, in 1990, last week, and utterances using temporal clauses beginning with when....., before....., after....and so on.

A **function** is some kind of communicative act. It is the use of language to achieve a purpose, usually involving interaction at least between two people. Examples would be suggesting, promising, apologizing, greeting, inviting.

"Inviting" may include phrases like "Would you mind....? I prefer...., What about...? Excuse..."

Activity 2

Look at the items listed below. Can you categorize them into separate lists of notions and functions?

appeal	Proposition	Request
remorse	Promise	Time relations
Advise	the future	Drinks
appeal	Crime	supervision
apology	the body	remind

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Another significant aspect of this kind of syllabus is situation. The place where a dialogue takes place brings variations of language such as use of dialects, formal/informal nature of the language and the mode of expression. Situation includes the following elements:

- Who is taking part in the speech act?
- Where does the conversation occur?
- What time does the speech act takes place?
- What is being discussed?

Exponents are the language utterances or statements that stem from the function, the situation and the topic.

Functional categories of language

The functional categories mentioned by Mary Finocchiaro under five headings are listed below: personal, interpersonal, directive, referential, and imaginative.

• Personal

Clarifying or arranging one's ideas: expressing one's thoughts or feelings: love, joy, pleasure, happiness, surprise, likes, satisfaction, dislikes, disappointment, distress, moral, intellectual and social concerns; and the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth.

• Interpersonal

Enabling us to establish and maintain desirable social and working relationships, greetings and leave takings, introducing people to others, identifying oneself to others, expressing joy at another's success, expressing concern for other people's welfare extending and accepting invitations, and so on...

• Directive

Attempting to influence the actions of others; accepting or refusing direction, making suggestions in which the speaker is included: making requests; making suggestions, refusing to accept a suggestion or a request but offering an alternative; persuading someone to change his point of view, requesting and granting permission, asking for help, and responding to a plea for help forbidding someone to do something; issuing a command, giving and responding to instructions, and others.

• Referential

Talking or reporting about things, actions, events, or people in the environment in the past or in the future, talking about language (what is termed the metalinguistic function: = talking or reporting about things, actions, events, or people in the environment in the past or in the future, identifying items or people in the classroom, the school the home, the community asking for a description of someone or something, defining something or a language item or asking for a definition, paraphrasing, summarizing, or translating (L1 to L2 or vice versa) explaining or asking for explanations of how something works, comparing or contrasting things and others.

• Imaginative

Discussions involving elements of creativity and artistic expression, discussing a poem, a story, a piece of music, a play, a painting, a film, a TV program, etc. expanding ideas suggested by other, or by a piece of literature, or reading material, creating rhymes, poetry, stories, or plays, recombining familiar dialogs, or passages, creatively suggesting original beginnings or endings to dialogs or stories solving problems or mysteries.

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4. Teaching grammar through stories

Stories can be an interesting means for both eliciting and illustrating grammar points. If used appropriately, the story telling technique can prove to be a versatile one due to the following benefits:

- Holds students' attention
- They enjoy it most
- Good for context based teaching of points

Sample 1: Teaching Grammar through Stories

Simple Past Story 2, Page 1

Simple Past Story 2

By Really Learn English

[Visit the Simple Past Section for More Resources](#)



Who is she? What did she do? What happened?

Last week, Beth baked a cake for Lilly's birthday party. Lilly wanted a strawberry cake with pink frosting. Beth was happy to bake the cake.

First, Beth mixed the ingredients in a big bowl. Next, she poured the cake batter into four round baking pans. She put the pans in the oven. Finally, she baked the cakes for 20 minutes.

Then, Beth prepared the pink frosting. After the cakes cooled, Beth stacked them and covered them with frosting. Beth wrote Lilly's name on top with white frosting. She put seven candles in the cake.

On Sunday, Beth surprised Lilly with the strawberry cake. Lilly loved her cake! Lilly had many gifts for her birthday. But Lilly said her cake was the best gift of them all!

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Source: <http://www.really-learn-english.com/english-grammar-tenses.html>

The above mentioned story can be used for teaching past tenses. Look at sample 2, it is suitable for teaching present tense.

Sample 2: Teaching Grammar through Stories

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English Grammar through Stories
by Alan Townend

«It never gets you anywhere»

Andrew Smodley *is* a natural worrier. It *is* something he has inherited from his father — the king of all worriers. But then there are those who are never happy unless they *have* a problem to solve. Andrew worried about the weather, the state of the pound, his health, the cost of living and once he even worried because he thought he wasn't worrying enough. But that was in the past. Things have changed because something happened to him exactly two years ago.

It was in the spring when leaves *appear* on trees and nature *prepares* herself for renewal. Other things *happen* too — people often *fall* in love. Now Andrew *doesn't have* a romantic disposition. He never *looks* up at the leaves starting to grow, *sighs* and *says*: «Ah here *comes* the spring!» He simply *thinks* to himself: «I *live* in a small village by a little stream and around this time of year lots of creatures *start* to wake up and *make* a lot of noise.» In London, which *stands* on the River Thames, people *make* a lot of noise all the time.»

I *apologize* for the simplicity of these statements but I *want to* illustrate the unimaginative nature which Andrew possesses. Towards the end of this story I *give* examples to show the extent of the change that he underwent.

The other character in this anecdote *is* a young woman called Sally Fairweather. She too *lives* in this tiny and remote village where Andrew *has* his cottage. Now Sally *is* an entirely different kettle of fish. Her philosophy *runs* as follows: «Worrying never *gets* you anywhere and life *is* too short to waste time imagining the worst.»

In a word she *is* the complete opposite in temperament of Andrew. Here *comes* another cliché: Opposites attract. But you *must remember* that two years ago the two main characters hadn't met, which was surprising when you *consider* the proximity of Andrew's cottage and Sally's flat. If you *take* the first left after the post office, you *come* to Sally's place and if you *take* the second turning to the right after that you *come* to the cottage where Andrew *lives*.

The next participant in this village drama *is* the weather, which *plays* a very significant part in English life. It was late April and the sun had disappeared behind dark heavy rain clouds but Andrew had already set off for the local pub. Naturally he had his umbrella with him and a heavy coat following that aphorism his mother always used: «Never cast a clout (remove an article of clothing) before May *is out*.»

Fortunately he made it to the pub before the storm broke. The moment he crossed the doorstep an old schoolfriend *comes* up to

NOTES

Everyone in the pub *looks* suitably depressed at this remark and begins to think of all the price increases that will follow. The gloom *is* palpable. Then suddenly the door *bursts* open and in *walks* our heroine, Sally looking like a drowned rat. Most people in the pub *think* to themselves: «What a pretty girl!» Andrew *sees* her as someone who *is* *drenched* and needs help. He *walks* over to her and *asks* if she is all right. For probably the first time in his life Andrew actually transferred his worry from himself to someone else and he *mixes* her a special drink to protect her from a possible cold. The conversation went as follows: «I *hear* you *live* in this village, too» — «How *do* you *know*?» asked Andrew.

But Sally changed the subject. «This drink *tastes* delicious. How did you make it?» — «I *put* a drop of ginger ale and a piece of lemon in the alcohol and then *stir* thoroughly. I always *keep* those two ingredients with me when I *go out* at night.» Suddenly Sally looked at her watch: «I *must fly*. My train *leaves* in ten minutes.» — «*Don't forget* to take those tablets I suggested and *let* me know how you *are*.» — «I'll let you know as soon as I *come* back from London.» And then she went.

Immediately Andrew started to worry. He didn't know her name, he didn't know her address and he felt strange. He *checks* his pulse. He *tests* his mental faculties: «Two and two *make* four.» It was a different sort of worry that was almost a concern. He *wants* to see her again. Within seconds he rushed out of the pub leaving his coat behind, ran into the pouring rain with no umbrella. What was happening to him? He saw Sally standing on the platform getting into the train and the train leaving the station. He *jumps* down from the platform onto the track and *waves* at the train driver to stop. The train *stops* and Andrew *gets* onto it.

Six weeks after this extraordinary episode Sally got married. Andrew *doesn't worry* any more now. He *stays* calm. The obvious time when people expected him to start worrying was during the wedding ceremony in the village church just over two years ago. As he *says*, «I *know* what everyone was thinking. They thought I would I go to pieces. But I was perfectly relaxed and I *owe* it all to Sally. She *is* certainly a wonderful wife. She smiled at me when we were standing at the altar and I stopped worrying from that moment on. You *can* see me looking relaxed in the newspaper pictures especially that one with the caption:

ANDREW SMODLEY *HANDS* THE RING TO SALLY FAIRWEATHER'S
FUTURE HUSBAND.»

Source: <http://www.e4thai.com/e4e/images/pdf/English-Grammar-through-Stories-English-Team-Blog.pdf>

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5. Teaching grammar through songs

It is a great idea to teach English Grammar through songs as:

- Songs are enchanting and culturally rich resources
- Offer a change from routine classroom activities
- Help develop students' abilities in listening, speaking, reading, and writing.
- Lend themselves to varied use of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.
- Are catchy and re-usable
- Provides a non-threatening atmosphere for students
- Give new insights into the target culture
- Prove to be excellent memory aids
- Take care of different learning styles of learners
- Provides for learners with different intelligences
- Excellent means to present cultural themes effectively.
- The authentic nature of songs motivates the learners
- The use of prosodic features such as stress, rhythm, intonation makes it easier to analyze language into a series of structural points which becomes a whole again.
- Songs are highly memorable and motivating.
- Through the use of traditional folk songs, the foundation of learners' knowledge of the target culture can be strengthened.
- Songs inspire creativity and use of imagination in the learners
- Involving learners in the selection of the songs is also motivating, and will make learners self-reliant, feel involved and share ownership of the learning process.
- Scope for integrated teaching learning process
- Fostering skill of critical thinking through reflections
- Help in confidence building

The key elements in using a song for teaching Grammar

- Age of learners
- Proficiency level
- Interest
- Grammar points to be studied
- Song
- Teacher motivation
- Creativity of teachers

Songs may be used for developing the following activities:

- Focus questions
- Information Gap

- Sequencing
- Discuss and describe
- Opinion based tasks

For instance, for present tense 'Let It Be' by the Beatles can be considered.

NOTES

Sample 1: Teaching Grammar through Songs

Let It Be

When I find myself in times of trouble

Mother Mary comes to me

Speaking words of wisdom, let it be

And in my hour of darkness

She is standing right in front of me

Speaking words of wisdom, let it be

Let it be, let it be

Let it be, let it be

Whisper words of wisdom, let it be

And when the broken-hearted people

Living in the world agree

There will be an answer, let it be

For though they may be parted

There is still a chance that they will see

There will be an answer, let it be

Let it be, let it be

Let it be, let it be

Yeah, there will be an answer, let it be

Let it be, let it be

Let it be, let it be

Whisper words of wisdom, let it be

Let it be, let it be

Ah, let it be, yeah, let it be

Whisper words of wisdom, let it be

And when the night is cloudy

There is still a light that shines on me

Shine on until tomorrow, let it be

NOTES

*I wake up to the sound of music,
Mother Mary comes to me
Speaking words of wisdom, let it be*

*Let it be, let it be
Let it be, yeah, let it be
Oh, there will be an answer, let it be
Let it be, let it be
Let it be, yeah, let it be
Whisper words of wisdom, let it*

Source: <http://www.azlyrics.com/lyrics/beatles/letitbe.html>

For past tense 'Yesterday' by the Beatles can be considered.

Sample 2: Teaching Grammar through Songs

Yesterday

*Yesterday all my troubles seemed so far away.
Now it looks as though they're here to stay.
Oh, I believe in yesterday.*

*Suddenly I'm not half the man I used to be.
There's a shadow hanging over me.*

*Oh, yesterday came suddenly.
Why she had to go, I don't know, she wouldn't say.
I said something wrong, now I long for yesterday.*

*Yesterday love was such an easy game to play.
Now I need a place to hide away.
Oh, I believe in yesterday.*

*Why she had to go, I don't know, she wouldn't say.
I said something wrong, now I long for yesterday.*

*Yesterday love was such an easy game to play.
Now I need a place to hide away.
Oh, I believe in yesterday.*

Mm mm mm mm mm mm mm

Source: <http://www.azlyrics.com/lyrics/beatles/yesterday.html>

Sample 3: Teaching Grammar through Songs

Source: http://songsforteaching.com/brainchildren/grammar_s/02henrykingofprepositions.pdf

6. Teaching of grammar through poems

In a similar way poems can also be used for teaching grammar concepts.

For instance:

Daffodils

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

*Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.*

*The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:*

*For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.*

– William Wordsworth

The above mentioned poem can be used for teaching framing questions using Wh questions, passive form of verbs and so on.

NOTES

Principles of Teaching Grammar

Now that you have learnt the methods of teaching English grammar, the following principles should be kept in mind to make the most of it:

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- It should be **contextualized**

- **It should be useful / applicable**

Teach grammar to provide opportunities for learners to improve communication skills.

- **It should be economical**

Too much time need not be devoted to teaching of grammar points, instead more time should be used for practicing in context.

- It should have **relevance**

It is a good idea to know the problem areas of the learners, concepts they are not comfortable with, in which they have application difficulty. Only those concepts should be picked up by the teacher for teaching grammar.

- **It should be in a learning - friendly environment**

Besides the role of teacher, instructional methods and materials, the learning environment also plays a significant role in the teaching of grammar. The teacher should make efforts to provide a more supportive environment.

- **It should be learner friendly**

It may sound a little difficult to cater to the diversity in learners in terms of their level, needs, interests, expectations and learning styles, it's very much desirable for your success as a language teacher, material developer and task setter. Hence, teaching should aim to cater these individual learner needs.

Check Your Progress

5. Mention any two advantages of teaching grammar from a deductive approach.
6. State two disadvantages of inductive approach.

4.6 TEACHING OF COMPOSITION AND NARRATIVES OF EVENTS/ISSUES

Composition is just another word for writing. It just refers to the process of logically collecting, arranging and presenting thoughts, ideas and opinions on a particular subject for different purposes like simply stating facts, expressing opinions, persuading others, dictating terms or anything else.

Composition can be oral or written, but in this section, we will refer to the written composition only. Written composition can be in the form of narrative composition, descriptive composition, essays, story, literature, etc.

Characteristics of Composition

There are some common features of composition no matter its type:

- The title should be appropriate
- It should have a good opening
- The ideas should be presented in a logical sequence
- The words used should be simple and succinct
- Paragraphs must be divided in order to make comprehension easier
- There should be good flow of language
- There should a good conclusion

Objectives of Teaching of Composition

- To help the children develop their writing skills
- To assist with teaching logical presentation of ideas
- To promote the expression of student's ideas in an organized form
- To help them become competent communicators
- To assist them in efficiently using vocabulary suitable to different forms of composition

'It is perfectly okay to write garbage—as long as you edit brilliantly.'

– C. J. Cherryh

The skill of writing is a productive language skill which is essential for success in academic as well as personal life. In the words of Murray, instead of teaching learners to write perfectly, we should engage them in the process of writing, write the draft and improvise it step by step till the finished product. This is the process approach to writing, where means is important than the end. Product approach to writing, on the other hand, focuses on the finished product – the end.

Writing skills play an essential role in present society, but form an extremely challenging process where the writer has to make a considerable number of choices at different levels of cognitive processing which requires more than linguistic competence. It is a non- linear exploratory process.

Since 1945, newer methods have emerged for teaching of writing .These methods revolved around different focus points: product, person, process, context, audience, and many others.

The Product and Process approach to writing gained considerable popularity amongst practitioners.

The **product approach** to writing is evident in the controlled and guided composition writing. This approach is based on the assumption that language involves mastering of speech and the process of learning nothing more than habit formation, herein much of the input is already given to the reader he has to apply structures he has already learnt and editing is done by the language teacher.

However, **process approach** to teaching writing skills has received more credibility amongst language teachers across the world. The main aim of process

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writing according to Hedge (2000) is to acquire mastery over the use of cognitive strategies for composing. The key features of this approach include:

- An environment offering low anxiety
- Writers engaged in the process of writing with little or no constraint of time
- Reader/teacher focus is on the content, idea and negotiation of meaning
- Lots of scope is given to the writer to improvise before submitting the final draft

Principles of Composition Writing/Teaching Writing

The principle of teaching of composition can be better understood by learning about the process of writing. The process of writing follows three stages: pre writing, while writing and post writing:

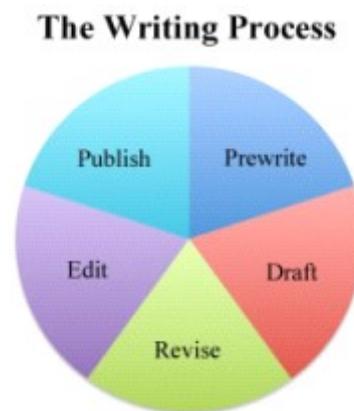


Fig. 4.4 The Writing Process

As is evident from the above figure the post writing phase is the longest, challenging and crucial for teaching writing skills. It involves editing the draft, revising it, re-writing it before publishing it / saving as the final copy.

Pre-writing

Prewriting is everything you do before you begin to draft the paper. To initiate thinking and generate possible writing topics, it is important for students to explore ideas for writing. A variety of pre-writing strategies, such as the following can be discussed with learners for creating an idea bank to prepare them for the next stage of writing:

- Brainstorming
- Constructing thought webs and graphic organizers
- Interviewing a person knowledgeable about the topic
- Engaging in peer or teacher-student discussions and conferences
- Listening to music
- Reading about and researching the topic
- Free writing or timed free writing about the topic
- Viewing media such as pictures, movies, and television
- Listing and categorizing information

- Reflecting upon personal experience
- Examining writing models
- Responding to literature
- Role playing and other drama techniques
- Asking the 5 Ws—who, what, where, when and why.

Given below is brief description of how to go about with these strategies for creating a personal idea bank. You can ask your learners to maintain an old diary/ register/ notebook as their idea bank. When they are given a topic to write on, they can refer to this bank and create a unique piece of writing to impress considerably, their readers.

- **Brainstorming about people, places, and feelings:** Write down or tell a partner the names of people you could describe, then quickly and briefly describe each one. Name several places you have visited and list descriptive words for each place. List and describe some memorable feelings you have had, and explain the situation in which they occurred.
- **Talking and listening in pairs or groups:** Take turns telling about an interesting person, thing, incident, or object. Encourage the listeners to ask questions and add ideas. Record possible writing topics or ideas as they arise during the discussion.
- **Looking at art:** Study paintings, photographs, drawings, or sculpture in magazines or art books. It may even be useful to take a trip to a local museum or art gallery. Jot down notes and questions about the artwork, the artist and the subject, and any topic ideas that come to mind during the observation. It may help to talk over your information and ideas with a partner or small group. Explain to a partner the stories in the art works.
- **Listening to music:** Listen to music you like best or a variety of new and unfamiliar music. Listen to tape recordings or to the radio, closing your eyes and letting the music paint pictures in your mind. Record these images as you listen, or turn off the music and quickly record your ideas. It may be helpful to tell the story you have imagined to a partner or group.
- **Role playing:** Pretend to be any character, ask peers to act as other characters, and dramatize an event or incident, and what happened as a result of that incident or event. Record your experience in your bank.
- **Observing, with all senses alert and engaged:** Be aware of all that is happening around you, in the classroom, at home, in restaurants, in malls, and wherever you go. Listen closely to conversations of the people you observe, and try to capture the details of their manners and dress. Observe for issues, problems, or achievements in your community. Jot down ideas and notes as you observe them or as soon as possible after your observations.
- **Listing ideas and information:** List such things as the activities that interest you, the sports you play, the clubs that you belong to, and the community and world issues that you know about from the media.

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- Reading such things as nonfiction books, novels, magazines, stories, newspapers, and poems. Jot down ideas that occur to you as you read and list questions you might investigate further. Keep track of interesting vocabulary, story plots, and characters.
- **Newspaper searches:** Read the stories and captions that catch your interest. Jot down ideas for writing a newspaper article or ideas that can be developed into other kinds of writing.
- Make an outline keeping the audience in mind before beginning to write: For whom: their age, gender, culture, socioeconomic background, values, politics and for what purpose: notice, formal/informal letter, article, speech, are you writing.

While writing (draft)

While writing is the stage of drafting when you begin to put your ideas in a paragraph form.

Given below are a few writing strategies:

1. **Clarity of purpose:** At the end of your introduction, write a one-sentence statement that is the basis for your entire written work.
2. **Sequence:** The paragraphs that follow should support this statement, and each paragraph should focus on one of the possible aspect of the main theme.
3. **Topic sentences:** Each paragraph should begin with a topic sentence that states the main idea of that paragraph. Just like the thesis statement, the topic sentence lets you know what the paragraph contains.
4. **Sufficient support:** In order to make your written work credible sufficient support needs to be provided in the text. Support comes in many different forms:
 - Newspaper reports
 - Researched information
 - Observations
 - Descriptions
 - Case studies
 - Interviews
 - Personal experience
 - Hypothetical situations
 - Definitions from dictionaries
 - Newspaper reports
 - Real life experiences, etc.

The rule is that the more specific the information, the more interesting the paragraph and in turn, better would be the written piece of work.

- **Coherence of expression:** It gives beauty and strength to the written.
- **Transitional words and phrases:** These help to create bridges between sentences, words such as: moreover, however, for example, in other words, in contrast, nevertheless, in fact, as soon as, while and so on.

- **Unity of idea:** Stay on the path. Make sure all sentences relate to the topic sentence and all paragraphs relate to the theme.
- **Accuracy of expression:** It is mandatory that appropriate words and expressions are used to make the work interesting and meaningful.
- **Brevity of expression:** A good writer strives to use the minimum words to express the thoughts and emotions appropriately.
- **Fluency of expression:** The hallmark of a good written work is the fluency of ideas evident in the work.
- **Format:** Appropriate format must be followed.

NOTES

Post writing (revise – edit- publish)

This phase is majorly editorial work wherein the learner is asked to edit the first draft and rewrite it. The learner individually or in pair learns-

- To revise the text for: spelling, accuracy, clarity, brevity, comprehensiveness, appropriateness, format etc.
- To engage in conferencing with the language teacher for her inputs
- To rewrite a second draft
- Proof reading – spellings, grammar, punctuation, format, presentation
- Marking - Teachers

The process of writing is often perceived as a ‘wheel’ where the writers are free to move around the circumference of the wheel and across the spokes.

Activity: Look at the list of activities given below, state which stage of writing process does it happen-

1. Check language use (Grammar, vocabulary, linkers)
2. Check punctuation (layout)
3. Check your spelling
4. Check your writing for unnecessary repetition of words and / or information
5. Decide on the information for each paragraph and the order the paragraphs should go
6. Note down various ideas
7. Select the best ideas for inclusion
8. Write a clean copy of the corrected version
9. Write out a rough version

Creative Writing

English Language teachers are using the creative writing tasks for developing writing skills of their learners. Gaffield-Vile (1998) defines creative writing as ‘a journey of self-discovery, and self-discovery promotes effective learning’.

Creative writing refers to imaginative work such as poem, short story, one act play, and others. Such pieces of work are held in high esteem by the writers and others as well. The writer takes pride in his creation. Due to personal touch of such kind of tasks, the learners are more intrinsically motivated to work hard on coming up with a good piece of work. Such creative work by learners need to be acknowledged:

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- Devote a special corner on the soft board for creative works
- Contribute such work in the school magazine / newspaper
- Read aloud such works in the class
- Encourage learners to prepare anthology and give it to someone special as a gift

Developing Writing Habit in Students

As a teacher you may initiate some of the activities listed below to develop the habit of writing in the learners:

- make writing tasks more interesting
- Encourage creative writing in class
- Encourage them to maintain a diary / reflective journal
- Motivate learners to read a lot and write freely on any topic
- Expose learners to different genres, discourses to orient them to different writing styles.
- Provide good models to scan
- Use instant writing: give an incomplete statement ask them to complete it
- Build a story asking each member to contribute one sentence in writing
- Cooperative writing practice may be done: learners are given a theme, they have to write a piece in group.
- Make use of writing games, story circles etc. to make the task easier and less cumbersome
- Provide constructive feedback at the opportune time.

Check Your Progress

7. What is the main aim of process writing?
8. Define creative writing.

4.7 ANSWERS TO 'CHECK YOUR PROGRESS'

1. Cognitive learning is defined as the acquisition of knowledge and skills by the mental process.
2. An attitude can be defined as a positive or negative evaluation of people, objects, events, activities, ideas, or just about anything in your environment.
3. When we read a text quickly to get an overall idea of the contents, in order to get a gist, we engage in the process of skimming.
4. The advantages of intensive reading are as follows:
 - It provides a base to study structure, vocabulary, idioms and other aspects of language.
 - It provides the teacher an opportunity to focus on specific aspects of language and train learners in word attack, text attack strategies.

5. The advantages of a deductive approach are as follows:
 - It gets straight to the point, hence it is time-saving.
 - Rules of form are better explained than elicited from examples. Thus giving more time for practice and application.
6. The disadvantages of inductive approach are as follows:
 - The form might take precedence rather than the practical application of these rules in real life situation.
 - Too much time is lost in unravelling the underlying rule which may well be devoted to practice.
7. The main aim of process writing according to Hedge (2000) is to acquire mastery over the use of cognitive strategies for composing.
8. Gaffield-Vile (1998) defines creative writing as ‘a journey of self-discovery, and self-discovery promotes effective learning’. Creative writing refers to imaginative work such as poem, short story, one act play, and others.

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4.8 SUMMARY

- The study of classification is known as taxonomy. Benjamin Bloom developed and proposed the classification of educational objectives in 1956, which is popularly known as Bloom’s Taxonomy of Educational Objectives. Bloom classified educational objectives into three ‘domains’, namely: (i) cognitive domain, (ii) affective domain and (iii) psychomotor domain.
- Cognitive domain includes those objectives of education which attempt to develop mental faculties or intellectual abilities, i.e., the ability of knowing, understanding, thinking and problem solving. It develops our factual knowledge, conceptual understanding and all levels (lower, middle and higher) of thinking. It covers whole of mental abilities and mental operations.
- The classification of cognitive domain was done in 1956 by Bloom and is commonly known as Bloom’s Taxonomy of Cognitive Domain (Bloom et.al, 1956). Cognitive taxonomy or classification of cognitive domain has knowledge-based goals. This domain has been classified into six major categories: Knowledge, Understanding, Application, Analysis, Synthesis and Evaluation.
- Cognitive learning is defined as the acquisition of knowledge and skills by the mental process. Cognition includes representation of physical objects and events and other information processing. The cognitive learning is a result of listening, watching, touching or experiencing. Cognitive learning is mainly awareness towards the environment—the environment that provides some meaning to acquired knowledge.
- Cognitive Learning Theory (CLT) implies that the different processes concerning learning can be explained by analysing the mental processes first. It posits that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time.
- The critical thinking required in cognitive learning include convergent thinking, divergent thinking, critical thinking, problem solving, and decision making.

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- The affective domain of Bloom's taxonomy of educational objectives is related to the development of emotions, values, attitudes, and the development of those aspects of personality which are more influenced by heart than the mind. It also includes the development of interests, appreciation, feelings, likes and dislikes towards something.
- The classification of affective domain was done by American educational psychologists D. R. Krathwohl, B. S. Bloom and B. B. Masia in 1964. The categories in this domain are also arranged hierarchically from the lowest to the highest level of complexity. The categories are receiving, responding, valuing, organization and characterisation of values or value complex.
- The affective domain given by Krathwohl, Bloom and Masia includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivations and attitudes.
- An attitude can be defined as a positive or negative evaluation of people, objects, events, activities, ideas, or just about anything in your environment.
- The first official method for measuring attitude was formulated by Louis Leon Thurston, a US pioneer in the fields of psychometrics and psychophysics, in 1928. His objective was to measure people's attitudes regarding religion.
- Likert introduced the Likert scale of attitudes in *A Technique for the Measurement of Attitudes*. The scale covered a range of attitudes, from extremely positive to neutral to extremely negative. This scale also consists of statements and the subjects are asked to express their opinion regarding the statement through a 0–5 point scale. Once each statement has been assigned a numerical value, again they are added up and the mean is calculated.
- Self-concept defines how we assess ourselves as individuals or what we think of ourselves. Self-concept is a commonly used term. There are two aspects to the development of self-concept. These are the existential self and the categorical self.
- Psychomotor domain is concerned with those objectives which are intended to develop various skills. For any motor activity or skill work, psychological readiness is an essential condition. If a person is psychologically ready, he or she will also be mentally ready and will act towards the desired, skilled work.
- There are five categories under psychomotor domain, arranged from 1 to 5 in the order of increasing complexity, difficulty level and fineness in the skill being developed. They are
 - o Initiation-observation or observation-initiation
 - o Manipulation
 - o Precision
 - o Articulation
 - o Naturalization
- Prose teaching implies teaching reading with comprehension. Prose teaching helps students to comprehend the passage, read fluently, enrich their

vocabulary and enjoy reading and writing. This encourages students to expand their knowledge of vocabulary and structures and to become more proficient in language skills.

- While reading varied texts we use different types of sub-skills of reading. They include:
 - o Skimming
 - o Scanning
 - o Intensive Reading
 - o Extensive Reading
- When we read a text quickly to get an overall idea of the contents, in order to get a gist, we engage in the process of skimming.
- ‘Chunking’ refers to the technique of taking words in ‘chunks’- that is instead of taking single word at a time, the reader picks up a ‘chunk’- words that make a sensible unit, such as phrases, clauses, or complete sentence.
- Scanning requires learners to read through the given text quickly for a specific piece of information or a given word. For instance, looking for a telephone number in the telephone directory, consulting dictionary for a specific word and so on.
- While reading a text silently, the reader uses two sub-skills: (a) Intensive Reading, and (b) Extensive Reading
- One of the objectives of teaching English Language to learners is to enable them to acquire a sense of literary texts and the skill of appreciating literary texts of different genres. The use of language in essays, stories, drama, speech, poems differ considerably and the learner needs to be aware of this difference. Hence, poetry is very much essential to develop learner’s aesthetic appreciation of the ‘unusual’ way the language is used in all of these cases.
- Practitioners and linguists over a period of time have put forth numerous reasons for making teaching of Grammar an essential school activity in the process of second language acquisition.
- The different approaches to teaching of grammar are deductive approach, inductive approach, functional-notional approach, etc.
- The functional categories mentioned by Mary Finocchiaro under five headings are listed below: personal, interpersonal, directive, referential, and imaginative.
- Composition is just another word for writing. It just refers to the process of logically collecting, arranging and presenting thoughts, ideas and opinions on a particular subject for different purposes like simply stating facts, expressing opinions, persuading others, dictating terms or anything else.
- The Product and Process approach to writing gained considerable popularity amongst practitioners.
- The product approach to writing is evident in the controlled and guided composition writing. This approach is based on the assumption that language involves mastering of speech and the process of learning nothing more than habit formation, herein much of the input is already given to the reader he

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has to apply structures he has already learnt and editing is done by the language teacher.

- The process approach to teaching writing skills has received more credibility amongst language teachers across the world. The main aim of process writing according to Hedge (2000) is to acquire mastery over the use of cognitive strategies for composing.
- The process of writing follows three stages: pre writing, while writing and post writing. Prewriting is everything you do before you begin to draft the paper. While writing is the stage of drafting when you begin to put your ideas in a paragraph form. The post writing phase is majorly editorial work wherein the learner is asked to edit the first draft and rewrite it.
- Gaffield-Vile (1998) defines creative writing as ‘a journey of self-discovery, and self-discovery promotes effective learning’. Creative writing refers to imaginative work such as poem, short story, one act play, and others.

4.9 KEY TERMS

- **Attitude:** It can be defined as a positive or negative evaluation of people, objects, events, activities, ideas, or just about anything in your environment.
- **Exponents:** It refers to the language utterances or statements that stem from the function, the situation and the topic.

4.10 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the three ‘domains’ into which educational objectives are classified?
2. What are the four stages of a decision making process?
3. Write a short note on Likert Scale.
4. What are the factors affecting self-concept?
5. What do you mean by scanning?
6. What are the advantages of extensive reading?
7. Briefly mention the steps followed while teaching poetry.

Long Answer Questions

1. Examine the six major categories into which cognitive domain is classified.
2. Discuss in detail the critical thinking skills required in cognitive learning.
3. Explain the five categories into which psychomotor domain is categorized.
4. Explain the sub-skills required for reading.
5. Discuss the objectives of teaching grammar.
6. Describe the stages of the process of writing.

4.11 FURTHER READING

*Teaching of Various
Aspects of English*

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UNIT 5 METHODS AND APPROACH

Structure

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Meaning, Importance and Difference Between Method and Approach
 - 5.2.1 Approaches of Teaching
 - 5.2.2 Methods of Teaching
- 5.3 Answers to 'Check Your Progress'
- 5.4 Summary
- 5.5 Key Terms
- 5.6 Self-Assessment Questions and Exercises
- 5.7 Further Reading

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5.0 INTRODUCTION

In the previous unit, we learnt about how to write behavioural objectives of teaching. We also discussed the teaching of prose, poetry, grammar, composition and narratives of events/issues. In this unit, we will discuss the meaning, importance and differences between the methods and approaches to teaching.

5.1 OBJECTIVES

After going through this unit, you will be able to:

- Define method and approach
- Describe some of the approaches to teaching
- Discuss some of the methods of teaching

5.2 MEANING, IMPORTANCE AND DIFFERENCE BETWEEN METHOD AND APPROACH

Method and approach are instructional designs. The principles and practices that are part of methods and approaches guide in the process of teaching and learning. Often, it is noticed that both the terms are used synonymously and interchangeably in ELT. Until the 1990s different methods were popular and in the mainstream. A method adheres to prescribed objectives and guidelines and these have to be followed by the teacher when using a particular method. A method looks into the way of teaching in class, preferably with classroom activities. The application of an approach in the context of language teaching can be called a method.

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Edward Mason Anthony, Linguistics Professor from the University of Michigan, in 1963, brought forth a framework to describe approach, method and technique. According to him, an approach is 'a set of principles or ideas about the nature of language learning which would be consistent over time'. On the other hand, he stated that a method is 'an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.' While a technique, according to him is 'a particular trick, stratagem, or contrivance used to accomplish an immediate objective.' He considered techniques as being consistent with a given method and by extension, with a given approach. In short, an approach is axiomatic, a method is procedural and a technique is implementational.

In the teaching-learning transactions in the class, the content could be transacted using different strategies. The strategies could be based on a broader aspect of teaching called the approach. An approach can encompass various methods. A method is the way a teacher implements the approach with the help of particular activities during teaching-learning in the class. These activities are the techniques or strategies adopted to teach the specific content. For example, the communicative approach to language teaching can very well be put into practice with the help of the direct method, implemented with the help of task based activities. The trio of terms, approach, method and technique, according to Anthony, are hierarchical in nature. He asserts that the techniques carry out a method that is in consistent with the chosen approach. Any correlative assumptions dealing with the nature of language and language teaching is an approach and the method is an overall plan based on the selected approach. It is through various techniques or strategies that the methods are implemented in the classroom to bring about the desired learning outcomes. The major difference between an approach and a method is the level of flexibility.

Following is the list of major differences between a method approach:

Method - a system of teaching that addresses a pedagogical approach to learning, emphasizes specific teaching strategies, and provides an organizational management plan to implement it.

- Direct Instruction
- Project-Based Learning
- Flipped Classroom

Approach - identifies how instructional material is presented, how students interact with the instruction, and how learning is assessed. The approach is often based on pedagogical theory (how students learn).

- Teacher Centered
- Student Centered
- Lecture
- Facilitator

The assumptions or principles in an approach can be applied in different ways, whereas while using a particular method, the teacher has little leeway with regard to the implementation as the objectives and guidelines of the particular method have to be kept in mind.

Three major approaches to language learning are:

- **The structural view:** The tenets of this view hold that language is a system of structurally related elements. Language has a set of grammatical rules and that it should be mastered in a specific order. Successful acquisition of the rules leads to language learning. A thorough understanding of the phonemes, grammatical units like sentences, clauses, phrases, lexical items, etc., are all necessary in order to gain proficiency in a language. The structural view is the traditional one and the methods like the total physical response, the aural–oral method and the silent way subscribe to this view.
- **The functional view:** This is also known as the communicative view. The main assumption of this view is that language is vehicle for communication and the expression of functional meaning is of paramount importance. The natural approach, the communicative approach and the functional–notional syllabus are the language learning approaches that are based on the functional view.
- **The interactional view:** This view gives thrust on the importance of language for social transactions between individuals and for realising interpersonal relations. Initiating and maintaining conversation with people is the main focus according to this view. The communicative approach to language teaching uses this view profusely.

5.2.1 Approaches of Teaching

Some of the major approaches to the teaching of English are the structural approach, the notional–functional approach, the humanistic approach, the communicative approach and the integrated approach.

I. Structural Approach

The basic assumption in the structural approach is that language is best learnt through a scientific selection and grading of structures and patterns and vocabulary. It gives importance to the learning of structures in English.

Tracing back the history of the structural approach, it throws light on the Second World War during which U S army personnel in a short span of time had to learn and have a basic working knowledge of enemy languages. Many American universities and linguists were involved in developing methods for the same. In 1942, the Army Specialized Training Program was established which tried to gain conversational skills in American Indian languages. It was from this history that the branch of linguistics known as structural linguistics began to take shape.

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The aims of the structural approach are as follows:

- To develop mastery over about 3000 root words for active use.
- To develop an understanding and knowledge of about 275 graded structures in English.
- To integrate the teaching of grammar and composition with reading lessons.
- To develop the four fundamental language skills, namely listening, speaking, reading and writing.
- To emphasise on the aural-oral approach, and not grammar for its own sake.

Basic Principles of the Structural Approach

The basic principles of the structural approach are as follows:

- Provide sufficient practice in using the structures as it is practice that makes it perfect. Ample practice in articulating the language is very important.
- Language habits have to be inculcated in the learners.
- Engage learners in language learning activities.
- Oral work to be given paramount importance as it is through oral work that the structure of the language can be imbibed.

Advantages of the Structural Approach

The advantages are as follows:

- Learners get a clear understanding and knowledge of the structures in English.
- 275 basic structures and 3000 vocabularies are acquired by the learners by the time they leave school.
- By mastering the structure, the child automatically imbibes grammar, word order and its usage.
- Speaking the language, motivate the learners to use English appropriately.
- All the four language skills, namely, listening, speaking, reading and writing are given importance.
- The skill of speaking English gains prominence as meaningful situations are created in class using the target language.
- Creative learning is encouraged.
- Language learning becomes a habit.

Limitations of the Structural Approach

The limitations of the approach are as follows:

- The teacher has an account of what to teach, but the learners mechanically learn the graded structures. It does not resolve the issue of teaching English.
- The classroom atmosphere becomes dull due to the over emphasis of structures.
- Teaching becomes mechanical and uninteresting,

- Disadvantageous for higher classes as different genres of language and literature need to be taught
- Rigid methodology is followed hence the learners may get bored.
- It is based on mechanical drilling of isolated structures; hence learners lose interest in the class.
- Teachers have no freedom to teach the way they want as the prescribed structures have to be dealt with in the class.
- This approach demands more time as the selected and graded structures have to be given importance.
- If the structures are not graded properly, this approach becomes ineffective.
- In practice it is difficult to grade the structures in a language.

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II. Notional –Functional Approach

The shift of focus from the structural approach to the notional- functional approach was to address the problem of communication. The importance given to structures was shifted to functions of language. The new pattern was the modification brought from form to functions. Mastery over structures helped to use the language. The notional syllabus concentrated on the meanings required for the act of communication and the functional syllabus was framed keeping in mind the functions of language. The chief exponent of the Notional –Functional syllabus was D A Wilkins, who, in 1972, published a document that suggested a major shift away from the traditional ways of learning grammar and vocabulary to a communicative act wherein the learners would express themselves and can understand effectively.

Wilkins in his notional syllabus showed ways by which language can be classified based on notions such as time (like the point of time, time relation), frequency, location, quantity and functions such as greeting, asking for information, making requests, asking for likes, etc. His work highlighted the communicative functions a learner requires in order to effectively communicate at a given level of competence. The Notional-Functional syllabus gives importance to the meaning rather than the grammatical structures of the language. “Rules of grammar are useless without the rules of use” according to Hymes. Hence, while acquiring mastery over the grammatical structures and other elements of the language, learners should develop proficiency in using them in real life situations, for example, in knowing when to use formal and informal language. Learners need to be given sufficient practice in using the language effectively for communication.

The difficulty with the notional-functional syllabus lies in deciding the order in which the functions should be presented to the learners and the grammatical structures required to understand and the functions at different levels of formality. This approach presents a random nature of the language used, and does not have clarity of syllabus for the higher levels. Nevertheless, the functional use of language along with the focus on grammatical structure and vocabulary has provided learners with communicatively useful expressions. The radical shift from presenting just the

structures and other grammatical elements to presenting exponents of high communicative value has greatly contributed to the communicative language teaching in general.

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III. Humanistic Approach

The humanistic approach to learning is based on the belief that it is just not the mind that needs to be engaged in learning but the whole being, that is, the social and emotional needs of the learner needs to be kept in mind as well. It is a modern thought on methodology and it has less concern on linguistic and pedagogic theories and more on the human being. The exponents of this approach were psychiatrists and counsellors who had deep social relations and feelings for the society. In the classroom, humanistic approaches to teaching can have community language learning (A C Curran), the silent way (Caleb Gattegno), total physical response (James Asher), the natural approach (Stephen Krashen), etc.

(i) Community Language Learning (CLL)

Charles Arthur Curran, an American Jesuit priest and psychologist, propounded this method which was concerned with human relationship and was based on the counselling – learning methodology. He based his study on Rogerian counselling ideas and practices. It is believed that learner initiative is encouraged when there is a cordial and supporting relationship between the teacher and the learner thereby removing the anxieties, threat, and fear of learning. The method in a CLL involved the learners to sit in a circle, the teacher sits outside and target language learning is generated. A tape recorder records the whole session of learning. Teacher acts as the facilitator/ knower and provides a secure and supportive environment for learning. The teacher needs to be fluent in the target language and the mother tongue of the learners. The recorded interactions are transcribed by the teacher and analysed. The learners listen to their own interactions and utterances/ dialogues are used in the follow up session for further planning of activities. The learners move from dependency to greater autonomy in learning the target language spinning a web of language.

This method has its own drawbacks in learning such as the size of the group needs to be small, say around 15 learners, the learners have to have a single mother tongue. The teacher needs to have expertise in translation and it is an intricate and a difficult task. The teacher can become non directive in this method. Learners often need directions to get the learning go forward. This method is more suitable for adult learners.

(ii) The Silent Way

This method of language teaching was proposed by Caleb Gattegno based on the principle that the teacher should be silent during class and motivate the learners to speak as much as possible helping them to create or discover as well as assist in problem solving using the target language. This method views learners as principal

actors rather than bench-bound listener (Bruner). The major hypotheses of this method are:

- (a) Learning gets facilitated as the learner discovers or creates knowledge rather than remembers and recalls or repeats what is to be learned.
- (b) Learning is enabled with the help of mediating physical objects.
- (c) Learning is made easy with the help of problem solving in target language. It is an alternative language teaching method and the emphasis is on learner autonomy and active participation of the learners.

In this method, language is practiced in meaningful situations. This method is not used as an independent method of teaching but the tenets of this method is widely used in teaching pronunciation, words, spelling, reading, etc.

(iii) Total Physical Response (TPR)

The Total Physical Response was developed by James Asher, Professor Emeritus of Psychology, California. This method is based on the combination of physical activity and language development. The teacher uses body movements to give instructions in target language to the learners in TPR. The learners respond with whole-body actions. The basic principles of TPR are that meanings in target language /second language can be taught through actions, learners learn best by doing, absorbing language is important before speaking, i.e., listening should precede other language skills.

TPR was developed by Asher from the experiences he gathered observing children learning their mother tongue. He observed that during the interaction between the parent and child there was an interplay of speech and physical response. Based on the observations Asher came to a conclusion that language is learned largely by listening, language learning must involve the right hemisphere of the brain and that learning language should be stress free. TPR can supplement and complement other methods and techniques of teaching. It can be effectively employed with beginners and young learners, also with learners of all age groups for various purposes.

IV. The Natural Approach

The natural approach refers to the theory of second language learning propounded by Stephen Krashen. The theory put forward by Krashen has had a great impact on the second language teaching since the 1980s. It emphasizes on the natural way of learning and subscribes to the humanistic approach. Krashen says, 'Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drills.' Language acquisition happens when there is meaningful interaction in the target language where the form is not given importance but the message that is being conveyed.

Krashen proposed five hypotheses. They are:

- (1) The Acquisition–Learning Hypothesis
- (2) Monitor Hypothesis

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- (3) Natural order Hypothesis
- (4) Input Hypothesis
- (5) Affective Filter Hypothesis

- 1. The Acquisition-Learning Hypothesis:** The most fundamental of Krashen's hypotheses is the acquisition-learning hypothesis. According to this hypothesis, the two systems, namely, the 'acquired' and the 'learned' are two independent systems of second language performance. The 'Acquired System' is a product of the subconscious process which is similar to how children acquire their first language. This requires meaningful interaction, that is, natural communication. In this, the communicative act is given importance, not the formal learning. Learning on the other hand is the product of formal instruction. It comprises of conscious process which results in having a conscious knowledge about the language, like the grammar rules. Acquisition is more important than learning.
- 2. The Monitor Hypothesis:** This hypothesis describes the connection between acquisition and learning. It explains the influence of learning on acquisition. Krashen calls the acquisition system as utterance initiator and the learning system acts as editor or monitor. The 'monitor' acts with the planning, correcting, editing of three conditions, i.e, the second language learner has time enough to learn, he pays attention on form and thinks about correctness, and knows the rules. The monitor corrects deviations from normal speech and gives it a refined appearance. With regard to the degree of use of monitors, Krashen finds three classes - the over users, the optimal users and the under users.
- 3. The Natural Order Hypothesis:** This hypothesis suggests that acquisition of grammatical structures follows an expected natural order. The order was found to be independent of sex, age, language background, condition of exposure etc. There were significant similarities that strengthened the existence of a natural order of language acquisition. Krashen rejects grammatical sequencing when the ultimate goal is language acquisition.
- 4. The Input Hypothesis:** With the help of this hypothesis, Krashen explains for how L₂ acquisition takes place. Hence this hypothesis is more concerned with acquisition, and not learning of the second language. Here the learner moves through the natural order when he receives the second language input that is one step beyond his current stage of linguistic competence. Krashen proposes that, when designing a syllabus, the communicative input is the key, as there are individual differences among the L₂ Learners.
- 5. The Affective Filter Hypothesis:** Through this hypothesis Krashen expresses his view that a number of 'affective variables' play an important role in L₂ acquisition. Such variables are self confidence, motivation, and anxiety. Learners who have high level of motivation, self image, and self

confidence, but with low level of fear, anxiety, etc., are better equipped for success in L, learning. Their opposites like inhibition, nervousness, threat, low self-esteem and the like will create a mental block preventing comprehensible input from being used for acquisition. When the affective filter is up impediment is stronger. Care should be taken to lower the affective filter so that better acquisition takes place.

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V. Communicative Approach

The communicative approach gave thrust to the importance of communicating real meaning. Involvement in real communication helps the learners to naturally acquire language and effectively use the language. The basic principles of communicative approach are (i) effective communication; (ii) using the language to communicate thereby learning the language; (iii) understanding the meaning and usage of the language; (iv) emphasis on fluency, accuracy and appropriacy; (v) use of genuine/authentic materials to mirror the real life situation; and (vi) integration of all the four skills (LSRW). The overall aim of communicative approach is to develop communicative competence. Communicative ability refers to the skill/ ability to apply the rules of grammar so that grammatically correct utterances can be made in the language. Language acquisition which is more realistic and natural replaces language learning in communicative approach.

Principles of Communicative Approach

The principles of the communicative approach are:

- i. It emphasizes on the accurate and appropriate use of language.
- ii. Acquiring proficiency in communication is the main purpose of language learning.
- iii. The teacher acts as a facilitator and the acquisition of language by the learner is the prime focus.
- iv. Trial and error in language acquisition is followed.
- v. The acquisition of language is facilitated as far as possible through authentic materials.
- vi. Pair work and group work are encouraged for better acquisition of language.
- vii. Meaningful tasks are integrated.
- viii. More emphasis on the functions of language rather than grammar rules
- ix. Contextualization is central to communication
- x. Fluency is given importance in the earlier stages and accuracy is to follow in a later stages of language acquisition.

Techniques used in Communicative Language Learning (CLL)

The communicative syllabus in CLL is based on the authentic/ genuine language learning materials. Role play, language games, scrambled sentences, thinking tasks, a pictures description, group work and pair work are some of the techniques that can be used in class to develop communicative competence.

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Merits of the Communicative Approach

The merits of the approach are as follows:

- a. Learning in communicative approach will be a self-generating exercise for the learners;
- b. Confidence in articulating in the target language is enhanced when the learners work in pairs or groups;
- c. Since the communicative approach gives importance to meaning rather than form, the learners will not have inhibition of grammatical rules or structures;
- d. Fluency, accuracy and appropriacy are acquired.

Demerits of the Communicative Approach

The demerits of the communicative approach are as follows:

1. It is difficult to develop communicative competence in an overcrowded class.
2. The teacher/facilitator needs to be proficient in the target language to help students attain communicative competency.
3. English being a second language, learners may not take the initiative to speak in English.
4. This approach has a dearth of detailed texts and syllabus.
5. The communicative approach does not give importance to selection and grading of language items.

The communicative approach focuses more on message than medium and emphasis is on the process rather than on the product. The classroom implications of the communicative approach are that errors are welcome as indicators of right and wrong, teacher is a facilitator who has no pre-determined and rigid plans to be followed in class other than enhancing the communicative competence among the learners, the learners learn to interact as and when the need arises and the teacher has to interact with the learners, and that the teacher needs to make the best use of the experiences of the learners to instil in them the required skill sets.

Communicative language learning is task based, and the role of the teacher is that of a facilitator. A teacher promotes communication by creating situations that are most likely and natural. He acts as a co-communicator, an advisor and monitor. CLL is a learner-centred approach. The mother tongue does not play any role. The techniques associated with CLL are the use of authentic materials, role-play, language games, picture strip story/description, etc.

VI. Integrated Approach

The integrated approach is also known as the eclectic approach. With ever so many approaches and methods available to teach, which have overlapping characteristics and principles, it becomes necessary to develop a custom made/tailored approach, method or strategies and apply in the classroom to teach concepts. Resorting to an integrated approach with the best of characteristics

of the approaches, methods and techniques suitable for the teaching- learning transactions of any particular lesson/ topic/ concept, the teacher needs to make learning interesting, challenging and engaging for the learners. The integrated approach should not contradict with the modern theories of language learning.

We will be studying the approaches in greater detail in the subsequent units.

5.2.2 Methods of Teaching

“All teaching whether good or bad, must include some sort of selection, grading and presentation. Selection - because it is impossible to teach any field of knowledge in all its totality. Hence we are forced to select that part of it which we wish to teach. Grading because it is impossible to teach all of what we have selected, at once - we are forced to put something before or after something else. Presentation - because it is impossible to teach without communicating or trying to communicate something to somebody. All methods, therefore, must consciously or unconsciously, select, grade and present the learning material.” W.F. Mackey.

Methods are like route maps with which one can reach one’s destination in teaching and learning. Effective teaching is related to the teacher’s attributes like attitude, knowledge, teaching acumen, personality, etc. The use of different methodology by different teachers helps in transacting the curriculum in the classroom. Depending upon the nature of the course, the level of the learners, nature of the class, etc., methods are selected. Some of the important methods of teaching English are discussed in the section. They will be discussed in detail in the next unit.

I. Grammar Translation Method

This is one of the oldest methods which was used to teach classical languages like Persian, Greek, Latin, Sanskrit, etc. It evolved as an organized and systematic method in Germany at the end of the 18th century and it came to India through the British. It was the German scholar called J.V. Meidinger who brought forth this theory first. As the name specifies, this method is dominated by grammar and translation. Champion. H opined that, under this method, the meaning of English words phrases and sentences is taught by means of word-for-word translation into the mother tongue.’

Main principles

The main principles of this method are:

- (i) A second language can be easily assimilated through translation
- (ii) Grammar is the soul of any language.

In the view of Thompson and Wyatt, the Grammar Translation Method is based on the following principles: Translation helps to interpret foreign phraseology best, the foreign phraseology is easily assimilated in the process of interpretation, and when the structures are compared and contrasted with mother tongue, the structure of the foreign language is best understood.

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Procedure of Teaching

1. Sentence by sentence translation is made from L2 to L1. Graded materials are presented in the text book.
2. Beginning with word meanings, the teacher proceeds to teach meaning of sentences. The grammatical elements are taught through comparison and contrast.

In Grammar Translation Method, the word is considered as the teaching unit, not the sentence. The mother tongue has prominence and not the target language as learners understand the target language through translation, and formal grammar is given importance and is taught, not functional grammar.

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Advantages of Grammar-Translation Method

The following are the advantages of the Grammar-Translation Method:

1. It is a method that saves time and effort as translation helps to give meaning more quickly than elaborating through definitions, demonstrations, etc.
2. It helps to enrich the learner's vocabulary easily.
3. Word meanings are assimilated easily and a strong bond is established between the phraseology of the mother tongue and target language.
4. No much teaching-learning aids are required as the method relies on translation from target language to mother tongue.
5. Interest in the art of translation can be developed.
6. Testing comprehension becomes much easier as the method relies on translation.
7. Clear distinction between the target languages and mother is possible and reading with comprehension is promoted through this method.
8. This method can be successfully employed in a crowded class.

Disadvantages of the Grammar-Translation Method

The following are the disadvantages of the Grammar-Translation Method:

1. As the method is all about translation from the target language to the mother tongue, the skill of speaking is neglected.
2. The skill of reading is comparatively more enhanced than speaking.
3. This method does not make the learners active listeners in class as this method is more oriented towards translating from one language to the other and this is solely done by the teacher.
4. The suprasegmental features of the target language gets little emphasis.
5. The cultural and traditional elements of the target language do not get translated, hence it loses its charm.
6. A word to word/ sentence to sentence, idioms, phrases, proverbs, etc., may not have equivalent translation.

7. There is every chance that literal translations are distorted and there is less scope for creative and imaginative thinking in translation.
 8. Since this method is all about translation, dearth of activities in the class could make the students dull, bored and absent-minded and bookish.
 9. All the four skills (LSRW) are not developed equally well.
 10. The use of mother tongue becomes more dominant than the target language.
- The Grammar Translation Method has gained popularity in India, even in higher education, for various reasons in spite of many drawbacks.

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II. Direct Method

Knowing the inadequacies of the Grammar Translation Method, language teachers of the 19th century felt the need to develop communicative competence/ability in the learners. The Direct Method of teaching evolved as a result, which gave importance to teaching the target language through the strategies of L1 acquisition and thereby enhancing the proficiency in the use of the target language. The central idea of the Direct Method is that 'Fluency in reading and facility in writing will follow fluency in speech.' Unlike in the Grammar Translation Method, in the Direct Method, a direct association between expression and experience is established which helps to develop language skill akin to the mother tongue.

The intervention of the native language is very much negligible in the Direct Method as translation in any form is not permitted. Functional grammar is advocated in this method. Vocabulary and structures are carefully selected and graded. Supra segmental features of the language have priority. This method emphasizes oral practice and makes direct association between thought and expression. It makes learning interesting and a classroom becomes alive as the teacher uses objects/ pictures/ performs actions/ demonstrates in the classroom. It is a natural method and there is ample scope for developing proficiency in listening and speaking.

This method has some disadvantages as well. Native like fluency in non-native speakers of English is a major problem. There is a dearth of competent teachers to teach using this method. Oral work is emphasized and sufficient time is not devoted to reading and writing. This method demands lot of time and effort as translation is not permitted and teaching meaning in L2 is not as easy as teaching it in vernacular. The absence of well-structured and graded materials will deter the smooth learning of grammar and vocabulary. The mastery of formal grammar is neglected as it is functional grammar that is given importance.

III. Bilingual Method

We learnt about the Bilingual Method previously. The Bilingual Method makes use of the first language to learn the second language. All the four language skills are given importance in this method. Oral skills are given priority in the early stages. The unit of teaching is sentences and exercises in sentence patterns are given

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importance. The use of vernacular is only by the teacher and it is used for explaining and interpreting. A lot of time is saved and mother tongue acquisition rules help in teaching the second language. A better rapport can be established between the teacher and the taught unlike in Direct Method.

This method demands teachers to be fluent both in the vernacular and the target language. When the linguistic features of both the languages are different, this method might create confusion among the learners. The Bilingual method is not applicable or desirable for the higher classes.

There are also other methods like the Text method/the New method also known as Dr. West's method. This method originated against certain principles of the Direct Method. According to this method, learning English was seen from the point of view of utility and it was to develop international understanding. Silent reading was given importance. Words were taught by constant repetition. Phonetics was not emphasized. The mother tongue was allowed if necessary. This method believed that mastery in speaking and writing will follow mastery in reading. Dr. West prepared graded 'readers' and 'rapid readers' for children in order to develop reading. Textbooks were designed with exercises for repetition and reinforcement of words. Michael West classified words as content words that have meaning of its own and form word that are used for structure and made a list of 1158 form/ functional words and content words which would be useful for conversation. This method had controlled vocabulary. This method did not give much importance to writing skill and oral skill hence did not gain much popularity.

Some of the other methods include the Substitution Method wherein substitution tables are used to generate a large number of different sentences and stresses on oral work. Grammar is taught inductively. This method compliments other methods. Other methods include Inductive and Deductive Methods that are used for teaching and higher order learning. Both inductive and deductive methods have to supplement each other. To begin with, inductive thinking can be adopted and when generalization is arrived at, it has to be subjected to verification by deductive thinking. The Audio-Lingual Method, also known as the Army Method is based on behaviouristic theory. The basic principles of this theory include:

- Instructions are always given in target language.
- No interference of mother tongue, native-like speaker model is presented to the learners.
- Develops habits through positive reinforcement.
- Learning a foreign language is treated very similar to the native language.
- A teacher plays an active role and monitors and corrects learner's performance, also provides a good model for imitation.

Just as in approaches, in methods too, many of them have principles and characteristics that overlap. A teacher has to have freedom to decide on an eclectic approach to teach English which needs to be age appropriate, stage appropriate and based on objectives to be achieved. An integrated

approach can have the best of principles of various approaches and methods. A teacher who has knowledge of theories of language and language learning can successfully use eclecticism for teaching-learning transactions in the classroom.

We will be discussing the methods of teaching in greater detail in the subsequent unit.

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Check Your Progress

1. What is an approach according to Edward Mason Anthony?
2. What is the main assumption of the functional view?
3. Why was there a shift of focus from the structural approach to the notional-functional approach?
4. Who developed the Total Physical Response?
5. What is the Audio-Lingual Method based on?

5.3 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. According to Edward Mason Anthony, an approach is ‘a set of principles or ideas about the nature of language learning which would be consistent over time’.
2. The main assumption of the functional view is that language is vehicle for communication and the expression of functional meaning is of paramount importance.
3. The shift of focus from the structural approach to the notional- functional approach was to address the problem of communication. The importance given to structures was shifted to functions of language.
4. The Total Physical Response was developed by James Asher, Professor Emeritus of Psychology, California. This method is based on the combination of physical activity and language development.
5. The Audio-Lingual Method, also known as the Army Method is based on behaviouristic theory.

5.4 SUMMARY

- The principles and practices that are part of methods and approaches guide in the process of teaching and learning.
- Edward Mason Anthony, Linguistics Professor from the University of Michigan, in 1963, brought forth a framework to describe approach, method and technique.
- According to Anthony, an approach is ‘a set of principles or ideas about the nature of language learning which would be consistent over time’. On the other hand, he stated that a method is ‘an overall plan for the orderly

NOTES

presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.' While a technique, according to him is 'a particular trick, stratagem, or contrivance used to accomplish an immediate objective.'

- Three major approaches to language learning are: the structural view, the functional view and the interactional view.
- Some of the major approaches to the teaching of English are the structural approach, the notional–functional approach, the humanistic approach, the communicative approach and the integrated approach.
- The basic assumption in the structural approach is that language is best learnt through a scientific selection and grading of structures and patterns and vocabulary. It gives importance to the learning of structures in English.
- The shift of focus from the structural approach to the notional- functional approach was to address the problem of communication. The importance given to structures was shifted to functions of language.
- The chief exponent of the Notional –Functional syllabus was DA Wilkins, who, in 1972, published a document that suggested a major shift away from the traditional ways of learning grammar and vocabulary to a communicative act wherein the learners would express themselves and can understand effectively.
- The humanistic approach to learning is based on the belief that it is just not the mind that needs to be engaged in learning but the whole being, that is, the social and emotional needs of the learner needs to be kept in mind as well.
- In the classroom, humanistic approaches to teaching can have community language learning (A C Curran), the silent way (Caleb Gattegno), total physical response (James Asher), the natural approach (Stephen Krashen), etc.
- The natural approach refers to the theory of second language learning propounded by Stephen Krashen. The theory put forward by Krashen has had a great impact on the second language teaching since the 1980s. It emphasizes on the natural way of learning and subscribes to the humanistic approach.
- The communicative approach gave thrust to the importance of communicating real meaning. Involvement in real communication helps the learners to naturally acquire language and effectively use the language.
- The integrated approach is also known as the eclectic approach. With ever so many approaches and methods available to teach, which have overlapping characteristics and principles, it becomes necessary to develop a custom made/ tailored approach, method or strategies and apply in the classroom to teach concepts.

- The use of different methodology by different teachers helps in transacting the curriculum in the classroom. Depending upon the nature of the course, the level of the learners, nature of the class, etc., methods are selected.
- The Grammar Translation Method was one of the oldest methods which was used to teach classical languages like Persian, Greek, Latin, Sanskrit, etc.
- Knowing the inadequacies of the Grammar Translation Method, language teachers of the 19th century felt the need to develop communicative competence/ability in the learners.
- The Direct Method of teaching evolved as a result, which gave importance to teaching the target language through the strategies of L1 acquisition and thereby enhancing the proficiency in the use of the target language.
- The Bilingual Method makes use of the first language to learn the second language. All the four language skills are given importance in this method.
- Some of the other methods include the Substitution Method wherein substitution tables are used to generate a large number of different sentences and stresses on oral work. Grammar is taught inductively.
- Just as in approaches, in methods too, many of them have principles and characteristics that overlap. A teacher has to have freedom to decide on an eclectic approach to teach English which needs to be age appropriate, stage appropriate and based on objectives to be achieved.

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5.5 KEY TERMS

- **Instructional designs:** It refers to the creation of learning experiences and materials in a manner that results in the acquisition and application of knowledge and skills.
- **Fluency:** It means the ability to speak easily and smoothly especially a foreign language.
- **Idioms:** It is an expression whose meaning is different from the meanings of the individual words in it
- **Mother tongue:** It refers to the first language that one learns to speak as a child.

5.6 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Differentiate between method, approach and technique.
2. Discuss the functional view of language learning.

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3. What is Community Language Learning?
4. What are the five hypotheses put forward by Stephen Krashen in the natural approach?
5. State the basic principles of the communicative approach.

Long-Answer Questions

1. Examine the principles, advantages and disadvantages of the structural approach.
2. Explain the various humanistic approaches to teaching.
3. Discuss the natural approach of Stephen Krashen.
4. Describe the principles, advantages and disadvantages of the communicative approach
5. Analyze two major methods of teaching language.

5.7 FURTHER READING

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UNIT 6 MAJOR METHODS OF TEACHING ENGLISH

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Structure

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Grammar-Translation Method
- 6.3 Direct Method
- 6.4 Bilingual Method
- 6.5 Audio-Lingual Method
- 6.6 Answers to 'Check Your Progress'
- 6.7 Summary
- 6.8 Key Terms
- 6.9 Self-Assessment Questions and Exercises
- 6.10 Further Reading

6.0 INTRODUCTION

In the previous unit, you learnt about the differences between method and approaches. In this unit, we will discuss the major methods of teaching English in detail. English Language Teaching is important for the development of language skills and fluency in a learner. As you have learnt previously, for the purpose of making teaching and learning effective, some methods are employed by English teachers. The Grammar Translation Method (GTM), the Direct Method, Audio-Lingual Method and the Bilingual Method were introduced briefly in the previous unit. These will be discussed in detail in this unit. GTM is concerned with the teaching of grammar, vocabulary and translation of native texts into the target language. The Direct Method is based on creating a context similar to that of the mother tongue acquisition i.e. thinking directly in the target language. The Audio-Lingual Method is based on practical learning where a learner first listens to a dialect and then speaks as well as writes it. The selection of these methods depends on the level of the students and the judgement of the teacher with regard to the suitability of the method for the learners.

6.1 OBJECTIVES

After going through this unit, you will be able to:

- Analyze the characteristics, principles and advantages of the Grammar Translation Method (GTM)
- Discuss the characteristics, principles, advantages and disadvantages of the Direct Method
- Explain the structure and application of Audio-Lingual Method
- Discuss the Bilingual Method of teaching english

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6.2 GRAMMAR-TRANSLATION METHOD

The Grammar Translation Method (also known as the classical method, the traditional method and the Prussian method) is a method of foreign language teaching in which the main focus is on the study of the target language grammar, vocabulary and finally the translation of native language texts or sentences into the target language.

Main Principles

The main principles of the Grammar Translation Method (GTM) are as follows:

- Translation infers the words and phrases of the foreign languages in the best possible manner.
- The phraseology and the idiom of the target language can best be integrated in the process of interpretation.
- The structures of the foreign languages are best learned when compared and contrasted with those of the mother tongue.

Background

The GTM is supposedly the oldest and the most traditional method of foreign language teaching. Although the history of the GTM is not documented properly, it is generally expected that the method emerged from the teaching methods of Latin and to a lesser extent from Greek. In the early fifteenth century, Latin was the major foreign language due to its widespread usage in the government, academic and business sectors. However, in the sixteenth century, due to political disturbances, the importance of Latin slowly deteriorated and some other languages, such as French, Italian and English gained importance. In the eighteenth century, these languages were included in the curriculum of educational institutions of Europe.

The first country to adapt GTM was Germany, especially by Prussia. As a result, this method is also referred to as the Prussian Method. This teaching method was demonstrated after the same principles followed in the teaching of Latin; therefore, formerly it was also called the Classical Method. The method saw its prime days in the nineteenth century and came to be known as the Grammar Translation Method. However, its practice gradually ended after the Direct Method emerged.

Major Characteristics

The significant attributes of the Grammar Translation Method according to Prator and Celce-Murcia (1979, p3) are as follows:

The critical traits of GTM are as follows:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of list of isolated words.

3. Long elaborate explanation is taught in the form of lists of isolated words.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are drills in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

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Approach, Design and Procedure of GMT

In spite of the fact that Richard and Rogers (1986, p5) guaranteed that the Grammar Translation Method has no hypothetical premise, it is conceivable to portray the strategy regarding standard levels of Approach, Design and Procedure.

Theory of language

The theory of language underlying the Grammar Translation Method is the Traditional approach to manage linguistics. The proponents of Traditional Linguistics mainly emphasized on the written form of language. Their attitude towards rules was authoritarian as they gave importance to the usage as compared to the use.

They held that only the languages used by the famous writers are the correct forms and any deviant variety was impure. They also maintained that the Latin models could be used to describe any languages of the world.

Theory of Learning

The theory of learning underlying the GTM is Faculty Psychology, which asserts that the human mind has separate faculties to carry out different activities. Each faculty could be individually trained to achieve proficiency. Under the assumptions of Faculty Psychology, understanding and memorization of difficult grammatical rules of languages were considered to be an important criterion for the development of the human mind.

Objectives

The major objectives of GTM are as follows:

- Allowing the students to read, write, interpret and translate the target language literature.
- Making the students aware of their native language structure and vocabulary.
- Improving the students' reading, writing and translation skills through rote learning of vocabulary lists and grammar rules of the target language.
- Developing the students' general mental discipline.

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The Syllabus

The Grammar Translation Method takes after a Structural Syllabus since the essential concentration is to ace the syntax guidelines and vocabulary of the objective dialect.

Teachers' Role

In GMT, the teacher is the main person in the classroom who controls and determines everything including the content, tasks, and so on. Moreover, the teacher also provides the students with correct answers/feedbacks when they make mistakes.

Students' Role

The students are passive receivers of knowledge as they blindly follow whatever the teacher instructs them to do. The students are hardly allowed to begin any interaction with the teacher. Whatever interaction takes place, it is generally initiated by the teacher.

The Role of Teaching/Learning Materials:

According to this method, the role of teaching/learning/instructional materials is to provide literary texts and motivate students to practice exercises on translation.

The texts also include vocabulary lists and grammar rules for the students to learn for developing reading, writing and translation skills, instead of listening and speaking.

Methods/Procedure

In the GTM, the classroom procedure comprises a presentation of a grammatical rule, which is followed by a list of vocabulary and, finally, translation exercises from selected texts. The activities and procedures can be as follows:

- To read comprehension questions about the text.
- To identify antonyms and synonyms from words in the text.
- To learn vocabulary chosen from the reading texts.
- To form sentences with the new words.
- To recognize and learn cognates and false cognates.
- To practice fill-in-the-blank exercises.
- To write compositions from a given topic.

Advantages

Although GTM has been strongly criticized under several grounds, it still continues to have some positive features. As you have learnt in the previous unit, let's recapitulate the advantages of GTM.

- As the classes are conducted in the mother tongue, teaching takes less effort and time, while the students can also learn much comfortably.

Additionally, the teacher can evaluate whether the students understood the lessons or not.

- The focus on understanding of the target language literary texts increases the students' reading and writing skills.
- The translation exercises help the students to compare the native language with the target language, which, in turn, improve their ability to understand the meaning of words and complicated sentences. In this way, they can learn the target language grammar in a relatively easy way.
- The learning of grammar rules and vocabulary of the target language provides the students with good mental exercise which further helps to develop their mind.
- The emphasis on accuracy allows the students to learn the correct grammar of the target language.
- GTM chiefly emphasizes on developing reading and writing skills. As a result, the teacher does not necessarily need to be fluent in the target language. This method also allows students to understand the function of mother tongue to give them the capacity to communicate their thoughts.
- The study of target language literature helps the students to learn the best forms of language.

Disadvantages

Regardless of its wide acknowledgment, the Grammar Translation Method has been censured for various weaknesses:

- The overemphasis on accuracy leads to repeated corrections of mistakes which obstruct the consistency of learning.
- This method overstates accuracy to fluency.
- Since the role of student is passive, it is a teacher-centred method.
- It ignores communicative competence as the objective of learning.
- Little or no stress is given on listening and writing skills.
- The students often fail to speak in real life situations since they are familiarized with the target language culture through reading passages rather than by direct interaction with the target language elements.
- Learning often gets dull and tedious since the students need to learn several vocabulary items and grammar rules.

Grammar Translation method, also known as the Classical Method or the Traditional Method, is clearly rooted in the formal teaching of Latin and Greek which prevailed in Europe for many centuries. Mackey says, 'This is simply a combination of the activities of Grammar and Translation' (153).

As its name suggests, 'This method emphasizes the teaching of the second language grammar; its principal practice, technique in translation from and into the target language' (Stern 453).

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The Grammar Translation Method is based on three assumptions:

- Translation interprets the words and phrases of the foreign language and ensures comprehension of the vocabulary items, collocations and sentences.
- In the process of interpretation, the foreign phraseology is assimilated.
- The structure of the target language is best learnt when compared and contrasted with that of the mother tongue.

This strategy turned out to be extremely famous in the late eighteenth century and in the mid nineteenth century. It advocates the learning of the standards of language structure and consequently neglects to create familiarity of expression in students. Absence of hypothetical premise has not lessened the materialness of the strategy even today when a few etymologically solid techniques are accessible. This strategy is most suited in showing substantial classes with constrained assets, since students can be made to tune in, copy rule, work out activities and write them from the board. For this technique, the educator is not required to be exceptionally skilled in the objective dialect. He should simply take after the content precisely and talk about it utilizing the primary language wherever vital.

Basic English Grammar Rules

In any language, there are basic rules the speaker or would-be-learner needs to understand before moving on to harder skills. English itself has basic rules that people need to follow for it to make sense to hearers and readers. Here are some basic English grammar rules that are easy to understand and easy to learn:

- Only use capital letters for proper nouns and at the beginning of a sentence.
- For every sentence, there should be one noun and one verb. A sentence with more than one noun or verb is confusing to understand.
- When a sentence is complete, use appropriate punctuation. There is no need to have dual punctuation when ending a sentence.
- If an apostrophe is needed, make sure to use it to show ownership. An apostrophe is also used when words are abbreviated.
- Whenever writing multiple sentences about the same subject or line of thought, use paragraphs to divide long segments of writing.
- Should a line of thought require a list, make sure to separate each article by a comma.
- Make sure case and number of the subject and the verb match. If the noun is singular the verb should be singular as well.
- When connecting two lines of thought in a sentence, use a conjunction to make things make better sense.
- If you have two lines of thought that are similar, feel free to use a semicolon to combine them.

- Make sure to use the correct tense when writing or speaking English.
- Try not to end a sentence with a preposition.
- A conjunction word should not be used to start a sentence.
- Sentences should be complete thoughts and not fragments.
- Try not to use double negatives. Such as no not never.
- Make sure to use words correctly.
- Avoid repeating lines of thought in sentences.
- Make sure paragraphs are complete, having three to five sentences each.

Rules of English grammar can be hard to understand, but not impossible. By following English grammar rules, you will be proficient in writing and speech.

Translation was a significant part of ELT for a long time, and then a significant missing part for a long time also. With the arrival and then total dominance of communicative methodologies, translation was quickly consigned to the past, along with other 'traditional' tools, such as dictation, reading aloud and drills. However, these other abandoned activities are now a feature of many communicative classrooms and successful aids to learning, although the approach to using them has changed. As Duff (1989) says, teachers and students now use translation to learn, rather than learning translation. Modern translation activities usually move from L1 to L2 (although the opposite direction can also be seen in lessons with more specific aims), have clear communicative aims and real cognitive depth, show high motivation levels, and can produce impressive communicative results.

The History of Translation in ELT Methodologies

As mentioned above, translation was the basis of language teaching for a very long time, and then rejected as new methodologies started to appear. It was a key element of the Grammar Translation Method, which was derived from the classical method of teaching Greek and Latin. This was not a positive learning experience for many: as well as learners memorizing huge lists of rules and vocabulary, this method involved translating whole literary or historic texts word for word.

Unsurprisingly, new methodologies tried to improve on this. The Direct or Natural Method established in Germany and France around 1900 was a response to the obvious problems associated with the Grammar Translation Method. In the Direct Method, the teacher and learners avoid using the learners' native language and just use the target language. You will learn about this method in further sections of this unit.

Like the Direct Method, the later Audio-Lingual Method tried to teach the language directly, without using the L1 to explain new items. Subsequent 'humanistic' methodologies, such as the Silent Way and Total Physical Response and communicative approaches moved even further away from the L1, and from these arise the Grammar Translation Method, which was prevalent

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in foreign language classrooms from the mid-19th century to the mid-20th century. It was first introduced in Latin and ancient Greek classrooms in the early 19th century, replacing more communicatively-oriented methods as Latin ceased to be a spoken language. As there was no longer a strong justification for teaching oral skills in the classical languages, the Grammar Translation Method espoused the goal of developing the ability to read and translate classical texts. By the mid-19th century, the method had been adopted for teaching modern languages by German scholars such as Karl Plötz and Johann Seidenstücker, and it quickly spread to classrooms throughout Europe and the United States.

Throughout its history, the Grammar Translation Method was criticized by advocates of more ‘direct’ methods, who claimed that languages ought to be learned by actually speaking and listening to them rather than merely studying about them. One critic went so far as to claim that the Grammar Translation Method sought to ‘know everything about something rather than the thing itself’ (Rouse, 1925; quoted in Kelly, 1969, p. 53). However, the Grammar Translation Method continued to be one of the primary methods used in US classrooms, although it was partially supplanted in the 1930s by the so-called ‘Reading Method’, which replaced the classical texts of the Grammar Translation method with texts written specifically for foreign language students based on word frequency studies, and encouraged students to avoid consciously translating what they were reading (Rivers, 1981).

During World War II, it became evident that neither the Grammar Translation Method nor the Reading Method was producing students capable of speaking foreign languages well enough to communicate with allies or to understand enemy communications. The US government, therefore, turned to methods that were grounded in the linguistic and psychological theories of the time, which were later adapted for use in public schools as the Audio-lingual Method. By the 1960s, the Audio-lingual Method had replaced the Grammar Translation Method for teaching foreign languages in most US classrooms. However, Grammar Translation techniques continue to be used throughout the world in teaching classical languages and occasionally modern languages, especially less commonly-taught languages.

Classroom Activities

In accordance with the goal of developing a thorough understanding of grammar, each chapter of a grammar translation textbook focuses on one or more grammatical aspects, often accompanied by detailed exceptions to the rules. Each chapter also contains a list of vocabulary words designed to prepare students to translate specific sentences or texts; thus, the vocabulary is generally not clustered around any specific theme.

The lesson culminates in a series of exercises that require students to translate from their native language to the target language and vice-versa. The exercises may involve excerpts of literary texts, or they may simply consist of individual

sentences designed to illustrate the grammar points at hand. Emphasis is placed on grammatical accuracy.

In as much as the primary emphasis is on the development of reading and translation skills, little attention is generally given to teaching speaking or listening, especially in the classical languages. In the case of modern languages, however, meticulous attention may be given to explaining phonological rules, particularly in textbooks published since the mid-20th century.

As is evident, Grammar Translation lessons are heavily centred on the textbook and follow its content quite closely. The teacher's role is to explain the material in the chapter and to correct students' translations. The language of instruction is generally the students' native language.

Teacher and Learner Roles

The Grammar Translation Method as a traditional method highly emphasizes the role of teacher. The teacher is considered as the primary source of knowledge, composer of knowledge and meaning. The teacher is responsible for determining the content of what to teach. The teacher remains as the authority in the class where the teacher provides deductive rules of grammar and vocabulary lists for the students to memorize so that it will be helpful for them in reading, writing and translating literary texts from native to target language and vice-versa. The teacher simply asks and instructs students to state the grammar rule. The primary goal of teacher who uses this method is to make students able to read literature in target language. The teacher also plays a role of initiator of interaction in the language classroom. The role of teacher also seems like a facilitator and guide as they check students and present them from making mistakes.

The role of a learner is that of a consumer of knowledge who does whatever his/her teacher instructs him/her to do. However, the seemingly passive learner has to memorize vocabulary lists, grammar rules required for reading, writing and translation skills actively. The learner has to learn about the form of target language. There is very little initiation of interaction from learner's part. The role of the learner is similar to a translation of language as he/she is supposed to have translated literary text from target language to his/her native language and sometimes viceversa.

Nevertheless, Grammar Translation method merely teaches students about the target language and native language translation but does not reasonably talk about the ways of using it. Since the learner does not concentrate on listening and speaking the role of learner simply becomes as mere participant, reader, writer, rote-learner and translator.

The teacher simply instructs students by initiating a task for the students to do reading, writing, and translation by rote memorization of vocabulary lists and deductive grammar rules. The role of teaching learning instructional materials according to this method is to provide literary texts and encourage students to do translation activity. The texts also incorporate vocabulary lists and grammar rules

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for the students to memorize necessary for developing reading, writing and translation skills rather than listening and speaking.

Procedure of Making Translation

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Procedure refers to classroom techniques, practices and behaviours that operate in language teaching. The tactics and strategies used by teachers and learners in Grammar Translation method is typical. The teacher instructs students to read literary texts and after they have finished reading that they are asked it to translate into their native language. Then the teacher asks questions to the students in their native language if they have any questions. Similarly, the students (learners) do as per the teacher's instruction. The learners memorize grammar rules and vocabulary lists provided by the teacher and develop their reading, writing and translation skills. The teacher gives reading passage in the target language and suggests students to learn about new words, their synonyms and antonyms, their sound patterns. The teacher supplies correct answer if the students make errors or do not know an answer. The students are instructed to translate from one language to another. They memorize native-language equivalents for target language vocabulary words.

Check Your Progress

1. Why is GTM referred to as the Prussian Method?
2. List two critical traits of GTM.
3. State some activities and procedures followed under the GTM.
4. List the assumptions of GTM.

6.3 DIRECT METHOD

Another important method of teaching second language is called the Direct Method. It is often referred to as the natural method. It evolved due to dissatisfaction with the grammar-translation method. In the direct method, the attempt is to create a context similar to that of the mother tongue acquisition (hence, it is sometimes also named the natural method). It was based on the assumption that the learner of a foreign language should think directly in the target language. According to this method, for example, English is taught through English. The learner learns the target language through discussion, conversation and reading in the second language.

As mentioned earlier, this method was established in Germany and France around 1900. In the US, it is known as Berlitz Method. The main aim of this method is to help the students speak the target language (L2) fluently and correctly. In other words, the focus of this method is to make the learner get himself or herself equipped with the conversational aspect of the second language so that he or she becomes adept in using the second language in his or her day to day life. Thus it can be said that there is a complete shift of focus in the direct method from the grammar translation method as the former is

more concerned with the spoken form of language and the latter with the written aspect.

Characteristic Features of the Direct Method

- Teaching of vocabulary is done through pantomiming real-life objects and other visual materials. The tedious process of memorizing vocabularies is prevalent in the grammar-translation method and does not become taxing for learners. It does not deter them from learning the second language. Thus, while not giving so much emphasis on memorizing and by making the students a part of the process of learning through real life objects, the direct method engages the learners with the second language and makes the learning process interesting and engaging.
- Teaching of grammar is done by using an inductive approach. Centrality of spoken language (including a native speaker like pronunciation), which makes the learner feel that he or she is growing up to be a part of the speech community of the target language. As discussed earlier, one of the main motivations of the second language learner is to learn the language so that he can be a part of the speech community of the second language.
- The focus is on question–answer patterns.
- Teacher is the centre of learning.

Principles

- Instructions in classroom are given in the second language so that the learners get the second language from the beginning and gets into the habit of interacting in the second language.
- The focus is on the everyday vocabulary and sentences during the initial phase; grammar, reading and writing are introduced in intermediate phase.
- Oral teaching precedes any form of reading and writing as the primary emphasis is on the spoken form of language.
- Grammar is taught inductively.
- Pronunciation is taught systematically in accordance with the principles of phonetics and phonology of the second language so that the learner can be a part of the second language speech community also in terms of pronouncing the second language exactly in the same manner as the native speaker of the language.
- The meanings of words and forms are taught by means of object or natural context.
- Concrete vocabulary is taught through demonstration, objects and pictures; abstract vocabulary is taught by the association of ideas.
- Both speech and listening comprehensions are taught.
- The focus is on the learner; therefore, they speak at least eighty per cent of the time.

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- Learners are taught from the beginning to ask questions as well as answer them.

Advantages

There are many advantages of the Direct Method. They are as follows:

- This method tries to teach the second language in the same way as one learns one's mother tongue. The language is taught through demonstration and conversation in context. Therefore, students are quick at understanding the spoken form. It is a natural method which has its benefits.
- The mother tongue is not used and the learner focuses not only on learning the second language but at the same time tries to grasp it to the fullest.
- This method is based on sound principles of education as it believes in introducing the particular before general, concrete before abstract and practice before theory.

Disadvantages

The disadvantages are as follows:

- Many educationists and scholars are of the view that the direct method does not take into account all aspects of language teaching. It emphasizes on the written form and neglects the spoken aspect of language. In other words, it can be said that this method is not comprehensive enough as language learning involves acquisition of skills—listening, speaking, reading and writing. The direct method concentrates on listening and speaking but not reading and writing. That is why many of those who have learned the second language through the direct method feel that they do not get adequate command over written language.
- Its procedures and techniques were difficult for the learner as the instruction from the beginning is given in the second language which makes the learner not grasp the instructions.
- Teachers had difficulty in explaining the difficult words as he or she is not able to use the mother tongue of the learner to explain difficult concepts and words.
- No selection and grading of vocabulary and structures.
- It was a success in private language schools but not in public secondary schools.
- There was less time and less opportunity available in the classroom.

Check Your Progress

5. What is the focus of the Direct Method?
6. How is concrete vocabulary taught in the Direct Method?
7. How does the Direct Method try to teach the second language?

6.4 BILINGUAL METHOD

This method was developed by Dr. C.J. Dodson. As the name suggests, the method makes use of two languages- the mother tongue and the target language. ‘Selection’, ‘Gradation’, ‘Presentation’, and ‘Repetition’ are the four cardinal principles of this language teaching method. In the opinion of Dodson, a good method should promote thinking in the language.

According to him a new method should have the following features as:

- Simple.
- Strike a balance between the spoken and the written word, accuracy and fluency.
- Constant revision of what is taught and learnt.
- Offer a new approach to the application of translation work.
- Promote inter communication between himself and the individual pupil.
- Be sufficiently flexible to cope with various classroom conditions and the pupils’ specific and general abilities.

The essentials for the Bilingual method in Yardi’s opinion are:

- A printed text of the situation to be learnt—not to be exceeding thirty sentences in length at the secondary level.
- The text has to be linguistically graded and made interesting to the learner.
- Each situation in the text should have a picture strip, not just one composite picture as in the usual textbook, representing the development of the content in the text- lesson. (The intention in using the picture strip is not to help the learner acquire the sentence meaning but to retain it).
- Good teachers with excellent command of spoken and written English.

6.5 AUDIO-LINGUAL METHOD

The Audio-lingual Method is a strategy for remote dialect presentation which emphasized the education of listening and talking before examining and composing. This technique is a mix between behavioural brain research and phonetic. It is likewise called ‘Army Method’ since this strategy is present since the World War II for the American armed forces who needed to learn dialect rapidly and seriously. The basic hypothesis of dialect constituted its backbone. Structural etymological view dialect is an arrangement of fundamentally related components for the declaration of importance. These components are phonemes, morphemes, words, structures and sentence sorts. The dialect showing theoreticians and methodologists is behavioural brain research which is an experimentally based way to deal with the investigation of human conduct. Behaviourism tries to clarify how an outer even (a boost) brought about an adjustment in the conduct of an individual (a reaction) without utilizing concepts like ‘mind’ or ‘idea’.

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In the Audio-lingual Method, the understudies first hear a dialect. Later, they speak the dialect and after that, they read and write in it. Primary language is debilitated in the classroom when this technique is utilized. The Audio-lingual Method does not learn several vocabulary. Or maybe, the educator drills talking and linguistic use in light of the fact that in this technique, sentence structure is most critical for the understudy. In other word the understudy must rehash syntax design after the educator.

The Audio-lingual Method was developed in the US during the Second World War. Around then, the US government discovered an urgent need to set up an exceptional dialect preparing project to supply the war with dialect staff. In this manner, the legislature set up American colleges to create remote dialect programme for military staff. In this manner, the Army Specialized Training Programme (ASTP) was built up in 1942. The goals of the armed force programme were for students to achieve conversational capability in an assortment of remote dialects. The strategy was known as the 'information method', since it used local speakers for the dialect, the source and a language specialist. The witness served as a wellspring of dialect for impersonation, and the etymologist directed the learning background.

This framework embraced by the armed force accomplished great outcomes. Linguistic and applied linguistic during this period were turning out to be progressively required in the teaching of English as an outside dialect. In 1941, the primary English Language establishment in the US was built up in the University of Michigan. The chief of the organization was Charles Fries who connected the standards of basic etymologists to dialect instructing. The outcome is an approach which pushed aural preparing to begin with, then articulation preparing, trailed by talking, examining and composing.

The development of the Audio-lingual Method came about because of the expanded thoughtfulness regarding remote dialect instructing in the US towards the end of the 1950s. The requirement for a radical change and re-evaluating of outside dialect showing philosophy made dialect showing pros start building up a technique that was appropriate to conditions in US school and college classrooms.

They drew on the previous experience of the armed force programmes and the Aural-Oral or basic Approach created by Fries and his partners, including bits of knowledge taken from behaviourist brain research. This mix of auxiliary semantic hypothesis, aural-oral techniques, and behaviourist brain science prompted the Audio-lingual Method, which was generally received for instructing remote dialects in North American schools and colleges.

The Audio-Lingual technique for showing English as a moment dialect had its causes amid World War II when it got to be distinctly known as the Army strategy. It was produced as a response to the linguistic use interpretation technique for educating outside dialects. Syntax interpretation had been utilized to educate for several years, yet the technique was seen as taking too much headache for learners to have the capacity to talk in the objective dialect. The Audio-Lingual technique set out to accomplish open fitness through imaginative strategies. From

around 1947–1967, the Audio-Lingual approach was the prevailing remote dialect showing technique in the United States.

The Audio-Lingual technique depends on the hypothesis that dialect learning is an issue of propensity development. It has its starting points in Skinner's standards of conduct hypothesis. Since learning is thought to be an issue of propensity development, mistakes are thought to be terrible and to be kept away from. The Audio-Lingual technique addresses a requirement for individuals to learn remote dialects quickly. It is best to begin level English classes in an outside dialect setting. All guideline in the class are given in English. The educator requests that the class repeat every line of the exchange. Extension drills are utilized for difficult sentences. The instructor begins with the end of the sentence and the class repeats only two words.

One of the key standards of the Audio-Lingual technique is that the dialect educator ought to give understudies a local speaker-like model. By tuning in, understudies are relied upon to have the capacity to impersonate the model. Based upon contrastive investigations, understudies are penetrated in elocution of words that are most unique between the objective dialect and the primary dialect. Linguistic use is not educated specifically by govern retention, but rather by cases. The strategy presumes that second dialect learning is particularly similar to first dialect learning.

Method/Structure

The goal of the Audio-lingual technique is exact articulation and sentence structure, the capacity to react rapidly and precisely in discourse circumstances and information of adequate vocabulary to use with syntax designs. Specific accentuation was laid on acing the building pieces of dialect and taking in the standards for joining them. It was trusted that learning structure or sentence structure was the beginning stage for the understudy. Here are a few qualities of the technique:

- Language learning is propensity arrangement.
- Mistakes are awful and ought to be kept away from, as they are viewed as negative behaviour patterns.
- Language aptitudes are found out more adequately on the off chance that they are introduced verbally in the first place, then in composed frame.
- Analogy is a superior establishment for dialect learning than examination.
- The implications of words can be adapted just in an etymological and social setting.

The principle exercises of this technique incorporate examining. Key structures from the exchange serve as the reason for examples of various types. Lessons in the classroom concentrate on the right impersonation of the educator by the understudies. Not just are the understudies anticipated that would deliver the right yield, yet consideration is additionally paid to right articulation. Albeit redress syntax is normal in use, no unequivocal syntactic direction is given. It is educated inductively. Moreover, the objective dialect is the main dialect to be utilized as a part of the classroom.

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Advantages

- It aims at developing listening and speaking skills which is a step away from the grammar translation method.
- The use of visual aids has proven its effectiveness in vocabulary teaching.

Disadvantages

- The method is based on false assumptions about language. The study of language does not amount to studying the 'parole', the observable data. Mastering a language relies on acquiring the rules underlying language performance. That is, the linguistic, sociolinguistic and discourse competences.
- The behaviourist approach to learning is now discredited. Many scholars have proven its weakness. Noam Chomsky (Chomsky, Noam, 1959, 'A Review of B. F. Skinner's Verbal Behaviour') has written a strong criticism of the principles of the theory.

The Application of ALM in the Speaking Class

Ordinarily, the technique in an audio lingual course would be as follows:

- Students hear a model exchange.
- Students repeat every line of the discourse.
- Certain watchwords or expressions might be changed in the discourse.
- The students improve substitutions in the example drills.

Larsen-Freeman (2000, p.47-50) gives extended portrayals of some normal or average strategies intently connected with the Audio lingual Method: Dialogs remembrance, Backward Build-up (Expansion Drill), Repetition penetrate, Chain drill, Single-opening Substitution drill, Multiple-space Substitution drill, Transformation drill, Question and Answer drill, Use Minimal Pairs Analysis, Complete the exchange, and Grammar diversions. In any case, not everyone in the systems can be connected in the speaking class. The most strategy is utilized by the educator are Dialog remembrance, Repetition penetrate and Complete the exchange.

Dialog Memorization

Discourse or short discussion is generally utilized by the instructor during the time spent learning how to speak in the class. Exchanges or short discussions between two individuals are frequently used to start another lesson. Students retain the discourse through mimicry: students as a rule play the part of the individual in the exchange, and the instructor the other (Larsen-Freeman 2000). In this manner, discourse retention is the movement where the understudies are retained as the line of the exchange and afterwards, they assume the part of the trademark in the discourse, and after that, practice in front of class. In the discourse remembrance, it is important to retain the exchange and the specific sentence example and linguistic use point that is incorporated inside the discourse.

Conclusion

The acceptability of this theory mainly lies in its firm theoretical base. This is also the first language learning method to consider the learner's communicative competence to certain extent. Despite these positive traits, the theory is declined in practice for its dearth of scientific credibility. However, the theory exerted a major influence on the upcoming teaching methods and still continues to be used in language teaching methodology, although in limited scope.

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Check Your Progress

8. What does the Bilingual Method make use of?
9. Why is the Audio-lingual Method called the 'Army Method'?
10. What does the Audio-Lingual Method depend on?
11. What is the goal of the Audio-Lingual Method?
12. Name some normal or average strategies intently connected with the Audio-Lingual Method.

6.6 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The first country to adapt GTM was Germany, especially by Prussia. As a result, this method is also referred to as the Prussian Method.
2. The critical traits of GTM are as follows:
 - (i) Classes are taught in the mother tongue, with little active use of the target language.
 - (ii) Much vocabulary is taught in the form of list of isolated words.
3. The activities and procedures can be as follows:
 - (i) To read comprehension questions about the text.
 - (ii) To identify antonyms and synonyms from words in the text.
 - (iii) To learn vocabulary chosen from the reading texts.
4. The Grammar Translation Method is based on three assumptions:
 - a. Translation interprets the words and phrases of the foreign language and ensures comprehension of the vocabulary items, collocations and sentences.
 - b. In the process of interpretation, the foreign phraseology is assimilated.
 - c. The structure of the target language is best learnt when compared and contrasted with that of the mother tongue.
5. The focus of this method is to make the learner get himself or herself equipped with the conversational aspect of the second language so that he or she becomes adept in using the second language in his or her day to day life.
6. Concrete vocabulary is taught through demonstration, objects and pictures; abstract vocabulary is taught by the association of ideas.

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7. The Direct Method tries to teach the second language in the same way as one learns one's mother tongue. The language is taught through demonstration and conversation in context. Therefore, students are quick at understanding the spoken form. It is a natural method which has its benefits.
8. The Bilingual Method makes use of two languages- the mother tongue and the target language.
9. The Audio-Lingual Method is called 'Army Method' since this strategy is present since the World War II for the American armed forces who needed to learn dialect rapidly and seriously.
10. The Audio-Lingual Method depends on the hypothesis that dialect learning is an issue of propensity development.
11. The goal of the Audio-Lingual Method is exact articulation and sentence structure, the capacity to react rapidly and precisely in discourse circumstances and information of adequate vocabulary to use with syntax designs.
12. The strategies connected with audio-lingual method are: Dialogs remembrance, Backward Build-up (Expansion Drill), Repetition penetrate, Chain drill, Single-opening Substitution drill, Multiple-space Substitution drill, Transformation drill, Question and Answer drill, Use Minimal Pairs Analysis, Complete the exchange, and Grammar diversions.

6.6 SUMMARY

- The Grammar Translation Method (also known as the classical method, the traditional method and the Prussian method) is a method of foreign language teaching in which the main focus is on the study of the target language grammar, vocabulary and finally the translation of native language texts or sentences into the target language.
- GTM was demonstrated after the same principles followed in the teaching of Latin; therefore, formerly it was also called the Classical Method.
- The theory of language underlying the Grammar Translation Method is the Traditional approach to manage linguistics. The proponents of Traditional Linguistics mainly emphasized on the written form of language.
- According to GTM, the role of teaching/learning/instructional materials is to provide literary texts and motivate students to practice exercises on translation. The texts also include vocabulary lists and grammar rules for the students to learn for developing reading, writing and translation skills, instead of listening and speaking.
- The translation exercises help the students to compare the native language with the target language, which, in turn, improve their ability to understand the meaning of words and complicated sentences.
- Modern translation activities usually move from L1 to L2 (although the opposite direction can also be seen in lessons with more specific aims),

have clear communicative aims and real cognitive depth, show high motivation levels, and can produce impressive communicative results.

- Subsequent 'humanistic' methodologies, such as the Silent Way and Total Physical Response and communicative approaches moved even further away from the L1, and from these arise the Grammar Translation Method, which was prevalent in foreign language classrooms from the mid-19th century to the mid-20th century.
- During World War II, it became evident that neither the Grammar Translation Method nor the Reading Method was producing students capable of speaking foreign languages well enough to communicate with allies or to understand enemy communications.
- The Grammar Translation Method as a traditional method highly emphasizes the role of teacher. The teacher is considered as the primary source of knowledge, composer of knowledge and meaning.
- Procedure refers to classroom techniques, practices and behaviours that operate in language teaching.
- According to the Direct Method, English is taught through English. The learner learns the target language through discussion, conversation and reading in the second language. This method was established in Germany and France around 1900.
- Teaching of vocabulary in the direct method is done through pantomiming real-life objects and other visual materials. The tedious process of memorizing vocabularies is prevalent in the grammar-translation method and does not become taxing for learners.
- Many educationists and scholars are of the view that the Direct Method does not take into account all aspects of language teaching. It emphasizes on the written form and neglects the spoken aspect of language.
- The Audio-lingual Method is a strategy for remote dialect presentation which emphasized the education of listening and talking before examining and composing. This technique is a mix between behavioural brain research and phonetic.
- In the Audio-Lingual Method, the understudies first hear a dialect. Later, they speak the dialect and after that, they read and write in it. Primary language is debilitated in the classroom when this technique is utilized.
- One of the key standards of the Audio-Lingual Method is that the dialect educator ought to give understudies a local speaker-like model. By tuning in, understudies are relied upon to have the capacity to impersonate the model.
- Intonation designs that are urgent to importance may likewise be conveniently improved through drilling.
- In the Audio-Lingual Method, the classroom environment is the principle performing artist. Making a casual classroom, non-threatening learning environment is basic for accomplish the fruitful of learning procedure.

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- Ordinarily, the technique in an audio lingual course would be as follows:
 - o Students hear a model exchange.
 - o Students repeat every line of the discourse.
 - o Certain watchwords or expressions might be changed in the discourse.
 - o The students improve substitutions in the example drills.

6.7 KEY TERMS

- **Grammar–Translation Method:** It is a method of foreign language teaching in which the main focus is on the study of the target language grammar, vocabulary and finally the translation of native language texts or sentences into the target language.
- **Procedure:** It refers to classroom techniques, practices and behaviours that operate in language teaching.
- **Pantomime:** A theatrical entertainment, mainly for children, which involves music, topical jokes, and slapstick comedy and is based on a fairy tale or a nursery story.
- **Phoneme:** In phonology and linguistics, a phoneme is a unit of sound that distinguishes one word from another in a particular language.
- **Audio-Lingual Method:** It is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It utilizes exchanges as the primary type of dialect presentation and drills as the principle preparing strategies.

6.8 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. List the main principles of Grammar Translation Method.
2. Write a short note on the Theory of Learning underlying the GTM.
3. List one characteristic feature of the direct method.
4. Write a short note on the development of the audio-lingual method.

Long-Answer Questions

1. Discuss the history and evolution of grammar studies.
2. Elaborate upon the background of Grammar Translation Method.
3. Examine the advantages of GTM.
4. Analyze the principles of the direct method.

6.9 FURTHER READING

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UNIT 7 MAJOR APPROACHES TEACHING ENGLISH

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Structure

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Structural Approach
- 7.3 Situational Approach
- 7.4 Communicative Approach and Constructive Approach
 - 7.4.1 Communicative Approach
 - 7.4.2 Constructive Approach
- 7.5 Answers to 'Check Your Progress'
- 7.6 Summary
- 7.7 Key Terms
- 7.8 Self-Assessment Questions and Exercises
- 7.9 Further Reading

7.0 INTRODUCTION

A variety of approaches are adopted for teaching English, most remarkable of these are the structural approach, situational approach and the constructive approach. We will discuss all of these approaches. The structural approach is based on the premise that the activity of students is more important than that of the teacher. Likewise, emphasis is laid on speech work and the development of correct language habits among the learners. According to the situational approach, language and words must be taught based on a real situation i.e. the language being taught should be realistic. Communicative approach focuses on the significance of language functions, while the Constructive Approach stresses that learners construct their own knowledge rather than just passively take in information.

7.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss in detail the Structural Approach
- Examine the Situational Approach
- Understand the basic tenets of Communicative Approach and Constructive Approach

7.2 STRUCTURAL APPROACH

Structural approach is basically an approach and not a strategy in that capacity. There is a degree for endless experimentation in inventive methods for applying the Structural Approach in the classroom. Professor C. S. Bhandari has appropriately commented: 'It is not proper and correct to call the Structural

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Approach a method of teaching. It is not a method; it is an approach. Any method can be used with it.'

The different arrangement or pattern of words is called a structure. Languages have their own structures. There are 325 structures and more than 10,000,00 words in English—the bulkiest language. Structural approach expects the students to learn about 250 basic sentences pattern and 3,500 words at the ends of schooling. It has been found that 100 sentences in English have about 600 structural words. The basic way to deal with English teaching is a procedure by which understudies are instructed to ace the example of sentences. In the expressions of Menon and Patel, the basic approach depends on the conviction that in the learning of a remote dialect, the dominance of structures is more essential than obtaining vocabulary. This approach utilizes the systems of the immediate strategy for educating. The basic approach is not a strategy in the strict feeling of the term. It is an approach, a procedure, a gadget which can be utilized to put into practice any strategy effectively. It is an approach to show English by utilizing the conventional techniques like linguistics use interpretation or direct strategy, and so forth. As indicated by Professor B. D. Srivastava, 'The basic approach is, indeed, the situational approach of dialect educating.'

According to language experts, Bloomfield and Skinner, the structural approach is established in behaviourism (Richards and Rodgers, 1995), a hypothesis which sees dialect learning as taking in an arrangement of propensities (Brown, 1987). In this approach, components in a dialect are seen as being directly delivered in an administered and represented manner. Dialect tests can be thoroughly depicted at all levels, for example, phonetic, phonemic and morphological. Phonetic levels are viewed as being pyramidically organized from phonemes to morphemes to expressions, provisions and sentences (Richards and Rodgers, 1995). The concentration of dialect educating in the Structural Approach is on discourse (Askes, 1978, Richards and Rodgers, 1995). Another critical fundamental of the approach is that concentration is on learning of the dialect, with the 'doing' being subservient to knowing (Widdowson 1991). The conviction is that language learning comes about by teaching learners to know the forms of the language as a medium and the meaning they incorporate (Widdowson, 1991: 160). Another element of the technique, as indicated by Richards and Rodgers (1995), is non-contextualization of the dialect utilized. Moreover, accentuation is on phonetic skill and exactness, as creation seems to be 'expected to be error free' (Krashen, 1995: 129). Aside from the weariness connected with the strategy, its other real shortcoming is that, as indicated by Yule (1999: 193), 'isolated practice in drilling language patterns bears no resemblance to the interactional nature of actual language use.' Additionally, the strategy is educator overwhelmed (Nunan, 1995).

Principles of Structural Approach

The principles of structural approach are as follows:

- Speech is very important to fix these structure patterns or ground work in the mind of the learner.

- Activities of the learner are more significant, rather than those of the teacher.
- The student has to fix up habits of language patterns in English. He has to forget, for the time being, the patterns of his own language, that is, his mother tongue.
- The sentence patterns of English are to be picked up, practiced and fixed in mind.

Structure: The different types of structures are as follows:

- Sentence pattern, for example, S+V+O.
- Phrase pattern, for example, Humpty Dumpty sat on a wall (Phrase).
- Formulae and use of common language, such as ‘Good Morning’, ‘Thank You’, and so on.
- Idioms, for example, it was raining cats and dogs.

Selection of Structure: The selection of any structure to be taught in a particular class should be based on the following criteria:

- Usefulness
- Simplicity
- Teachability
- Gradation

The course of action of words in English is critical. The significance of an articulation changes with an adjustment in the word arrange. For example, there is a sentence ‘You are there’. Consider two different sentences made of two words yet put in various request: ‘Are you there?’ and ‘There you are’. The three sentences, albeit worked of a similar vocabulary things, give diverse significance as a result of an alternate route in which the words are organized. These distinctive plan or examples of words are called ‘structures’. Structures may comprise full expressions or they may fall on a part of an expansive example. Linguistic expert F. D. French has characterized a sentence design in these words: ‘The word “design” implies a model from which numerous things of a similar kind and shade can be made like house or shoes which appear to be identical. A sentence example is, along these lines, a model for sentences, which have a similar shade albeit made up of various words. For example, there is a sentence in English: “I composed a letter”. The recipe of this sentence is SVO (Subject – Verb – Object). We can outline innumerate sentences on this example.’

According to analysts in the field of dialect instructing in the UK and USA, it is more vital for the learner of the dialect to get authority over the structures than on vocabulary. So far, we have focused more on the instructing of vocabulary than that of structures. A great deal of work has been done on the determination and degree of vocabulary; yet little work has been done on the choice and degree of structures. It is as imperative to figure out how to assemble

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words as it is to know their significance. Unless the learners get comfortable with the example of English, he will not have the capacity to utilize vocabulary. The strategy that is utilized is known as the Oral Method or the Audio-Lingual Method.

The structure approach just lays accentuation on drills. Since dialect is fundamentally talk, talking in a dialect implies capacity to talk the dialect. The structures, accordingly, are penetrated orally first before the learner can read or think of them. In addition, since dialect learning involves propensity arrangement, it requires reiteration so that the dialect propensities that are developed amid the learning procedure might be held. A class, which is educated a dialect through the basic approach, is more enthusiastic than different classes in which the educator just talks and the understudies are simple audience.

The determination of structures to be taught relies upon the normal capacity of the understudies, the designation of time and the accessibility of types of gear. The accompanying standards ought to be conceived as a top priority while selecting structures:

- 1. Usefulness:** While selecting and grading structures, we should adopt frequency and utility. The structures, which are more frequent in use, should be introduced first.
- 2. Productivity:** Some structures are productive; other structures can be built on them. For instance, we have two sentence patterns:
 - Mr. John is here
 - Here is Mr. John

The former pattern is productive because we can frame many sentence on the same pattern like: 'He is there', or 'She is there', and so on. We can frame many such sentences from the latter pattern as well.

- 3. Simplicity:** The simplicity of structure depends on the form and meaning. The structure 'I am playing cricket' is far simpler in form and meaning than 'The patient had died before the doctor came'. The simpler structure should be preferred to the complicated one.
- 4. Teachability:** Some structures can be taught more easily than others. For example, the structure 'I am writing' can be taught easily because the action, which it denotes, can be demonstrated in a realistic situation. To teach this structure, the teacher will say:
 - I played at 4 yesterday.
 - I played at 4 the day before yesterday.
 - I will play at 4 tomorrow.
 - I play at 4 every day.

Gradation of Structure

Structures are to be graded in the order of difficulty. Simple structures should precede the more difficult ones. The following are some of the patterns that should be taught at early stages:

1. Two-part patterns: He / goes.
2. Three-part patterns: He / plays / cricket.
3. Four-part patterns: She / gave / me / a book.
4. Patterns beginning with 'there': There are twenty students in this class.
5. Patterns beginning with 'a question verb':
 - Is she coming?
 - Will he go?
 - Has he brought the book?
6. Patterns beginning with 'wh' type question:
 - How are you?
 - What does he do?
7. Patterns of command and request:
 - Sit down
 - Please come here

Of the seven sorts of examples specified here, the three section designs and the example starting with 'there' happen much of the time. Every example typifies an essential purpose of sentence structure and just a single importance of single word is instructed at once. In addition, the structures are evaluated in such a way, to the point, that a structure takes after the first one normally. Amid the learning of the structures, the children consequently learn linguistic use likewise (learns syntax, word arrange and the utilization of words or use). In this way, he stays away from basic mistakes in language structure and organization. This approach lays accentuation on the four aptitudes: tuning in, talking, perusing and composing.

Quick discourse examples are educated with the assistance of printed material. Children, consequently, begin communicating in English before they read or compose it. The British Council assumes an unmistakable part in advancing this approach for the educating of English in India. Consequently, the NCERT (National Council of Education Research and Training) presents the auxiliary syllabuses and gets ready books or showing materials in expounding with the Central Institute of English and Foreign Languages (CIEFL), Hyderabad. The books arranged by the NCERT have been embraced by the CBSE (Central Board of Secondary Education) furthermore by the different sheets of training in different conditions of India. At present, English is being instructed by auxiliary approach in the maximum number of schools in the country.

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Major Characteristics

The major characteristics of the structural syllabus are as follows:

Theoretical Bases: The underlying assumptions behind the Structural Syllabus are that:

- Language is a system which consists of a set of grammatical rules; learning language means learning these rules and then applying them to practical language use.
- The syllabus input is selected and graded according to grammatical notions of simplicity and complexity. These syllabuses introduce one item at a time and require mastery of that item before moving on to the next.
- This type of syllabus maintains that it is easier for students to learn a language if they are exposed to one part of the grammatical system at a time.

Content: The substance of the syllabus is controlled by giving top need to educating the syntax or structure of the objective dialect.

The Structural Syllabus by and large comprises two segments:

- (a) A rundown of semantic structures, that is, the linguistic use to be educated, and
- (b) A rundown of words, that is, the dictionary to be instructed.

Sequencing and Grading: Very frequently, the things on every rundown are orchestrated all together, indicating which are to be instructed in the primary course, and in the second, et cetera. The criteria for sequencing are different. The instructor respects the things from the perspective of levels or stages.

Objectives: Grammar makes up the centre of the syllabus. Whatever standards are taken after, taking in a dialect implies figuring out how to ace the sentence structure principles of the objective dialect. It is additionally expected that the understudies will learn sufficient essential vocabulary. The educator, after taking in the syllabus, may utilize either Audio-Lingual Method or Grammar Translation Method, or a mix of the two or a mixed approach. Whichever he utilizes, the substance of the syllabus is controlled by giving top need to instructing the linguistic use or structure of the dialect.

Technique: In the underlying phase of educating, the etymological parts of the kind of execution coveted are dissected. Next, the dialect is separated into little syntactic parts and introduced in an entirely controlled arrangement. The succession is orchestrated as per expanding intricacy, from straightforward syntactic structure to more intricate linguistic structure. The instructor moves dynamically through the syllabus until, hypothetically, every one of the structures of the objective dialect have been educated. The learner's occupation is to re-integrate the dialect that has been dismantled and display it to him in little parts. This blend happens just in the last phase of inclining the supposed the propelled arrange.

Advantages

Many learning standards certain in an auxiliary approach are sound. The benefits of a Structural Syllabus are as follows:

- The learner moves from less complex to more mind boggling linguistic structures and may get to handle the syntactic framework more effectively.
- Teaching and testing are generally basic, since educators manage discrete point learning and aptitudes. The instructors require not be familiar with the dialect they educate, since linguistic clarifications and drills do not require an abnormal state of dialect capability.
- It is especially useful to create composing aptitudes.
- It improves the understudy's fundamental vocabulary.
- Sequencing and choice of showing things is not as troublesome as it is with different syllabuses.

Disadvantages

In spite of its various points of interest, it has a couple of inadequacies as well. The downsides of a Structural Syllabus are as follows:

- The potential drawback of Structural Syllabus is that it over-accentuates dialect structure and dismisses open fitness. It does not address the prompt correspondence needs of the learner who is taking in a dialect inside the setting of a group where the dialect is talked. Truth be told, the sociolinguistic parts of open ability are not in the centre at all in an entirely auxiliary syllabus. It is, hence, more valuable in a setting where the dialect learner does not have quickly correspondence needs.
- It hampers the understudy's innovative sides since it limits him/her inside the dividers of some particular principles.
- Here the part of the understudy is latent, since the educator is choosing what to instruct. In this way, an educator rules the syllabus.

An Overall View

The structural approach as linguistic expert Kripa K. Gautam states 'depends on the conviction that dialect comprises "structures" and that the dominance of these structures is more essential than the procurement of vocabulary. Since structure is what is critical and one of a kind about a dialect, early practice ought to concentrate on dominance of phonological and linguistic structures as opposed to on authority of vocabulary'. This approach emphasizes the teaching and learning of the basic items or materials that constitute the framework of a language. The reason for the rise of this approach was that the broad research led on English dialect instructing as an outside dialect at the University of London organization of education. The types of this approach consider that dialect comprises 'structures' and structures are more vital than the vocabulary. These structures are reviewed in terms of importance and shape.

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The expression ‘auxiliary’, as indicated by Kripa K. Gautam, ‘is alluded to the accompanying attributes:

- (a) Elements in a language are linearly produced in a rule governed way.
- (b) Language samples can be exhaustively described at any structural level of description (phonemic, morphological and syntactic).
- (c) Linguistic levels are thought of as a system-within-systems. These subsystems are pyramidally structured-phonemic systems leading to morphemic systems, and those in turn lead to be higher level systems of phrases, clauses and sentences.

The two essential features of this approach are careful grading of structures and vocabulary control. J. B. Bruton in a working paper presented at the Nagpur Seminar in 1958 summarises the basic assumptions regarding the nature of language and the methods best suited for the presentation of linguistic items. He says:

- (a) Language is primarily a spoken thing and... therefore, our approach to a foreign language should in a first instance be through its spoken forms;
- (b) ...mastery over the signalling system of a language is more important than detailed knowledge of the forms of the language;
- (c) ...this mastery is best acquired by repetition of the various components of the system in varied forms;
- (d) ... since language arises from situation, the teacher’s task is to create meaningful situations from which language will arise easily and naturally;
- (e) ... mastery over a given range of structures and confidence in their use are best imparted by concentrating on the teaching of one item at a time; and
- (f) ...each item must be firmly established orally before pupils encounter it in their textbooks’.

Yardi defines the term ‘structures’ as an ‘internal ordering of linguistic items’, and further adds that structures may be defined as ‘devices that we use to make signals, to convey meanings, and indicate relationship’. Yardi additionally brings up that in spite of the fact that the terms ‘structure’ and ‘ patterns’ are by and large utilized reciprocally by a few educators; they are not indistinguishable, as the previous has a semantic introduction, while the last has an educational introduction. Along these lines, the basic approach depends on structures which have been precisely chosen and reviewed. As per Dr (Mrs) Sharada V. Bhat, ‘Choice of structure is made on four standards: handiness, profitability, straightforwardness, and assertiveness’.

She additionally includes that, ‘the basic approach recognizes two sorts of structures: beneficial structures and other structures.’

Beneficial structures, as Dr. Bhat opines, are those with which different structures can be manufactured. Normally, the profitable structures are given more significance, since after the dominance of those structures, the understudy can

manufacture different structures without anyone else's input. A few structures can be instructed effortlessly with exhibition.

As per C. Paul Verghese, 'A language is best learnt through practice in real situations; this is because of the close relation that exists between experience and expression.' Verghese additionally includes that 'there are two sorts of circumstances: genuine and manufactured... Each structure must be experienced and drilled in a setting of circumstance'.

The concentrated practice in this approach gives numerous chances to the learner. In India, this approach has been discovered as compelling at lower levels, however, lacking at more elevated amounts. Another restriction of this approach is that the concentrated monotony of structures may turn mechanical soon. Yardi discovers one fundamental insufficiency with this approach: 'they don't create "open fitness", and he additionally expresses that 'the basic approach may help in making right sentences; it flops in helping the learner to make remedy utterances'. Without making any overstated cases for this approach, we may state that it is very successful in the hands of prepared and committed educators.

The Structural-Oral-Situational Approach

This approach, famously known as the S-O-S approach, appeared as another option to the immediate technique. It is a result of the tests completed in the armed force camps during World War.

Dialect is seen as basically related components including phonemes, morphemes, words, structures and sentence sorts. The hypothesis fundamental to this approach is that dialect exists in circumstances; it cannot be utilized as a part of vacuum. Dialect is utilized by requirements of the situation. In perspective of this, situational utilize of English is gone for in this approach.

Noticeable names connected with this approach are Charles Fries, Harold Palmer and A.S. Hornby. Harold Palmer brings up that there are three procedures in taking in a dialect getting the information or materials, settling it in the memory by redundancy, and utilizing it in real practice until it turns into an individual aptitude. By utilizing important circumstances, the utilization of the first language can be kept away. In perspective of this, language expert Geetha Nagraj proposes that these dialect things ought to be given in important circumstances, which will help the learners to derive the significance and the setting from the circumstance in which it is used. Condensing the qualities of this approach, Geetha Nagraj says:

- Discourse is the premise of dialect instructing new dialect things and vocabulary things are exhibited orally before they are displayed in the composed frame.
- The dialect things which are regularly utilized by local speakers in their everyday dialect are chosen for instructing.

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- The things are additionally reviewed by helpfulness, recurrence and openness to instruction.
- The dialect things chosen in this manner are introduced and drilled in important circumstances.
- Vocabulary things are chosen with reference to the general administration list.
- Perusing and composing depend on things which have as of now been presented and honed orally.

This approach was introduced in 1975 but soon, a few questions were likewise raised on its proficiency. In Prabhu's words, 'the S-O-S standards were progressively being addressed, predominantly on the grounds that learners rehearse circumstance didn't guarantee that they could make sentences accurately in different settings, and that, in spite of the fact that learners appear to take in their order of dialect structure at the end of a basically evaluated course, enduring quite a long while, was still exceptionally unacceptable, requires great arrangement of medicinal re-educating which, thus, prompted to also inadmissible results.'

Conclusion

Regardless of its downsides, structural approach is still the most acknowledged model for planning course arranges. Thus, we can neither reject nor segregate this kind of syllabus altogether. There is no presence of a flawless syllabus sort, and the Structural Syllabus is no exemption in this regard. In this way, it is astute to choose a joined or integrative syllabus, as opposed to a specific one. Furthermore, the Structural Syllabus is sufficiently qualified to give some vital rules to the joined syllabus. English in India is a universal language in a multilingual nation. The level of presentation of English is currently a matter of political reaction to individuals' desires as opposed to a scholarly or attainability issue.

Check Your Progress

1. State any two benefits of structural syllabus.
2. Name some of the prominent thinkers associated with the S-O-S approach.

7.3 SITUATIONAL APPROACH

Few dialect educators today know about the term Situational Language Teaching, which alludes to a way to deal with dialect instructing. It was created from the 1930s to the 1960s by British connected etymologists Harold Palmer and A. S. Hornby, two of the most unmistakable figures in British twentieth-century dialect instructing. They endeavoured to build up a more 'informative' way to deal with dialect instructing. In the same way as other others, Palmer and Hornby believed

that a linguistic or auxiliary syllabus was neither productive nor powerful for dialect learning since this model offers dialect tests outside their social settings, which make exchange of gaining from the classroom to this present reality very troublesome.

Hornby's *Guide to Patterns and Usage in English*, initially distributed in 1954, depends on a sequenced dialect syllabus together with techniques for presenting each new thing by connecting it to a specific classroom circumstance and along these lines, current ways to deal with situational syllabus plan, be that as it may, go past the classroom and present different 'genuine living' circumstances.

Another dynamic advocate of the Situational Approach in the 1960s was Australian etymologist George Pittman. Pittman and his associates were in charge of building up a powerful arrangement of showing materials in view of the Situational Approach, which were broadly utilized in Australia, New Guinea and the Pacific regions.

Situational Syllabi

The primary concentration of a situational syllabus is on the utilization of dialect as a social medium. The etymological preface of this syllabus is that dialect is constantly utilized as a part of setting, never in confinement, and the decision of phonetic structures are limited by social circumstances. The instructive commence is that there ought to be an alternate syllabus for various learners, in view of the individual needs of the learners.

Rationale: The rationale behind a situational syllabus is that if the substance of dialect instructing is framed by a scope of genuine or fanciful behavioural or experiential circumstances in which a remote dialect is utilized, the situational syllabus accommodates solid settings inside which one can learn dialect structures. In this way, it becomes simpler for most learners to envision, and this, thus, helps in advancing the understudies' inspiration.

Syllabus Type: Since situational syllabi are composed as far as the reasons for which individuals are taking in the dialect and the sorts of dialect execution that are important to meet those reasons, situational syllabi are normally alluded to as an item arranged, diagnostic syllabi whereby learners are required to accomplish situational dialect precision.

Assumption: The creator of a situational syllabus endeavours to foresee those circumstances in which the learner will discover him/herself and utilize these circumstances (e.g., an eatery, a plane, a mail station, and so on) as a reason for selecting and introducing dialect content. The fundamental presumption is that dialect is identified with the situational settings in which it happens.

Components: A situational syllabus will commonly incorporate the following components:

- The physical setting in which the dialect occasion happens (for example, finding a room, requesting a supper, purchasing stamps or getting around town).

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- The channel of correspondence. Is it talked or composed?
- The dialect movement. Is it profitable or open?
- The number and the character of the members.
- The connections between the members and the kind of action.

Clearly, unique syllabuses will come about for various sorts of learners. The correct substance of a syllabus will be the aftereffect of a cautious behavioural forecast. It will comprise a stock of dialect circumstances and a portrayal of the semantic substance of each of these circumstances.

Types

There are three sorts of situational syllabi. These are as follows:

- **Concrete:** Situations are carried on to particular settings, utilizing particular examples.
- **Mythical:** Situations rely on anecdotal characters in an anecdotal place.
- **Limbo:** Specific setting of the circumstance is of practically no significance. What is critical is the specific dialect included.

The Effect of Situational Approach on Language Teaching

Dialect showing starts with the talked dialect. The material is educated orally before it is exhibited in a composed frame. Situational dialect educating receives an inductive way to deal with the instructing of linguistic use. Clarification is accordingly disheartened and the learner is relied upon to conclude the significance of a specific structure or vocabulary from the circumstance in which it is exhibited. Stretching out structures and vocabulary to new circumstances happens by speculation. The learner is relied upon to apply the dialect learned in a classroom to circumstances outside the classroom.

Exactness in both elocution and linguistic use is viewed as pivotal and mistakes are to be avoided, no matter what. Programmed control of essential structures and sentence examples is major to perusing and composing aptitudes, and this is accomplished through discourse work.

Honing strategies utilized regularly comprise guided redundancy and substitution exercises, including theme reiteration, correspondence, penetrates, and controlled oral-based perusing and composing assignments.

An Evaluation of Situational Syllabi

The best qualities of the situational syllabus are as follows:

- Express consideration is paid to the impact of social variables on dialect decision, particularly to registeral variety (i.e., at the point when to be formal versus casual).
- It might rouse learners to see that what they are realizing is 'real living' language that really meets their most squeezing regular correspondence needs. The inadequacies of the situational syllabus, be that as it may, are many.

While certain dialect capacities will probably happen in certain physical situational settings, for example, 'At the Post Office' or 'In a Restaurant', this does not really imply that all the dialect frames that will be utilized can be anticipated. One may go into an eatery, not to arrange a dinner, but rather just to request headings to an adjacent exhibition hall. Henceforth, a situational syllabus will be restricted for understudies whose requirements are not included by the circumstances in the syllabus. Essentially said, dialect clients are genuine individuals and not just robots in circumstances.

The presence of artificial exchanges in many existing materials, which both outline repetitive linguistic examples and present handy expressions for a situational setting, frequently incorporate talk that could never be utilized as a part of common dialect. Consequently, dialect as honed in the classroom and dialect as talked in this present reality will frequently have little in like manner.

An Overall View

There is an extensive level headed discussion among etymologists and analysts with regards to the way of dialect. Dialect learning, specifically, is described by change; in the 1930s, for instance, it implied precise interpretation of readings; however, in the 1950s, it implied simple capacity in oral cognizance and oral generation. The birthplace of this change is fairly to be found in the hypothetical ideas which cause relating shifts in thoughts of acquiring, instruct or take in a dialect. This leads us to the expression 'approach' which as per Edward M Anthony is 'a set of correlative assumptions dealing with the nature of language teaching and learning'. According to this definition, any approach is fundamentally a gathering of inherent convictions which serve as a structure to a particular attitude toward dialect. Now, we regularly understand that methodologies are in and out of style; that is, on the grounds that a few endeavours end up being more powerful than others amid a given period. An approach is 'in' when broadly utilized strategies and methods are made up as indicated by its standards; and, in the like manner, the effect might be followed in current classroom hones.

Created by British connected etymologists in the 1930s, the Situational Approach has survived, in this way, by finishing later methodologies and procedures, for example, Audio-Lingual Method, Communicative Language Teaching, Total Physical Response, The Silent Way, Community Language Learning, The Natural Approach, Suggestopedia, and so forth.

As per the Situational Approach, and to guarantee that the dialect that is being educated is reasonable, every word and sentence must be out of some genuine circumstance or envisioned genuine circumstance. Consequently, the significance of words are tied up with the circumstances in which they are utilized.

The learners know the importance of 'chalkboard', not on account of what they have found it in a lexicon, but since they have taken in the word in circumstances; by listening to summons, for example, 'Take a gander at the slate!', 'Clean the board!', 'Write on the writing board!', and so on. This case focuses on the relationship between 'board' and the activity of 'taking a gander at it', 'cleaning

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it', or 'composing' on it. Regardless of the possibility that the classroom environment is constrained, the instructor's creativity ought to be put into practice in the affectation of a circumstance grabbed from outside the classroom.

Since the reason for instructing a remote dialect is to empower the learners to utilize it, then it must be listened, talked, perused and written in appropriate practical circumstances. Neither interpretation nor mechanical drills can help on the off chance that they are not associated with reasonable life. The distinction between American structuralists, for example, Fries and the British connected language specialists, for example, Firth and Halliday, lies in the way that structures must be introduced in circumstances in which they could be utilized.

The situational environment ought to be exhibited in a manner that even the slowest learner gets included in what the educator or alternate learners do and say in the classroom. Making the learners collaborate with each other underlines the social touch of this approach. Learners are constantly energetic to partake in pretend circumstances, particularly when they accept parts and establish a circumstance before whatever remains of the class.

The theory backing up the Situational Approach includes the following principles:

- Language learning is habit formation.
- Mistakes are bad and should be avoided, as they make bad habits.
- Language skills are learned more effectively if they are presented orally first and then in written form.
- Analogy is a better foundation for language learning than analysis.
- The meaning of words can be learned only in a linguistic and cultural context.

'Method' denotes a theoretically consistent set of teaching process that defines the best practice in language teaching. Methods give educators a nature of 'language' and 'language learning' (approach), need based discoveries (design) and skills to implement (procedure) in imparting education. We can further say that each method has come out from an approach which has design (objective, syllabus, teacher and student's role, and instructional materials) to be implemented and method (techniques and instructional patterns) to be adopted in the class (Richards & Rodgers 2001: 3-35). One of those methods was the Oral Approach and Situational Language Teaching.

Background

The development of the Oral Approach and Situational Language Teaching is extended crosswise over 1920s to 1960s. It rose as a change over the old Direct Method which was monolingual, inductive, and illustrative and elocution centred technique. In 1930s, the concentration range of English dialect examination was vocabulary for perusing capability and creating instructing materials. The organizers of the Oral Approach and Situational Language Teaching Method were Harold Palmer, A. S. Hornby, Michael West and other British connected etymologists. Amid his stay in Japan, Harold Palmer attempted to show syntax through oral approach. While attempting to base a more logical and particular technique, Harold Palmer (1917) developed a general rationale that was connected in all dialects of

the world, and it was the instructors' obligation to comprehend and apply those in the class.

Michael West, while analyzing the part of English in India in 1920s, inferred that vocabulary was an imperative segment for perusing capability and remote dialect learning. These discoveries drove the researchers to propose the first ever 'standard of syllabus plan' in dialect educating. Hornby changed punctuation into structures of 'sentence design' (substitution table) which planned to help learners, disguising the grammatical rules.

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Check Your Progress

3. What is the primary concentration of a situational syllabus?
4. What is communicative approach focused on?

7.4 COMMUNICATIVE APPROACH AND CONSTRUCTIVE APPROACH

In this section, you will learn about the communicative and constructive approaches of teaching English.

7.4.1 Communicative Approach

Communicative approach focuses on the significance of language functions because the learner needs knowledge of both meaning and functions. It lays emphasis on functional, communicative and social interactive activities. It also lays emphasis on the semantic aspect of the language. Summarising the main characteristics of the communicative approach, Richards and Rodgers asserts:

- Language is a system for the expression of meaning.
- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.

The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. The communicative approach takes into account all the four basic linguistic skills viz. listening, speaking, reading, writing, and also the conversational skill where the social context of utterances play the significant role.

7.4.2 Constructive Approach

Constructive Approach stresses that learners construct their own knowledge rather than just passively take in information. As we experience the world and reflect upon those experiences, we build our own representations and incorporate new information into our existing knowledge (schemas).

Constructive Approach to teaching and learning focuses on the learners constructing their own knowledge which is predominantly based on the experiences that the learner gathers.

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The theory of constructivism is an approach to learning, suggesting that children must construct their own understandings of the world in which they live (in comparison to behaviorism, the learner's mind is not a blank slate or tabula rasa). Children bring past experiences and cultural factors to a situation and new information is constructed from prior experiences and knowledge.

Overview of Constructivism

- Learners construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.
- Learning is not merely acquired; it, in fact, is an active, contextualized process of constructing knowledge.

Theorists Supporting Constructivism

Some of the theorists who espoused their support for constructivism are as follows:

- Jean Piaget (1896-1980): Stages of Cognitive Development
- John Dewey (1859-1952): Progressive Education
- Lev Vygotsky (1896-1934): Social Development Theory

Piaget's Theory of Cognitive Development

- Development of Cognition follows a sequential order from infancy to adolescence.
- As per this theory, children cannot undertake certain tasks until they are psychologically mature enough to do so.

Piaget's Four Stages of Cognitive Development

Given below are the four stages of cognitive development as per Piaget:

- (a) Sensory-motor (Birth-2 years):** In this stage, the child develops a mental image of the objects; basic reflexes/schemas are observable. The child achieves object permanence and begins to realize that things continue to exist even when they are no longer present or seen.
- (b) Pre-operational (2-7 years):** At this stage, the child learns to use language and to represent objects by images and words; thinking is egocentric and the child has difficulty considering the viewpoint of others. The child classifies objects by a single feature. For example, the child would group together all the similar coloured blocks regardless of shape or all the similar shaped blocks regardless of color.
- (c) Concrete operational (7-11 years):** At this stage, a child can think logically about events and objects; the child achieves conservation of number (at the age of 6), mass (by the age of 7), and weight (by the age of 9); thinking becomes more systematic and flexible.
- (d) Formal operational (11 years and up):** As the child reaches this stage, he can think logically about abstract propositions and hypotheses; children are no longer ego-centric and they develop a deeper understanding of their identity and morality.

Application of Constructivism in the Classroom

Teachers should actively involve the students in the teaching-learning process, taking up and valuing their ideas and queries. They should assess learning by observing students and through presentations and portfolios. Students should be involved in activities which engage their minds. Group/team work should be encouraged and group discussions and debates should be initiated as it will allow students to share their own thoughts and opinions.

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Principles of constructivism

- Knowledge is constructed: Knowledge is built upon other knowledge. Students take pieces and put them together in their own unique way, building something different than what others will build. The student's previous knowledge, experiences, beliefs, and insights are all important foundations for their new learning.
- Learning is a student centered activity rather than a teacher centered one. Teacher is a facilitator.
- Learning is an active process: The learner needs to do something in order to learn; it is not a passive activity. You cannot just sit and expect to be told things; you need to engage in discussions, reading, activities, etc.
- Learning is a social activity: Learning cannot take place in isolation. Teachers, family, or peers, and acquaintances impact learning.
- Knowledge is personal because experiences and beliefs are personal to every individual. So the things people learn and gain from education will all be very different.
- Motivation is key to learning: Without motivation, it is difficult for learners to reach their past experience and make connections for new learning.

Vygotsky's Theory

Lev Vygotsky, a Russian psychologist, developed a theory of cognitive development known as the Sociocultural Theory of Cognitive Development in the early twentieth century. The main assertion of the Vygotsky theory is that the cognitive development of children is advanced through social interaction with other people, particularly those who are more skilled. In other words, Vygotsky believed that social learning comes before cognitive development, and that children construct knowledge actively. Sociocultural theory is an emerging theory in psychology that looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live. Sociocultural theory also suggests that human learning is largely a social process.

Check Your Progress

5. Name some of theorists who supported constructionism.
6. What is Piaget's Theory of Cognitive Development?

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7.5 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The benefits of a Structural Syllabus are as follows:
 - The learner moves from less complex to more mind boggling linguistic structures and may get to handle the syntactic framework more effectively.
 - Teaching and testing are generally basic, since educators manage discrete point learning and aptitudes. The instructors require not be familiar with the dialect they educate, since linguistic clarifications and drills do not require an abnormal state of dialect capability.
2. Noticeable names connected with the S-O-S approach are Charles Fries, Harold Palmer and A.S. Hornby.
3. The primary concentration of a situational syllabus is on the utilization of dialect as a social medium.
4. Communicative approach focuses on the significance of language functions because the learner needs knowledge of both meaning and functions. It lays emphasis on functional, communicative and social interactive activities. It also lays emphasis on the semantic aspect of the language.
5. Some of the theorists who espoused their support for constructivism are Jean Piaget, John Dewey, and Lev Vygotsky.
6. As per Piaget’s Theory of Cognitive Development, children cannot undertake certain tasks until they are psychologically mature enough to do so.

7.6 SUMMARY

- The different arrangement or pattern of words is called a structure. Languages have their own structures. Structural approach expects the students to learn about 250 basic sentences pattern and 3,500 words at the ends of schooling.
- According to language experts, Bloomfield and Skinner, the structural approach is established in behaviourism (Richards and Rodgers, 1995), a hypothesis which sees dialect learning as taking in an arrangement of propensities (Brown, 1987).
- The selection of any structure to be taught in a particular class should be based on the following criteria:
 - o Usefulness
 - o Simplicity
 - o Teachability
 - o Gradation
- Structures are to be graded in the order of difficulty. Simple structures should precede the more difficult ones.
- Structural-Oral-Situational Approach, famously known as the S-O-S approach, appeared as another option to the immediate technique. It is a

result of the tests completed in the armed force camps during World War. Noticeable names connected with this approach are Charles Fries, Harold Palmer and A.S. Hornby.

- The term Situational Language Teaching provides a way to deal with dialect instructing. It was created from the 1930s to the 1960s by British connected etymologists Harold Palmer and A. S. Hornby, two of the most unmistakable figures in British twentieth-century dialect instructing. They endeavoured to build up a more ‘informative’ way to deal with dialect instructing.
- The primary concentration of a situational syllabus is on the utilization of dialect as a social medium. The etymological preface of this syllabus is that dialect is constantly utilized as a part of setting, never in confinement, and the decision of phonetic structures are limited by social circumstances.
- Communicative approach focuses on the significance of language functions because the learner needs knowledge of both meaning and functions. It lays emphasis on functional, communicative and social interactive activities. It also lays emphasis on the semantic aspect of the language.
- Constructive Approach stresses that learners construct their own knowledge rather than just passively take in information. As we experience the world and reflect upon those experiences, we build our own representations and incorporate new information into our existing knowledge (schemas).
- Constructive Approach to teaching and learning focuses on the learners constructing their own knowledge which is predominantly based on the experiences that the learner gathers.

NOTES

7.7 KEY TERMS

- **Structure:** The different arrangement or pattern of words is called a structure.
- **Dialect:** It is a variety of a language that is characteristic of a particular group of the language’s speakers.
- **Phoneme:** It is the smallest unit of speech distinguishing one word (or word element) from another.
- **Morpheme:** It is the smallest meaningful lexical item in a language.

7.8 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the principles of structural approach?
2. Write a short note on S-O-S approach.

3. What are the three types of situational syllabi?
4. What are the four stages of cognitive development as per Piaget?

NOTES

Long-Answer Questions

1. Examine the effect of situational approach on language teaching.
2. Discuss in detail the constructive approach to learning.
3. Explain the principles and application of constructivism.

7.9 FURTHER READING

- Goh, C. C. M., & Burns, A. 2012. *Teaching speaking: A Holistic Approach*. New York. Cambridge University Press.
- Richards, Jack C. and Theodore S. Rodgers. 2006. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Baruah, T.C. 1991. *The English Teacher's Handbook*. New Delhi: Sterling Publishers.
- Bright, John A. and G.P. McGregor. 1970. *Teaching English as a Second Language*. London: Longman.
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UNIT 8 TEACHING OF WORDS AND USE OF RELATED AIDS

Teaching of Words and Use of Related Aids

NOTES

Structure

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Methods of Teaching Words
- 8.3 Consultation and Uses of Dictionary, Encyclopedia and Journals
- 8.4 Answers to 'Check Your Progress'
- 8.5 Summary
- 8.6 Key Terms
- 8.7 Self-Assessment Questions and Exercises
- 8.8 Further Reading

8.0 INTRODUCTION

A good knowledge of vocabulary is a prerequisite for mastering a new language. A number of ways can be used to improve one's vocabulary. These include looking up words in the dictionary, writing definitions, memorizing and so on. A variety of techniques are employed by teachers for imparting a good knowledge of words and their meanings by focusing on etymology, synonyms, homophones, antonyms, charts, pictures, morphological analysis etc. An analysis of the techniques used for teaching vocabulary has been provided in this unit.

8.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the meaning and definition of teaching English vocabulary
- Analyze the procedures used for teaching English vocabulary
- Discuss the uses of dictionaries, encyclopedia and journals

8.2 METHODS OF TEACHING WORDS

“Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed”

– Wilkins (p.111, quotes in Lewis, 2000).

In order to express our thoughts and feeling in any form and mode, we need to study vocabulary particularly while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way.

Vocabulary refers to the words used in a language. It may also be defined as the word stock or words used by a group of people speaking a particular language.

NOTES

This section will deal with the study of vocabulary or methods of teaching words.

Vocabulary is intricately linked with all the language skills be it listening, speaking, reading or writing. Hence adequate store of vocabulary is essential for developing these language skills.

Vocabulary instructions have traditionally been concerned with:

- Having students look words up in the dictionary
- Write definitions
- Use words in sentences
- Prepare word lists
- Discussion
- Memorization
- Use of vocabulary books, and
- Vocabulary quizzes

However, latest studies and theories have revealed that these strategies do not empower the learner to use the new vocabulary appropriately in new contexts.

What does vocabulary instruction involve?

Richards (1976) lists the following aspects the teacher must get familiar with before introducing it to the learner:

- The meaning(s) of the word
- Its spoken and written forms
- What “word parts” it has (e.g., any prefix, suffix, and “root” form)
- Its grammatical behaviour (e.g., its word class, typical grammatical patterns it occurs in)
- Its collocations
- Its register
- What associations it has (e.g., words that are similar or opposite in meaning)
- What connotations it has
- Its frequency

Procedures or Activities for Teaching Vocabulary Words

This section will present before you a plethora of activities compiled from various sources to increase your activity bank for vocabulary instructions:

Combining vocabulary with reading and writing activities, providing the students with different lexical information about the words under study.

- **By showing actual objects and showing models:** This is a very useful technique to teach vocabulary to the beginners, as it gives real experience and sense to the learners. The words like pen, chalk, table, chair, football, flowers, tomato, etc. can be taught in the classroom.
- **Real objects or models of real objects:** These are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous. It is neither possible nor

necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models. They are easily available in the market. They are inexpensive too. Hence, teacher should make frequent use of such models to teach vocabulary. For example, the words like tiger, brain, elephant, airplane, etc. can be shown to the learner.

- **Using demonstrations and showing pictures:** Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated.
- **Miming works well with younger students:** You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions.
- **Charts, pictures and maps:** These can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries available in the market. Teacher should make use of such dictionaries. For instance, using a picture of a 'fish', words related to the fish, such as gills, eyes, backbone, cold-blooded, water, big, small etc. can be taught. Zebrowska (1975:452) rightly says, 'Learners remember better the material that has been presented by means of visual aids'. Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house.
- **Pictures:** Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.
- **Teaching vocabulary in context:** Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary. Therefore, in selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl (2005) stated, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."
- **Etymology:** Every word has its origin and its story of how it gets its current meanings. Because of its physical and meaningful origin, the etymology of a word is often found much easier to be comprehended than the bare linguistic

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symbol and its present semantic meanings. So, whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other reference books, and or surf on the internet to find its origin. The interesting stories behind a word's birth can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students' comprehension of new words.

- **By drawing pictures:** It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic sketches will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary.
- **Comparative words and prepositions** can be made clear by simple sketches. Pictures of many types and colours can be used successfully to show the meaning of words and sentence.
- **Drawings** can be used to explain the meaning of things, actions, qualities, and relations.
- **Associated vocabulary:** If one topic consists of number of words, it is easy to teach these entire words altogether. For example, it is easier to teach words like orange, banana, grapes, lemon, pineapple, mango, and watermelon together in the context of 'fruits' than to teach anyone of these words in isolation. Examples of lexical fields: Parts of the Face as: (a) parts of the face- forehead, brow, temples, nose, nostrils, bridge/tip of the nose, septum, mouth, lips, eyes, eyebrows, eyelids, eyelashes, chin, cheeks, jaw, and jowls.
- **Using morphological analysis of words:** Morphology is the study of words in different terms, showing how words are broken down into smaller units, and how such units are recognized. That is to say, by using the analysis of morphemes of words, we can find out the meaning of words, even some of unfamiliar English words. It is estimated that there are over 600,000 English words concerned with the roots and affixes. But the roots and affixes are limited in numbers and simple in meaning. And the most commonly used roots and affixes are only 600-800 in number. By using the analysis of roots, affixes, and word structure, we can teach thousands of English words. For example: "hand/handle/handful/handicap/handsome/beforehand...".
- **Dictionary:** It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Gonzalez (1999) found that dictionary work was laborious but necessary, and that ESL college students need to be taught practical use of the dictionary. Exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help students determine the precise meaning of a word. Allen (1983:82) perceives, 'Dictionaries

are passport to independence and see them as one of the student – centered learning activities’. The following are some current recommended English - English dictionaries:

- o Oxford Advanced Learners Dictionary,
 - o Longman Dictionary of Contemporary English,
 - o Cambridge International Dictionary of English,
 - o Oxford Picture Dictionary.
- **Collocation:** It’s a widely accepted idea that collocations are very important part of knowledge and they are essential to non-native speakers of English in order to speak or write fluently. Nattinger (1980) in Carter and MacCarthy (1988), “It teaches students expectations about which sorts of words go with which ones. Students will not go about reconstructing the language each time they want to say something” The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about heavy rain but not heavy sun, or we say that we make or come to a decision, but we don’t do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy collocates with rain. Collocations include: [1]Verb + Noun (e.g. break a code, lift a blockade) [2]Verb + Adverb (e.g. affect deeply, appreciate sincerely) [3]Noun + Verb (e.g. water freezes, clock ticks) [4]Adjective + Noun (e.g. strong tea, best wishes) [5] Adverb + Adjective (e.g. deeply absorbed, closely related)
 - **Synonyms:** A synonym may be used to help the student to understand the different shades of meaning, if the synonym is better known than the word being taught. Synonyms help to enrich a student’s vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. Use caution that you do imply that all the words have exactly the same meaning, since different words often are used for different connotations or to imply different meanings. The same procedure can be used to elicit synonyms. The teacher needs to highlight the fact that “true” synonyms are relatively rare and the answers will often be “near” synonyms. The students could make crosswords, word snakes or other puzzles for each other using these synonyms.
 - **Play way method:** Students were asked to bring daily five new words which were not familiar to them from the text-book. At the end of each session, they were asked to tell the word, its spelling and its meaning in English. They were banned to see the notebook where these words were written. If they were not able to give the correct word its spelling and meaning, they were asked to bring new ten words next day. Such an exercise was fruitful for the learner.
 - **Antonyms:** The students were asked to make lists of opposite words. Two groups were made; one group gave one word while the other group asked to give an opposite word to it. For example, sharp/blunt, rude/polite, flexible/rigid, generous/mean etc. One group gave word ‘sharp’ and the other group gave opposite word for it as ‘blunt’. Marks were written on the

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board. They found it very interesting and memorized more words in order to win the contest. Thus, by play way method they can learn new words.

- **Words often confused:** The long list of often-confused words was made in the class and students were asked to use them in sentences from the brackets. Teacher should provide the meaning of such words, if necessary. For examples: adopt: adapt, beside: besides, principal: principle etc.
- **Homonyms / Homophones:** These are words of the same language that are pronounced alike even if they differ in spelling, meaning, or origin, such as “pair” and “pear”. Homophones may also be spelled alike, as in “bear” (the animal) and “bear” (to carry). But this list consists only of homophones that are not spelled alike. ant/aunt eye/I ate/eight fare/fair bear/bare sea/see son/sun stationary/stationery steal/steel throw/through throne/thrown be/bee blew/blue by/bye/buy beach/beechn cell/sell cent/scent/sent census/senses cereal/serial die/dye etc.
- **Word Map:** Students work in small groups to learn connections among words by brainstorming and organizing words according to a map that they design or a blank one that is provided by the teacher. An example might be a key-concept word in the center of the page with rays connecting related words. For example, when asked to give words they thought of when they heard the word “faithfulness”, low-intermediate ESL students generated sixteen words or phrases: cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love.
- **Thesaurus:** A kind of dictionary where the words of similar meanings, or synonyms / antonyms are arranged in similar groups. The main purpose of such reference works is to help the user “to find the word, or words, by which [an] idea may be most fitly and aptly expressed” – to quote Peter Mark Roget, architect of the best known thesaurus in the English language. Unlike a dictionary, thesaurus does not provide meanings or definitions of the words searched.
- **Teaching idioms:** An idiom is a phrase or expression in which the entire meaning is different from the usual meanings of the individual words within it. Idioms are fun to work with because they are part of everyday vocabulary. Students enjoy working with figurative meanings. They also enjoy finding out about the origins of idiomatic expressions, some of which are very old. Point out to students that idioms are often used in writing or speech to make expression more colourful and that some of the most colourful English idioms make use of animals or animal comparisons.
- **Phrasal verbs:** Teachers should include phrasal verbs in their classroom language as much as possible – and draw attention to these from time to time. There are many phrasal verbs in the English language and they are used in normal, everyday speech and writing. Phrasal verbs means words consisting of a verb and a particle (preposition or adverb). The meaning of a phrasal verb is different from the meaning of each word if it was considered separately. Common classroom expressions incorporating phrasal verbs

are: sit down, put your hand up, turn your papers over, write this down, cover the page up, look it up, hurry up and calm down!

- **Crossword puzzle:** Crossword puzzles offer an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a “**Word Puzzle**,” which is also called a “**Word Cross**”, asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling.
- **Word formation:** Teacher should encourage students to enrich and expand their vocabulary. There are different ways to expand the vocabulary of the students. By studying the morphology, we know that it not only concerns with the morphemes of words, but also the word-formation. In English classes, teachers should help students to get to know the processes of word formation.
- **Morphological rules:** These reveal the relations between words and provide the means in formation of new words. That is to say, these rules determine how morphemes are combined to form words. Nowadays, teachers in colleges have paid much more attention to the teaching of the morphological rules of English word formation in their classes. But still we have a lot of work to do. The expansion of vocabulary in modern English depends chiefly on word-formation. According to Pyles and Algeo (1982), words produced through affixation constitute 30% to 40% of the total number of new words; compounding yields 28% to 30% of all the new words; words that come from shortening including clipping and acronym, amounting to 8% to 10%, together with 1% to 5% of words born out of blending and other means. So by analyzing the processes of English word formation, we can infer word-meanings and learn more new English words.
- **Reading the word:** Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners. Sound can be an easy way to illustrate words that describe sounds, such as whistle, scratching, and tinkling. You can make the sounds yourself, or bring in tapes or CDs for students to listen to and write down the words that they hear. The situation can be made easy and interesting, if the teacher of English selects the vocabulary, grades the vocabulary and uses different techniques in the classroom. Teachers should focus on vocabulary, as it is the most essential aspect in any language and means of communication. We cannot express our feelings without words. Wallace (1982) states, ‘Not being able to find the word you need to express yourself is the most frustrating experience in speaking another language’ (p.9). Series, scales, systems. The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series. If you have several gradable words to introduce at the same, you can introduce them together on a scale. For

NOTES

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instance, you can use frequency, such as always-often-occasionally or emotions in this way, with cheerful-happy-joyous-ecstatic.

- **Role play:** Role-play is used to create the presence of a real life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles. The language applied in this activity is varied according to the student's status, attitudes, mood, and different situations. Blachowicz, et al., (2006) speaks, "Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words."
- **Use video to produce target vocabulary:** Select a video segment that contains a series of actions or visual detail. Provide the learners with a list of target vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible. This activity is best done after the learners have seen the video. As they learn how to use more vocabulary properly, you will see an improvement in their writing and speaking. Teacher can also show a short film without sound and asking pupils to discuss what dialogue they would expect to hear. Showing a scene from a film without sound and asking pupils to use the facial expression to determine emotion.

Corder (1973:223) rightly observes, 'The more words one knows, the easier it is to 'learn' new words, because one has more associative link available'. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words. Teaching vocabulary through incidental, intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises.

Richards said, "When vocabulary items are being taught to pupils, teachers need to consider how to teach these words to pupils based on the levels of ages, educational background and field of interest. The teacher also ought to recognize such sociolinguistic variables in which the words will be used".

8.3 CONSULTATION AND USES OF DICTIONARY AND ENCYCLOPEDIA, JOURNALS

Language is a skill subject and one needs to practice the four skills in order to achieve proficiency in a language. To study anything through a language, one has to master what are called study skills. Study skills enable a learner to study and learn efficiently. These are study strategies critical to success in school or college and are transferable skills. It helps to tackle the process of organizing information, retaining it, taking in new information, etc. Study skills are discrete techniques that can be learned in a short time and can be applied to all subjects of study.

Study skills are acquired consciously and purposefully and have to be developed in any pursuit of knowledge. Understanding theories of transfer of knowledge, we can deduce that study skills in one subject have a positive influence in other subjects and have to be consciously managed. The English teacher has a great role in developing study skills in English which could be easily and unconsciously transmitted to other subjects as well. General principles and clues about study skills can be taught to the learners but it will be effective and lasting only if the learners make out their own methods of study skills. Keeping in view the limited time available to teach English, developing supplementary skills becomes difficult. Nevertheless, study skills have to be developed. Some of the supplementary / study skills are referencing, outlining, note taking, note making, reporting, etc.

The English language is rich in vocabulary and words are the life blood of any language. A word and its associated meaning/s are inseparable. There are approximately five lakh words in the English language. Teaching of vocabulary consumes a lot of time especially in lower classes. While introducing a new word, the method of showing learners the real object or pictorial representation or action can be adopted. Words can also be taught by explaining the new word by relating it to the same word families. Encouraging extended reading is the best way to expand the repertoire of vocabulary. A number of activities and vocabulary building games can be conducted to enrich the learner's vocabulary. Games like Just a minute, charades, word bingo, cross word puzzle, riddles, etc. can be effectively employed in class. Learners can be taught to look up for meanings from a dictionary.

Reference skill

Reference skill comes handy when information has to be gathered quickly and for this learner has to locate the needed information and then comprehend. Understanding what to refer or the source available is an important pre requisite. Dictionaries, Thesauruses, Directories, Encyclopaedias, Reference Books, etc., are a major reference materials available.

Dictionaries

The word dictionary originated from the Latin word 'dictionarium' and it means a book that lists and explains the words of a language. The oldest known dictionary was written in Greece in 1000 BC. In the Greek, lexicon is the word used to refer to a dictionary and its writer is known as a Lexicographer. The first English dictionary was written in 1604 by Robert Cowdrey. Samuel Johnson in 1747 wrote a dictionary of 43500 words. At present, there are dictionaries that have about 5 lakhs content words and about 300 form words in English.

Dictionaries are of different kinds, like dictionaries that give meaning in the same language, some in another language, there are multilingual dictionaries, giving meaning in two or more languages. There are also dictionaries of terms of a particular subject, like, dictionary of physics/education, dictionary of proverbs, quotations, etc. There are phonetic/pronouncing dictionaries as well gives pronunciation of words like the one authored by Daniel Jones.

NOTES

NOTES

The words in a dictionary are arranged in an order, usually, in alphabetical order to facilitate quick reference. It contains words and their meanings. There are two categories of dictionaries (i) Prescriptive, and (ii) Descriptive. Prescriptive dictionaries attempt to set authoritative standards based on opinions and judgements of the compilers regarding what should be accepted as standard, regardless of the users' attitudes of the native language. Samuel Johnson's *Dictionary of the English Language* written in 1747 is an example for prescriptive dictionary. In descriptive dictionaries, the language represents the current way it is used, i.e., considering the native speakers' inheritance of the language. The Oxford English Dictionary is an example of a descriptive dictionary.

The different types of dictionaries are general dictionaries (unabridged - desk dictionaries), subject dictionaries and special purpose dictionaries.

Dictionary skills include the ability to:

- Check spelling
- Look up for meaning
- Learn pronunciation
- Understand syllabification
- Learn hyphenation
- Learn capitalization
- Find out grammatical information about a word
- Find examples of use of the word

Most people refer to a dictionary to look up meaning in particular. Dictionaries develop learner autonomy.

Use of Encyclopaedias

Encyclopaedias as a resource can be effectively used in teaching and learning of English in class and out of the class activities. It can be used as authentic material for teaching English. Encyclopaedias help to enhance both active and passive vocabulary. It helps to diversify the educational process and opens up avenues for expansion of educational frames and promotes self-directed learning. Computer encyclopaedias like the Wikipedia can be effectively used in the teaching-learning of English and helps to develop all the language skills. It can be effectively used for enhancing reading skills, to improve listening skills on the basis of sound text that the teacher can adapt to integrate into the learning process, develop writing skills when it is used for some epistolary work given to the learners.

Use of Journals

Teaching English without any instructional materials may be difficult or even tough and challenging. There are lots of materials which facilitate both the teachers and learners in language teaching and learning. As with other teaching materials and resources, journal articles are also an important source for language teaching. Journaling can also be encouraged in the class as it helps the learners to reflect on the learning and encourage the learners to take the onus of their learning.

Check Your Progress

1. List the aspects that a teacher must get familiar with before introducing vocabulary to the learner.
2. Why is setting a good context a prerequisite for vocabulary teaching?
3. How are synonyms helpful in learning vocabulary?
4. What is the main purpose of reference works?
5. Why is role play important in classroom communication?
6. Where does the word 'dictionary' originate from?

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8.4 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The aspects that a teacher must get familiar with before introducing vocabulary to the learner are:
 - The meaning(s) of the word
 - Its spoken and written forms
 - What "word parts" it has (e.g., any prefix, suffix, and "root" form)
2. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary.
3. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize.
4. The main purpose of reference works is to help the user "to find the word, or words, by which [an] idea may be most fitly and aptly expressed".
5. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles.
6. The word dictionary originated from the Latin word 'dictionarium' and it means a book that lists and explains the words of a language.

8.5 SUMMARY

- Vocabulary is intricately linked with all the language skills be it listening, speaking, reading or writing. Hence adequate store of vocabulary is essential for developing these language skills.
- Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

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- Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears.
- Every word has its origin and its story of how it gets its current meanings. Because of its physical and meaningful origin, the etymology of a word is often found much easier to be comprehended than the bare linguistic symbol and its present semantic meanings.
- If one topic consists of number of words, it is easy to teach these entire words altogether. For example, it is easier to teach words like orange, banana, grapes, lemon, pineapple, mango, and watermelon together in the context of ‘fruits’ than to teach anyone of these words in isolation.
- By using the analysis of morphemes of words, we can find out the meaning of words, even some of unfamiliar English words. It is estimated that there are over 600,000 English words concerned with the roots and affixes. But the roots and affixes are limited in numbers and simple in meaning.
- The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about heavy rain but not heavy sun, or we say that we make or come to a decision, but we don’t do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy collocates with rain.
- These are words of the same language that are pronounced alike even if they differ in spelling, meaning, or origin, such as “pair” and “pear”. Homophones may also be spelled alike, as in “bear” (the animal) and “bear” (to carry).
- An idiom is a phrase or expression in which the entire meaning is different from the usual meanings of the individual words within it. Idioms are fun to work with because they are part of everyday vocabulary.
- A student’s vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words. Teaching vocabulary through incidental, intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises.
- Language is a skill subject and one needs to practice the four skills in order to achieve proficiency in a language. To study anything through a language, one has to master what are called study skills.
- The first English dictionary was written in 1604 by Robert Cowdrey. Samuel Johnson in 1747 wrote a dictionary of 43500 words.
- The words in a dictionary are arranged in an order, usually, in alphabetical order to facilitate quick reference. It contains words and their meanings.
- There are two categories of dictionaries (1) Prescriptive, and (ii) Descriptive.
- Prescriptive dictionaries attempt to set authoritative standards based on opinions and judgements of the compilers regarding what should be accepted as standard, regardless of the users’ attitudes of the native language. Samuel Johnson’s *Dictionary of the English Language* written in 1747 is an example for prescriptive dictionary.

- In descriptive dictionaries, the language represents the current way it is used, i.e., considering the native speakers' inheritance of the language. The Oxford English Dictionary is an example of a descriptive dictionary.
- Encyclopaedias as a resource can be effectively used in teaching and learning of English in class and out of the class activities. It can be used as authentic material for teaching English.

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8.6 KEY TERMS

- **Morphology:** It is the study of words in different terms, showing how words are broken down into smaller units, and how such units are recognized.
- **Collocation:** It is a series of words or terms that co-occur more often than would be expected by chance.
- **Homonym:** These are words of the same language that are pronounced alike even if they differ in spelling, meaning, or origin, such as “pair” and “pear”.
- **Register:** It often refers to the degree of formality of language, but in a more general sense, it means the language used by a group of people who share similar work or interests, such as doctors or lawyers.
- **Etymology:** It is the study of the history of words. By extension, the etymology of a word means its origin and development throughout history.
- **Phrasal Verb:** It is the combination of two or three words from different grammatical categories — a verb and a particle, such as an adverb or a preposition — to form a single semantic unit on a lexical or syntactic level.

8.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What have vocabulary instructions been traditionally concerned with?
2. How can charts, pictures and maps be used to develop students' understanding of a particular concept or word?
3. Name some currently recommended English dictionaries.
4. What are some common classroom expressions incorporating phrasal verbs?
5. What do Pyles and Algeo say with regard to constitution of new words?

Long-Answer Questions

1. Discuss some activities that increase activity bank for vocabulary instructions.
2. Elaborate upon the concept of collocation.
3. Describe the use of dictionaries, encyclopedias and journals in the teaching of English.

8.8 FURTHER READING

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UNIT 9 LISTENING AND SPEAKING

Structure

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Concept, Significance and Activities to Develop Listening
- 9.3 Concept, Significance and Activities to Develop Speaking
- 9.4 Answers to 'Check Your Progress'
- 9.5 Summary
- 9.6 Key Terms
- 9.7 Self-Assessment Questions and Exercises
- 9.8 Further Reading

NOTES

9.0 INTRODUCTION

In this unit, you will be first introduced to listening as an important communication skill. The unit describes, in detail, the various stages of the listening process. In addition, you will be taught the various barriers to effective listening. The unit will go on to discuss speaking English.

Pronunciation of words is extremely important for gaining command over the language and for sending across one's message correctly to the receiver. Some factors act as impediments in the acquisition of skills regarding correct pronunciation. Some of the factors are incompetence of the teacher, resources available at school and the duration of the lesson. Two approaches are adopted for teaching pronunciation: context free situation and context embedded situation. Context free situation uses techniques such as imitation, explanation, mimicry, contrastive analysis of phonological elements and use of simple face diagram. Context embedded situation relies on teaching through real life experiences of the learners. Apart from these techniques, the teacher should facilitate learning by planning activities and providing feedback of performance.

9.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the process of listening
- Discuss the various barriers to listening
- Understand the objectives and causes of teaching English pronunciation
- Analyze the reasons and methods of teaching English pronunciation

9.2 CONCEPT, SIGNIFICANCE AND ACTIVITIES TO DEVELOP LISTENING

Communication is essentially a two-way process. It is a process that involves at least two parties—the sender and the receiver or the speaker and the listener. The

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purpose of any communication is not achieved till the receiver receives the message which the sender puts across. There is often an expectation that the receiver will not only receive the message, but also interpret it, understand it, use it and provide the requisite feedback about having received the message and acted on it. It is essential to note that sender and receiver are not always fixed permanent positions. One is a sender or a receiver for a particular piece of communication or message transmission. However, communication is by and large an interactive process and the roles are seldom fixed. A receiver becomes the sender and the sender becomes the receiver. Good communication, therefore, calls for listening skills. A good speaker must necessarily be a good listener.

In an interactive communication, listening accounts for about 50 per cent of verbal communication. Both the parties keep changing their roles so that objectives of the communication are achieved in full, as intended. If it is an organized speech or lecture, listening should be full-time. That is why it is said that good listening is as much hard work as good speaking. While good listening leads to proper understanding, poor listening can lead to misunderstanding and incomplete understanding.

Are you a good listener? The importance of listening skills in business and work places is often under-estimated. Yet, the fact remains that at work places, on an everyday basis, you will have to listen to other people constantly: to your customers, your superiors, your subordinates and your associates. Good listening creates a positive environment and motivates the communicator. In order to be a good listener, it is necessary to appreciate the listening process and master the listening skills.

Listening attentively and completely is much more than a casual hearing. An attentive listener is the one who hears not just the words the speaker utters, but also the feelings and intent of the speaker. As Jiddu Krishnamurthy notes, an active listener is one who listens to the whole of what is being conveyed, not just part of it. Listening is a comprehensive act that takes place at different levels.

Ronald Adler and Jeanne Elmhorst, the authors of the book, *Communicating at Work* (McGraw- Hill, New York, 2005) note that listening takes place at four different levels as mentioned below:

1. Listening for Content
2. Listening for Feelings
3. Listening for Intent
4. Listening for Context

Therefore, listening is a comprehensive exercise where the keen and intent listener tries to listen not just to the content, but also to the feelings as well as intent and concerns of the speaker. Moreover, a good listener is always conscious of the context in which the speaker speaks and makes every effort to interpret the words and the content of the message within the overall context in which the speaker speaks out. Picking up words and interpreting them out of context is obviously bad listening.

Listening Process

More than an act, listening is a process. It is a lot more than hearing. It starts with hearing but goes beyond. In other words, hearing is a necessary but not sufficient condition for listening. Listening involves hearing with attention. Listening is a process that calls for concentration. Hearing refers to the perception of sound with the ear. Hearing is a physical act. One hears a noise, whether one wants to or not. If hearing is impaired, a hearing aid is used. Hearing aids amplify the sound. Listening is more comprehensive than hearing. Listening is done not only with the ear, but also with the other sense organs. While listening, one should also be observant. In other words, listening has to do with the ears, as well as with the eyes and the mind. Hearing is physical, while listening is intellectual, involving both the body and the mind.

Listening is to be understood as the total process that involves hearing with attention, being observant and making interpretations. Good communication is essentially an interactive process.

Listening calls for participation and involvement. It is quite often a dialogue rather than a monologue. It is necessary for the listener to be interested and also show or make it abundantly clear that one is interested in knowing what the other person has to say. Good listeners put the speaker at ease. Indifferent and inattentive listeners, on the other hand, disturb the speaker and make it that much more difficult for him or her to reach out with the message. The listener can and should help the speaker in establishing a wavelength through which communication traverses smoothly.

The listening process can be understood best by looking at various words which are associated with listening. These are hearing, decoding, sensing, understanding, comprehending, filtering, absorbing, assimilating, empathizing, remembering and responding. Each one of these plays a role in making listening complete and effective. There is also another set of words which can be associated with the listening process. These are attentiveness, focus, willingness, patience, attitude and concentration. The process of listening, to be effective, should encompass all these. The process of listening involves the following:

1. Hearing
2. Decoding
3. Comprehending
4. Remembering
5. Responding

Together, these components ensure that the listening part of the communication process becomes meaningful and effective.

Hearing

This is the first essential step in listening. It relates to the sensory perception of sound. The communicator expects the receiver to 'lend his or her ears'. There should be a certain attentiveness or concentration in receiving verbal messages. Hearing relates to receiving the words sent out by the speaker for further processing by the listener.

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Decoding

The next step relates to decoding. This involves sensing and filtering of the verbal messages. Hearing the words apart, other sensory perceptions come into play. Decoding takes place as a conscious exercise. Listening also involves filtering, whereby the message received is classified as wanted or unwanted, useful or otherwise. That which is considered useless or unwanted is discarded. This filtering process is subjective in nature and a person chooses to retain only that which makes sense to him. Sense of appeal and sense of judgment come into play during sensing and filtering the message. The message is thereafter sent to the next process.

Comprehending

The next level of listening consists of comprehending or understanding. The filtered message assumes a meaning. This activity can also be described as absorbing, grasping or assimilating. The listener has now understood what the speaker has tried to convey. The message received has been heard, sensed, filtered and interpreted. In doing so, the listener has brought into play the listener's own knowledge, experience, perception and cognitive power. The listener has used not only the body, but also the intellect in grasping the meaning of the message. The verbal message apart, the non-verbal communication has also been studied and noted.

Remembering

This is another important facet of listening. Messages received are meant, quite often, not just for immediate consideration and action, but also for future use. In fact, very often, although the absorption takes place in the present, its use may take place some time in the future. Memorizing the message, therefore, assumes significance. Remembering relates to a process whereby the assimilated message is stored in memory to facilitate future recall.

Responding

Response of the listener may take place at the end of the verbal communication or even earlier. When it is intended to provide feedback to the communicator, response occurs towards the end. If however, there is a need to seek clarification or a need to empathize with the speaker, it may take place earlier. This may take the form of prodding, prompting or reassuring that the message is being well received.

Types of Listening

All listening is not of the same intensity. Good listening is that which passes all the five steps mentioned above with positive results. Depending upon the extent to which listening becomes effective, it can be classified into three types. They are passive listening, selective listening and active listening.

Passive Listening

Passive listening refers to inert or indifferent listening. There is no conscious effort to receive and absorb the message. Quite often, passive listening stops at hearing and there is no effort to further process the message. The listener is physically present but is not participating actively in the process of communication. Listening in this instance is insufficient. The message is not absorbed and the passive listener

will not be in a position to remember and recall the message at a future date. Passive listening takes place when the listener or receiver is constrained by various physiological and psychological factors. It may be fatigue, ill health, disregard for the speaker or lack of interest in the subject. It also occurs when the speaker fails to meet the receiver's wavelength. Passive listening leads to misunderstanding on the part of the communicator who would be under the impression that the receiver has grasped the message as intended.

Selective Listening

Another type of listening that is quite common is selective listening. Listening is done partially or selectively. People listen to only that which they want to listen to. Under this type of listening, the receiver keeps tuning in and out. Attention is not focused. The listener lets the mind wander and the message is not thoroughly processed. Selective listening takes place when the receiver is not in a position to concentrate, or considers the speaker to be not so well informed on certain matters, or the receiver considers himself to be better informed than the communicator or such other reason which hinders active listening.

Active Listening

Active listening is the most desirable type of listening. In this case, the listener makes conscious efforts to listen attentively, decode the message and absorb it through a participative process. The receiver of the messages shows regard for the speaker, concentrates on what is being conveyed, motivates and prompts the speaker, shows empathy and makes it easy for the speaker to meaningfully deliver the message. When we talk of listening skills, what is meant is the ability to listen effectively. When one listens actively, one not only comprehends the message, but is also in a position to remember and recall the same as and when required.

In his celebrated book, *The 7 Habits of Highly Effective People*, Stephen Covey highlights the imperative need for sincere listening in order to be an effective communicator. He identifies listening as one of the 7 habits of highly effective people. He stresses that an effective communicator is one "who seeks to understand, then to be understood". He says that all of us typically seek to be understood. Most people do not listen with the intent to understand; they listen with the intent to reply. People generally listen with the intent to reply, to control and to manipulate.

Having said that, Stephen Covey draws attention to the highest form of listening, namely, empathic listening. Empathic listening, he says is listening with an intent to understand. Empathic listening or listening with empathy means listening that gets inside another person's frame of reference. Stephen Covey explains that in empathic learning, you listen with your ears and, more importantly, with your eyes and with your heart. By this, you listen for feeling, for meaning and for behaviour. You use your right brain as well as your left. You sense, you intuit, and so you feel.

Barriers to Listening

For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be physical, physiological or psychological. In other words, the barriers may be people-related or otherwise.

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Physical Barriers

Physical barriers would include low audibility level, extraneous noises and sounds, malfunctioning of the microphone and other mechanical devices and frequent interruptions. Some examples where listening fails to be effective due to physical factors are as follows:

1. The microphone or loudspeaker is defective
2. There are other voices and noises that dilute the sound levels of the speaker
3. The speaker speaks very close to the microphone or keeps too much distance
4. There are frequent interruptions
5. Transmission failures

People-Related Barriers

People-related barriers can be both physiological and psychological. Physiological barriers arise when the listener suffers from ill health, fatigue, sleeplessness or hearing problems which come in the way of good listening. It may also arise due to the accent and pronunciation shortcomings of the speaker.

Psychological barriers cover the value system and the behavioural aspects. It may also be on account of hierarchical differences. They may relate to bias against the speaker or the message, lack of credence about the source of communication, underestimation of the speaker and the speaker's ability and past experience. Some examples where listening fails to be effective on account of people-related factors are as follows:

1. The speaker speaks in a shrill voice that does not reach the receiver.
2. The speaker speaks very rapidly or with an accent that is not clear.
3. The receiver of the message does not consider the speaker to be well informed.
4. The receiver lets the mind wander rather than stay focused on the message.
5. The listener perceives the speaker to be lacking in depth or not having adequate authority.

Effective listening calls for conscious efforts and mutual trust. The speakers should believe in the receiver's earnestness and vice versa. Efforts should be made by the speaker, listener as well as others concerned with the process of communication to remove the barriers that come in the way of effective communication.

Ten Commandments of Listening

There are certain well-accepted essentials for good listening. More specifically, there are ten commandments, credit for which is given to an anonymous writer. These ten commandments of listening are as follows:

1. Stop talking
2. Put the speaker at ease
3. Show you want to listen

4. Remove distractions
5. Empathize with the speaker
6. Be patient
7. Hold your temper
8. Refrain from argumentation and criticism
9. Ask questions and elicit more
10. Stop talking again

Let us discuss each one of these commandments in some detail.

Stop Talking

The first commandment of good listening is to stop talking. One cannot be talking and listening attentively, at the same time. The speaker cannot speak and get the message across if the listener continues to talk. Stop talking and start listening.

Put the Speaker at Ease

The speaker can really organize his thoughts and convey them meaningfully only when put at ease. The listener does so through several positive signals such as sitting down, turning to the speaker and observing.

Show You Want to Listen

This calls for a positive attitude on the part of the listener. The listener should indicate preparedness. The listener should make it clear that the listener is attentive and is keen to receive the message the communicator wants to convey. This may be done by appropriate body movement, right posture or by keeping the pen and pad ready.

Remove Distractions

Communication between the sender and receiver cannot progress if there are distractions. The receiver of the communication should show interest in listening, just as the speaker is interested in speaking. The listener has to remove distractions, if any, such as shut the door, switch off the cell phone and remove objects, if any, placed between the speaker and the listener so that body movements can be observed.

Empathize with the Speaker

An important requirement for effective listening is that the listener should show empathy or proper understanding. The speaker may not be perfect and may have shortcomings. As a listener one should learn to put oneself in the speaker's shoes.

Be Patient

This is an important attribute of good listening. A listener should not only be attentive, but also patient. One should wait for the speaker to complete the talk. The listener should refrain from making frequent interruptions, should avoid making derogatory remarks, cynical comments and distracting gestures. Every speaker has a train of thought, and gestures of impatience on the part of the listener may disturb the delivery of the speech.

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Hold Your Temper

Good listening also calls for the right temperament. The listener may not appreciate what the communicator is conveying or the listener may decide that the speaker is factually incorrect. That does not give the listener a right to instant reaction.

Refrain from Argument and Criticism

This is not an uncommon happening. Occasions are many when the listener picks up an argument with the speaker. The listener tries to challenge the speaker and criticize the person. Any such argument or criticism would be detrimental to the flow of communication. The speaker and the listener have their respective roles to play and the listener should not make any verbal attack on the speaker. If there are many listeners or a large audience, any such act will deprive them of the benefit of the speaker's message.

Ask Questions and Elicit More

While negative interventions and interruptions, as cited above, should be avoided, positive interventions by the listener are desirable. The listener should ask appropriate questions at the right opportunity to elicit more information. In fact, any speaker would welcome this, for it not only provides the feedback, but also provides an opportunity to clarify the message and correct misconceptions, if any. In structured sessions in particular, the speaker provides for a question and answer session for facilitating greater understanding. By asking the right type of questions, relevant to the speaker's topic, the listener helps himself as well as the other listeners to get those details which are pertinent, but which the speaker missed out or did not cover adequately.

Stop Talking Again

This aspect is so essential to the process of listening that it is repeated again as the tenth commandment. For speaking to progress smoothly, talking should be stopped not only at the beginning, but also throughout the message delivery process. Stop talking and keep listening.

It is evident that these ten commandments help the speaker in coming out with the best and making communication very effective. The speaker gets motivated and responds very enthusiastically to such appreciative listeners.

Check Your Progress

1. How is communication a two-way process?
2. What is passive listening?

9.3 CONCEPT, SIGNIFICANCE AND ACTIVITIES TO DEVELOP SPEAKING

The aspiration of English as a second language (ESL) learner is to gain competence in the spoken skills, they are intrinsically motivated to produce the sounds with requisite stress and speak meaningful sentences in real life contexts with appropriate rhythm and intonation.

Objectives of Teaching English Pronunciation

The following are some of the objectives of teaching English pronunciation:

- To improve intelligibility of the language
- To help the recognition, identification and production of different key sounds in English
- To help increase self-confidence while speaking the language
- To assist in development skills for monitoring the language by listening
- To achieve the native level of pronunciation of the language in a single document.

However, due to many reasons, they are not successful in this endeavour.

These factors may be categorized as:

- Direct
- Indirect

Direct factors are those factors which are directly related to the teacher as well as the student, such as professional commitment, and competence of the teacher, while the Indirect factor refers to those factors which have an indirect impact on the teaching and learning process, such as resources available in the school, size of classrooms and others.

You must have recalled direct factors as the competence and proficiency of the language teacher, for indirect factor we may have time and duration of the session, availability of infrastructural resources and so on.

Methods of Teaching English Pronunciation

There are two approaches to teaching of Pronunciation:

- Context free situation
- Context embedded situation

1. Context free situation

There have been a variety of techniques suggested to help the students master the correct pronunciation of the target language.

- **Imitation** (some may call it modelling) is believed to play a significant role in learning the English sound system.
- **Explanation** of the distinction between sounds
- **Use of simple face diagram** in which the various “organs of speech” are shown. Using pictures, drawings, objects, etc., the teacher attempts to teach the place and manner of articulation of difficult sounds.
- **Contrastive analysis of phonological elements** of the students’ native language (L1) and English (L2).
- **Mimicry- memorization** techniques, the student repeats a word, a phrase, and/or a short sentence several times in order that the sound segment(s) of the word, phrase, or sentence become memorized and established in his/her mind.

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2. Context embedded situation

This method focuses on the use of different situations related to real life or to the students' experience. One is to tell the students a brief story in which the teacher can insert difficult sounds in the form of minimal pairs.

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However some criterions need to be observed for contextualization of minimal pairs. They are as follows (as suggested by Bowen, 1972, p.92):

- Meaningful
- Pictureable
- Balanced
- If possible, relevant to the experience and/or interest of the students

For instance a short passage conveying a certain situation in which words such as WISE-RISE, MIND-KIND, HATE-FATE, and so on are used.

Role of Teachers

The teacher plays a significant role in teaching pronunciation. Listed below are some efforts teacher must make if she aspires her learners to be able to speak appropriately.

Facilitate students' hearing

The first step in teaching pronunciation is to helping learners hear and register the sounds and its features. Learners need sufficient exposure in order to perceive the sounds and their features. Learners need training in discrimination of sounds so that they are able to produce the same. Just as we help a child to acquire the schema of an apple by showing a picture and asking him to hold an apple in hand to register its shape, colour, and taste, similarly, language learners need training in listening the English sound and registering its features, how it sounds, what is its symbol, what is the place of its articulation, what distinguishes it from other similar sounds. For instance /p/ and /b/ both are plosive sounds, articulated by closing the lips, yet they are different as one of them is voiced and other one is voiceless.

Given below are the IPA (International Phonetic Alphabet) symbols for English sounds. They are usually represented in parentheses. Teachers need to ensure that learners are able to perceive the difference in each sound.

British English Phonemic Chart										American English Phonemic Chart							
ɪ	ɪ	ʊ	u:	ɪə	eɪ	ɪ	ɪ	ɪ	ɪ	iy...	I...	ʊ...	uw...				
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ				ey...	ə(r)...	ow...	ay...				
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ				ɛ...	ɜ˞r...	ɔ˞...	aw...				
p	b	t	d	tʃ	dʒ	k	g			æ...	ʌ...	ɑ...	ɔy...				
f	v	θ	ð	s	z	ʃ	ʒ			p	b	t	d	tʃ	dʒ	k	g
m	n	ŋ	h	l	r	w	j			f	v	θ	ð	s	z	ʃ	ʒ
										m	n	ŋ	h	l	r	w	y

Fig. 9.1 British and American English IPA Symbols

Source: Google image

Generate situations for production of sounds

Once students are given sufficient exposure to the sounds and conversation in English, they are supposedly ready to use/ utter it themselves. The teachers' presence is desirable at this stage as the learner looks up to the teacher after each production / performance for reinforcement and feedback and suggestion on what and how of the sounds. They help the learner in identifying the distinctive features of the sounds, word stress and intonation pattern.

Feedback on Performance

Time bound feedback is required for reinforcing correct production and improvising wrong production. This exercise works best in a language laboratory. Often it happens that they end up with miscommunication due to misplaced stress and intonation. The English Teacher's role is to tell the learner what is required, what they are doing and how is it getting 'wrong'. The caution the learner needs to exercise in the production of certain sounds (accent- if it is not leading to intelligent communication), the rhythm, intonation, and word stress can be highlighted by the teacher during her feedback to the learners during practice sessions.

Setting up of priorities

Learners are curious and in a hurry to use the target language fluently, they however do not have the expertise knowledge, understanding and competence to priorities what to learn? What order should they follow? The teacher acts as a guide to show them the way to gain fluency and accuracy in the target language.

Planning relevant activities

English Teachers are in the best position to decide which activities need to be planned to suit the level and context of the learner. Age appropriate activities need to be selected, prepared and organized for the learner to provide them an adequate and appropriate exposure to the target language.

Monitoring learner progress through continuous scheduled assessment

Another very significant role of a teacher is to keep an eye on the progress of the learner. They should keep assessing the success of the learner after a specified number of sessions. It gives an idea to the learner where he stands, how much more he has to work hard and in which direction, besides motivating them and kindling their interest in the process. For the language teacher, assessment helps them know the success of the method, material and techniques used by her to meet the objectives of her session.

Role of students

The success of learning pronunciation depends immensely on the learner's attitude, diligence and ownership. Unless and until the learner is motivated to learn, nothing can be assured. The learner must enjoy the process of learning the pronunciation through active participation in various tasks during the practice session. The learner must be observant enough to pick up the features of sound highlighted by the teacher. The learner should be all attention when stress and intonation is being discussed, for observation and concentration is mandatory for appropriate imitation.

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Causes and Reasons Affecting Teaching-learning of Pronunciation

The mother tongue / L1

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There are research findings indicating that the distinctive features of the sound system of the mother tongue has considerable impact on the acquisition of English pronunciation. This is the reason behind the distinct accent of individuals hailing from different parts of the world. However, there are cases where the individual is able to overcome this 'accent'. Hence, whether this factor impacts the acquisition of the pronunciation is debatable and differs with individual cases.

Age of the learner

On surface, it appears that the young child is a better language learner as compared to an adult. There are sufficient studies to prove this fact, however, contradictory findings have been revealed by researches stating that the adults have exquisite abilities of analyzing distinctive features of sounds unlike young children. There are studies on 'sensitive window' hypothesis highlighting the initial years of child development as being the most productive and fertile phase for language acquisition. If this was the case, all learners should be able to master the second language given similar conditions of learning, but it seldom happens. Thus, we cannot rely on this fact blindly.

Degree of exposure/ input rich environment

Invariably, the quality of exposure to the target language should result in better acquisition of pronunciation. But, then why is it that people living in the target language country sometimes fail to acquire the native like proficiency in the target language? This conveys the significance of input rich environment in the immediate environment of the individual. If the individual lives in a country with native speakers of the language, but the family environment uses the mother tongue of the individual, it results in an acquisition poor environment.

Phonetic sense

There are studies supporting the significance of this factor in the process of second language acquisition. Language learners differ on account of their phonetic sense. Those who have an advanced phonetic sense, acquisition process will be relatively smooth for them. However, this is not a key determinant factor, as there are cases pointing towards learners with high phonetic sense but poor language proficiency.

Attitude towards the target language and target language community and Identity with the culture of target language community

It is said that one man can force a horse to move to the source of water but hundred men cannot force it to drink water. Similarly a language learner who carries a negative attitude towards the target language, believes that that learning the target language is a belittling experience, he will never be successful. Similarly, if a learner understands the culture, values and traditions of the target language community, he will be in a better position to acquire the new language. Thus, it is important for the language teacher to orient the learners to the target language community, its culture, values, and traditions.

Motivation and conscience for good pronunciation

Learning a second language is not an easy process, it is a challenging process, motivated learners are able to achieve the goals, whereas the not so motivated often give up in between. It is the task of a teacher to ensure that the learners stay motivated throughout.

Also, unless and until, the learner gets involved in the process, the teacher will find it difficult to manage the teaching-learning process. It is the responsibility of the teacher to be conscious of the use of the target language by the learners, aim for accuracy and encourage learners to develop this conscience within themselves, so that they keep asking others and themselves if their pronunciation is good/ bad. Thus, we may conclude that of all the factors mentioned above the last one is the most important one and in control of the teacher.

NOTES

Check Your Progress

3. What are direct factors?
4. List some criterions that need to be observed for contextualization of minimal pairs.
5. How do language learners differ on account of phonetic sense?

9.4 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. Communication is essentially a two-way process. It is a process that involves at least two parties—the sender and the receiver or the speaker and the listener. The purpose of any communication is not achieved till the receiver receives the message which the sender puts across.
2. Passive listening refers to inert or indifferent listening. There is no conscious effort to receive and absorb the message. Quite often, passive listening stops at hearing and there is no effort to further process the message. The listener is physically present but is not participating actively in the process of communication.
3. Direct factors are those factors which are directly related to the teacher as well as the student, such as professional commitment, and competence of the teacher.
4. Some criterions that need to be observed for contextualization of minimal pairs are:
 - Meaningful
 - Pictureable
 - Balanced
 - If possible, relevant to the experience and/or interest of the students
5. Language learners differ on account of their phonetic sense. Those who have an advanced phonetic sense, acquisition process will be relatively smooth for them. However, this is not a key determinant factor, as there are cases pointing towards learners with high phonetic sense but poor language proficiency.

9.5 SUMMARY

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- Communication is essentially a two-way process. It is a process that involves at least two parties—the sender and the receiver or the speaker and the listener. The purpose of any communication is not achieved till the receiver receives the message which the sender puts across.
- Listening attentively and completely is much more than a casual hearing. An attentive listener is the one who hears not just the words the speaker utters, but also the feelings and intent of the speaker.
- More than an act, listening is a process. It is a lot more than hearing. It starts with hearing but goes beyond. In other words, hearing is a necessary but not sufficient condition for listening. Listening involves hearing with attention.
- The listening process can be understood best by looking at various words which are associated with listening. These are hearing, decoding, sensing, understanding, comprehending, filtering, absorbing, assimilating, empathizing, remembering and responding.
- All listening is not of the same intensity. Good listening is that which passes all the five steps mentioned above with positive results. Depending upon the extent to which listening becomes effective, it can be classified into three types. They are passive listening, selective listening and active listening.
- For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be physical, physiological or psychological. In other words, the barriers may be people-related or otherwise.
- The aspiration of English as a second language (ESL) learner is to gain competence in the spoken skills, they are intrinsically motivated to produce the sounds with requisite stress and speak meaningful sentences in real life contexts with appropriate rhythm and intonation.
- The Indirect factor refers to those factors which have an indirect impact on the teaching and learning process, such as resources available in the school, size of classrooms and others.
- Imitation (some may call it modelling) is believed to play a significant role in learning the English sound system.
- An awareness of the organs of speech, the mechanism and points of articulation is mandatory for mastering the sound system of English Language. The articulators are movable and points of articulation are stationary.
- The first step in teaching pronunciation is to helping learners hear and register the sounds and its features. Learners need sufficient exposure in order to perceive the sounds and their features. Learners need training in discrimination of sounds so that they are able to produce the same.
- Once students are given sufficient exposure to the sounds and conversation in English, they are supposedly ready to use/ utter it themselves. The teachers' presence is desirable at this stage as the learner looks up to the teacher

after each production / performance for reinforcement and feedback and suggestion on what and how of the sounds.

- Time bound feedback is required for reinforcing correct production and improvising wrong production. This exercise works best in a language laboratory. Often it happens that they end up with miscommunication due to misplaced stress and intonation.
- Another very significant role of a teacher is to keep an eye on the progress of the learner. They should keep assessing the success of the learner after a specified number of sessions.
- There are research findings indicating that the distinctive features of the sound system of the mother tongue has considerable impact on the acquisition of English pronunciation. This is the reason behind the distinct accent of individuals hailing from different parts of the world.
- A language learner who carries a negative attitude towards the target language, believes that that learning the target language is a belittling experience, he will never be successful. Similarly, if a learner understands the culture, values and traditions of the target language community, he will be in a better position to acquire the new language.

NOTES

9.6 KEY TERMS

- **Hearing:** This is the first essential step in listening. It relates to the sensory perception of sound.
- **International Phonetic Alphabet (IPA)** is an alphabetic system of phonetic notation based primarily on the Latin script. It was devised by the International Phonetic Association in the late 19th century as a standardized representation of speech sounds in written form.
- **Sensitive Window Hypothesis:** It claims that there is an ideal time window to acquire language in a linguistically rich environment, after which further language acquisition becomes much more difficult and effortful. ... If language input does not occur until after this time, the individual will never achieve a full command of language.

9.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What do you understand by active listening?
2. Define selective listening.
3. What are the two approaches to teaching pronunciation?
4. What is the reason behind the distinct accent of individuals hailing from different parts of the world?

NOTES

Long-Answer Questions

1. Describe the listening process in detail.
2. Discuss the various barriers to listening.
3. Examine the techniques suggested to help the students master the correct pronunciation of the target language.
4. Elaborate upon the role of teachers in teaching pronunciation.

9.8 FURTHER READING

Majumdar, A. 2019. *Teaching English as a Second language: Theory and Praxis*. New Delhi: Sage Publications.

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UNIT 10 READING

Structure

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Reading: Concept
 - 10.2.1 Types of Reading (Loud, Silent, Intensive, Extensive and Supplementary)
 - 10.2.2 Techniques to Increase Speed of Reading (Phrasing, Skimming, Key Word Reading)
- 10.3 Answers to 'Check Your Progress'
- 10.4 Summary
- 10.5 Key Terms
- 10.6 Self-Assessment Questions and Exercises
- 10.7 Further Reading

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10.0 INTRODUCTION

In the previous unit, you were introduced to listening and speaking skills. In this unit, we will discuss reading.

We can define reading as a cognitive process that entails decoding symbols to arrive at meaning. It is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards an objective and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process that allows the reader to employ what he may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words.

You have been introduced to teaching of reading under teaching of prose in Unit 4. so the topics already discussed will not be dealt in detail in this unit.

10.1 OBJECTIVES

After going through this unit, you will be able to:

- Define reading
- Discuss the various types of reading

10.2 READING: CONCEPT

Reading is a process that negotiates the meaning between the text and its reader.

'Reading is basic to democracy', opined Prof. Krishna Kumar (Former Director, NCERT). Reading is a cognitive process of language development by glancing at written text for knowing its meaning. Reading is one of the

NOTES

most used skills in conventional language teaching. Reading is an active process, although it is called receptive skill for language acquisition. The activity of reading is primarily practiced for getting information from the written texts. India is a multilingual country yet English language plays a central role in almost every affair of Indian life. The first activity in language teaching begins largely with reading which is widely practiced as well. The importance of English language is paramount in the era of globalization in India.

10.2.1 Types of Reading (Loud, Silent, Intensive, Extensive and Supplementary)

Generally, there are two types of reading used in Indian schools and by the Indian learners i.e. reading aloud with adequate production of voice, and silent reading in which sound is not produced. A brief description of both the types of reading is given below.

- **Loud Reading:** Loud reading is a type of reading conventionally practiced for reading in India. Higher pitch and voice production for uttering words and sentences are considered as loud reading. It also helps learners to understand the content in a better way, especially in the case of the poor power of attention. It also promotes rote learning.
- **Silent Reading:** Silent reading is a type of reading mostly practiced by mature readers. Here, production of high pitch and voice is not required, rather an utterance of sound and words are kept unheard by others. It is helpful for fast reading and a better understanding of the concept.

Extensive and Intensive Reading

Extensive reading is for the sake of pleasure and it is usually a long and exhaustive text of reading, such as novel reading, story reading, etc. Intensive reading is a reading activity for gaining detailed and specific knowledge about a particular subject, such as reading a text book for getting an answer, reading the newspaper for editorials, etc.

Supplementary Reading: It is akin to extensive reading, but the aim is to supplement the intensive reading of a lesson. Students learn better when they actively participate in the learning process.

Referencing/Study Skills

Referencing skill mostly consists of the use of dictionary skill, thesaurus skill and use of encyclopaedia while reading comprehension.

- **Dictionary skill:** Use of dictionary for better reading comprehension has been widely practiced by new language users especially while reading. In modern times, the new technologies have offered various type of dictionary, such as electronic dictionary, mobile app based dictionary, computer-based dictionary, an inbuilt dictionary with MS Word, etc. These electronic and ICT based dictionaries have revolutionized the perfect use of English language.

- **Thesaurus:** Thesaurus is popularly used for higher education in India, but modern English medium schools have also started usage of a thesaurus in its ELT syllabus.
- **Encyclopaedia skill:** Encyclopaedia is a higher and advanced form of the dictionary for a conceptual and theoretical understanding of the word and its concept. It provides the detailed and historical origin of the word along with meaning and illustrations which help advanced level learning to comprehend the subject- specific concept, not merely the word meaning.

To sum up, reading is one of the most popular learning activities among all language skills, because most of the time learners use their visual sense. Reading is the immediate follow-up activity of visual experiences. Therefore, reading is no more considered a passive activity rather an active process of reading comprehension. Prior knowledge of the language, grammar and vocabulary are core to reading comprehension. Inference and prediction of words and its meanings in the texts are important for a learner to understand the writing in a complete sense. In another word, encoding and decoding of the written text by the reader which is intended by the author/writer is called reading in the real sense.

10.2.2 Techniques to Increase Speed of Reading (Phrasing, Skimming, Key Word Reading)

The following are some of the techniques which can help increase the speed of reading.

- **Skimming:** Skimming is a style of reading in which the reader just takes a glance at the text available to him/her. It is also called as casual reading without a particular objective. For example, reading newspapers, magazines, novel/fiction reading, etc.
- **Scanning:** Scanning is a style of reading in which the reader looks for some particular piece of information out of large texts. It is also called serious and focused reading. For example, reading newspaper or magazine for getting certain information useful for the reader. Reading the book for getting answers to a particular question or research paper and article reading can be considered as scanning.

Phrasing is the grouping together of words as in normal speech, thereby pausing adequately between phrases, clauses and sentences. It is directly linked to reading comprehension. Phrasing can be challenging for students as several phrase boundaries are invisible.

Key word reading

An important aspect of reading the passage is highlighting keywords. When you are reading a passage, you can identify important keywords that will help you to better comprehend the information provided.

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Check Your Progress

1. What is skimming?
2. What is silent reading?
3. What is an encyclopaedia?

10.3 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. Skimming is a style of reading in which the reader just takes a glance at the text available to him/her.
2. Silent reading is a type of reading mostly practiced by mature readers. Here, production of high pitch and voice is not required, rather an utterance of sound and words are kept unheard by others. It is helpful for fast reading and a better understanding of the concept.
3. Encyclopaedia is a higher and advanced form of the dictionary for a conceptual and theoretical understanding of the word and its concept.

10.4 SUMMARY

- Reading is a process that negotiates the meaning between the text and its reader.
- Skimming is a style of reading in which the reader just takes a glance at the text available to him/her. It is also called as casual reading without a particular objective.
- Scanning is a style of reading in which the reader looks for some particular piece of information out of large texts. It is also called serious and focused reading.
- Reading is a cognitive process of language development by glancing at written text for knowing its meaning. Reading is one of the most used skills in conventional language teaching. Reading is an active process, although it is called receptive skill for language acquisition. The activity of reading is primarily practiced for getting information from the written texts.
- Loud reading is a type of reading conventionally practiced for reading in India. Higher pitch and voice production for uttering words and sentences are considered as loud reading.
- Silent reading is a type of reading mostly practiced by mature readers. Here, production of high pitch and voice is not required, rather an utterance of sound and words are kept unheard by others. It is helpful for fast reading and a better understanding of the concept.

- Extensive reading is for the sake of pleasure and it is usually a long and exhaustive text of reading, such as novel reading, story reading, etc. Intensive reading is a reading activity for gaining detailed and specific knowledge about a particular subject, such as reading a text book for getting an answer, reading the newspaper for editorials, etc.
- Referencing skill mostly consists of the use of dictionary skill, thesaurus skill and use of encyclopaedia while reading comprehension.

NOTES

10.5 KEY TERMS

- **Scanning:** It is a style of reading in which the reader looks for some particular piece of information out of large texts.
- **Intensive reading:** It is a reading activity for gaining detailed and specific knowledge about a particular subject, such as reading a text book for getting an answer, reading the newspaper for editorials, etc.
- **Thesaurus:** It is a book that lists words in groups of synonyms and related concepts.

10.6 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the sub-skills of reading?
2. What do you mean by extensive and intensive reading?
3. Write a short note on referencing skills required for reading.

Long-Answer Questions

1. Explain the concept of reading and the importance of developing reading skills.
2. Discuss in detail the different types of reading.

10.7 FURTHER READING

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UNIT 11 WRITING

Structure

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Types of Composition (Guided, Free and Creative)
- 11.3 Paragraph Writing
- 11.4 Letter Writing (Formal and Informal)
- 11.5 Evaluating Compositions
- 11.6 Answers to 'Check Your Progress'
- 11.7 Summary
- 11.8 Key Terms
- 11.9 Self-Assessment Questions and Exercises
- 11.10 Further Reading

NOTES

11.0 INTRODUCTION

In the previous unit, we learnt about reading of English. In this unit, we will discuss the writing of English. It will begin with a discussion on the various types of compositions. The term composition is another word for writing, that is, the act of writing or the piece of writing that results. It also refers to what something is made of. The unit will go on to discuss letter writing, paragraph writing and evaluation of compositions.

11.0 OBJECTIVES

After going through this unit, you will be able to:

- Explain the various types of compositions and their evaluation
- Describe the different types of a letter
- Discuss paragraph writing

11.2 TYPES OF COMPOSITION (GUIDED, FREE AND CREATIVE)

Developing a composition involves the following stages:

- i. Pre-composition:** This stage involves teaching the necessary language items like vocabulary, structure, etc.
- ii. Oral composition:** At the oral composition stage, practice is given with the support of words and structures already learnt and the previous knowledge of the students. Oral composition helps students to organize their thoughts and gets an idea as to what to write and how.
- iii. Writing composition:** At this stage, students write the composition individually or in small discussion groups.

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- iv. Correcting the work:** A teacher correcting the work of the student helps them to understand their mistakes, be it spelling, use of words, punctuation, tenses, sentence structure, subject verb agreement, etc. It helps them improve their work. A follow up work by the teacher helps provide an understanding and examination of the progress of students after they have incorporated the changes and corrections suggested by the teacher.

Characteristics of Good Composition

Writing has to be purposefully inculcated in an individual. Teachers of English need to emphasise on writing skills as exposure to writing is otherwise minimal. For an individual to become proficient in any language, he has to master the art of writing along with the other three skills - listening, speaking and reading. Composition is an integral part of English language learning. Through composition students learn to express just as in speech. Any written exercise can be composition. The urge in man to express can be developed through speaking and writing. Throughout the career of an individual, writing skill occupies an invaluable position. The mechanics of writing, recalling the usage of appropriate grammatical elements, spelling, punctuation, ability to organise thoughts and ideas are all important to convey the written message to the reader without any ambiguities.

A composition exercise may be writing an essay, story, paragraph, etc. While attempting a composition, the learner has to organize his idea and thoughts and present them keeping in mind the purpose, form and the nature of the composition. Each form has its own requirements. A good composition, be it a story or an essay or a paragraph, should have a good beginning, a middle and an end. The cohesion of ideas is a must. A composition becomes more lively, engaging and enlightening with the use of figures of speech. Economy in the use of words, and avoiding redundancy are the hallmarks of an effective writer. An avid reader gets better clues at writing a composition because of the experience of having read various types of literary materials.

Different Types of Composition Exercises

Any composition has to be strictly in accordance to the age appropriate and stage appropriate needs of the learners. Learners need to be familiarized with the form, organization and purpose of the composition. A variety of compositions have to be introduced at the appropriate stages. Composition can be broadly classified into oral and written composition.

I. Oral Composition

In oral compositions learners are given practice in organizing their thoughts and speaking aloud before actually writing it down. An oral composition precedes written composition especially in the lower classes and helps to get right the syntax and grammar and ensures that the construction of sentences are correct. It helps to write fluently and build spelling, word choice, pronunciation, grammar, sentence structures and overall literacy.

II. Written Composition

A written composition is any composition that allows conveying of thoughts, ideas, emotions, opinions, feelings, arguments and other forms of expression through communication. Writing any composition is an activity that includes handwriting, knowledge of language, spelling and the mechanics of writing. While writing, the writer generates ideas, organizes the same into a coherent whole, recognizes the need and significance and translates them into a written text. Written compositions can be guided composition, free composition and creative composition.

(a) Guided Composition

Guided composition is also known as directed composition or controlled composition. Here the teacher supports and guides the learner in the writing task. In guided compositions there are instructional conversations between the teacher and the student that helps to address the knowledge of language, the use of controlled vocabulary, structure of sentences, provide instructional scaffolding of the learner's construction of text and the use of the target language. The aim of any guided composition is based on what the learners have been learning previously about the writing process. As the teacher works with the learners on the writing task, learners get sufficient oral practice to use the words and sentences to write the composition. In a guided composition, learners write within the framework stipulated by the teacher. With the application of structured and graded language manipulations, the learner's compositions can move from nearly full control to free composition with steadily diminishing controls.

Writing helps to achieve communication which is the fundamental reason for the existence of any language. Through guided compositions, learners get to practice what they have previously learnt in a meaningful way by relating to life and experiences. It helps to instil fluency, accuracy and appropriacy in the use of the language. Students get a chance to have a comprehensive feeling for the language and help to provide tangible evidence in the progress made in learning of the language which indirectly satisfies the psychological need. Exploring imagination, improving writing skills, using grammar in real communication, being active participants on the topics being discussed, building confidence, getting immediate feedback, opportunity to discuss on the area of improvement, immediate instructional scaffolding, building fluency, expanding knowledge of vocabulary are all the prominent advantages of guided composition. Each type of guided composition has its own purpose, form and organization. It is this aspect that makes each one different from the other.

Guided composition can be practiced through the following exercises:

Expansion of ideas

In this activity, a skeletal outline of an idea is given. The learner has to adequately expand the given idea in a meaningful way. The learner is free to generate his/her own ideas or details for the formation of different paragraphs. A logical connection has to be maintained with the idea given in the outline and those that are given by the learner. Going off topic should be avoided, there should be coherence in thought and paragraphing and punctuation should be adhered to.

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Picture composition

A sequence of connected pictures is displayed to the learners. An oral discussion is initiated by the teacher that begins with the first picture and ending with the last.

As oral composition precedes written composition, once the discussion is over, the learners individually or in collaboration writes the composition giving it a suitable title.

Substitution Tables

Through substitution tables the learner is asked to make possible meaningful sentences from the table. This exercise helps the learner to frame grammatically correct sentences and get corrected instantly if any error is committed. The teacher can guide the students by reinforcing the previously studied structures and the usage of the same

Visual Aids

Instead of pictures, graphs, charts, route maps and other visual aids can be effectively used for guided composition exercises in the classroom providing the learners with the necessary vocabulary and structures for expressing the desired thoughts and ideas.

Teachers ought to understand that they should release students out of their direction and control gradually so that learners can move towards achieving the goal of free writing. As the practice of guided composition weans, the learners begin to write without external control leading to free writing.

(b) Free Composition

The ultimate aim of acquiring and learning a language is to be able to express one's ideas and thought fluently in that language. It takes about five to seven years to develop cognitive academic language fluency in a target language. Once the learners start to write on their own without any external support, they start to arrange their thoughts freely, write creatively, in their own style and make appropriate use of language. Free composition should be introduced only when the learners have acquired enough mastery in the language. Some of the exercises that could be part of free composition are paragraph writing, essay writing, précis writing, paraphrasing, etc.

(c) Creative Composition

Any writing that is self- expressive and original can be categorized as a creative composition. It could be exhibiting creative skills on fictional or non- fictional works like travelogue, poetry, novels, short story, biography, etc. The main purpose of creative composition is to share experience and entertain. In an academic milieu, creative composition gives importance to originality, style of writing, fosters artistic expression of the learners, stimulates imagination, establishes identity and most importantly instils in the learners the need to read and write. To bring out the best in the learners, sufficient amount of autonomy and freedom need to be given to them like choosing a subject, approach/ method of writing, giving opportunity to write on what they know best, providing first-hand experiences and asking them

to write on those experiences, etc. Creative writing helps the learners to develop creative mind and thought, build confidence, develop intellectual and logical skills, bring forth self-expressions and self-discovery, develop writing skills, and help to focus and improve commitment and dedication.

Check Your Progress

1. What is the aim of any guided composition?
2. What is the ultimate aim of acquiring and learning a language?

NOTES

11.3 PARAGRAPH WRITING

A paragraph can be defined as a group of sentences that expresses a single idea, supported by facts, evidences, examples, anecdotes and quotations. Paragraphs primarily indicate the beginning and end of a new idea to the readers. Thus, it helps the readers in assimilating the contents in an organized manner without much difficulty. In paragraph writing, therefore the writer can develop just one idea. When one is writing something longer like an essay or a report, each paragraph explains or demonstrates a key point or thought of the central idea, usually to inform or persuade. Often in exams we are asked to write a paragraph on a particular topic. One should remember here that there is a difference between writing an essay and writing a paragraph. Whereas, in an essay, there can be many paragraphs, but in paragraph writing all the things have to be presented in such a manner that they should fit in within a paragraph.

Usually the topics of paragraph writing are such that the writer does not need to write more. Therefore, one should learn to write in a concise, clear and logical manner, if one intends to effectively present one's idea in a paragraph. Once one learns to write good paragraphs, he or she immediately learns how to write good essays as an essay consists of many paragraphs. One should remember here that writing good paragraphs is essential for at least two reasons:

- A paragraph deals with a single idea; therefore it is essential that we learn how to be focused in our writing and not deviate from what is intended. So when one learns to write a good paragraph, one actually learns how to focus on a single topic and write, rather than deviate from the topic and beat around the bush.
- It makes the writing more readable and the reader can easily figure out that a new idea has been introduced.

Different Elements of a Paragraph

The main elements of a paragraph are discussed in the following section.

1. Topic Sentence

The first sentence in a paragraph is usually known as the topic sentence and it introduces the main idea of the paragraph. In other words, it is a sentence in which the main idea of a paragraph is summarized so that the readers can figure out what

they can expect in the rest of the paragraph. Though it is not always true, the topic sentence can also be elsewhere in the paragraph, depending upon the demand of the writing.

NOTES

The following points should be kept in mind while writing the topic sentence:

- The topic sentence is the governing sentence of the paragraph. The whole paragraph should revolve around the topic sentence.
- In most cases, the topic sentence is not about just stating a fact; but it is about a point of view. A point of view that the writer is about to develop in the rest of the paragraph.
- Every sentence in the paragraph should support / uphold / hold / go on to prove / analyse/explain/annotate the topic sentence.

2. Supporting Sentences

Supporting sentences are sentences which support or uphold the topic sentence and make the body of a paragraph. The supporting sentences support by providing facts, details and examples to logically present the argument presented in the topic sentence. One should keep in mind to provide specific details to show how the ideas are valid.

The following points should be considered while writing supporting statements:

- While stating facts, examples, studies and experts' opinions to be specific.
 - (a) Use the experts' names and other details.
 - (b) Examples should also be specific in terms of their names, places and dates and so on.
 - (c) Use specific numbers and dates.
 - (d) In case of scientific studies, explain in short how the study was done.
 - (e) Use vivid descriptions to provide details.
- One should make sure that all the details provided in the supporting sentences are relevant; otherwise, the reader may lose interest and focus with unnecessary digressions.
- Try to explain things in detail so that the readers do not have to think too hard to figure out the significance.
- Supporting sentences should not be used to merely repeat your topic sentences in other words, but they should be the explanations, justifications, interpretations and analyses of the topic sentence.
- One should also make sure that all the supporting sentences are in a logical order.

3. Concluding Sentence

The last sentence of the paragraph is termed as the concluding sentence which is usually a review of the paragraph. It should emphasize on the main point or the topic sentence. It is advisable not to end the paragraph therefore with a quotation, but to end with your own words and idea; so that the readers know that you are giving your idea in the paragraph and not merely saying what others have thought and written.

Four Basic Things while Writing a Paragraph

1. **Unity:** By unity it means that all the sentences in the paragraph should deal with a specified idea, topic, argument or point of view. It should not seem that any sentence of the paragraph is redundant; in the sense that, without that sentence the paragraph would have made the same sense. The topic sentence of the paragraph should be the governing idea or the umbrella sentence according to which all the supporting sentences of the paragraph should be written. Moreover, the supporting sentence should provide details and discuss the topic sentence.
2. **Order:** Order in paragraph writing refers to the logical progression of ideas. Sentences which are randomly written on a particular topic will not make it a paragraph. This will be considered as random jotting and will not make any sense till they are joined together in manner that makes it sound like an argument. Therefore, it can be said that order is essential. For example, if you are narrating an incident then the order should be chronological; if you are presenting an argument or writing an argumentative paragraph then the arguments should be presented in order of importance. In other words, it can be said that order is the structure or organization of the sentences in a particular way so that the paragraph makes sense to the readers.
3. **Coherence:** Coherence makes any writing understandable to the readers. This means that the sentences within a paragraph must logically connect to each other so that when one reads the paragraph he or she gets the notion of the paragraph as a whole. Most significant aspect in bringing about sentence with another. Some of the examples of transition words are as follows:
 - Show order (first, second, third)
 - Spatial relationships (above, below)
 - Logic (furthermore, in addition, in fact).

Moreover, it is also significant that the whole paragraph is written from a single point of view and a tense which is consistent. Such as, if the paragraph has begun with past tense then the whole paragraph should carry on with past tense and there should not be a mix of tenses.
4. **Completeness:** An idea or an argument should be fully developed within a paragraph. In other words, the topic sentences should be justifiably given supporting sentences for the topic sentence to stand upright.

Check Your Progress

3. What is a paragraph?
4. What is the first sentence in a paragraph known as?

11.4 LETTER WRITING (FORMAL AND INFORMAL)

A letter is a permanent and tangible record of a formal relationship. It is generally written for enquiry, to give information, give instruction, or to persuade the

NOTES

NOTES

recipient towards the desired action. A well-written formal letter can achieve much for a purpose. It can act as an effective sales person, create goodwill, strengthen the relationship with customer and act as a source of reliable, useful information.

Because of its importance it is a must that formal letters be effectively written and maintain conformity to certain standards. A badly written letter reflects poorly on the organization and is a cause of embarrassment to the managers. Some of the deficiencies of a poorly written letter are summarized below:

- Lack of clarity
- Poor use of words and expressions
- Incorrect spellings and grammatical errors
- Too short or very lengthy
- Factually incorrect
- Too much of jargon and technical words
- Offensive language
- Lacking in courtesy
- Absence of relevant information or too much information
- Use of poor quality ink, paper etc.
- Wrong address/No address

Business is all about creating goodwill, favourable impressions, attracting attention, creating interest, wooing customers, reaching prospects, and building relationships. All this calls for conscious effort, concerted action and correspondence on a regular basis. As this has to be done in a world that is full of competition, one bad letter can cause avoidable damage to the reputation of the business. Badly written letters cause embarrassment to the people involved in the business and show the organization in poor light.

Parts of a Business Letter

A business letter consists of the following essential parts:

- 1. Heading:** Business letters are written on letterheads that show the name and address of the organization, its telephone and fax numbers; the Internet and email addresses along with the logo of the company. At the foot of the page, the address of the 'registered office' and a registration number might appear. Only the first page of any letter on letter-head stationery, with subsequent pages on blank pages. The heading also consists of a 'reference'—this could be a file number. It indicates the company's reference or the recipient's if this is a continuing correspondence.

The heading also consists of a date. There are two styles of writing the dates on which the letter must be written—British style (25th April 2007) and American style (April 25, 2007).

- 2. Name and address of the recipient:** The name and address of the recipient as it will appear on the envelope is also mentioned in the letter. This ensures

that the letter reaches the correct person even if the envelope gets damaged. The name includes the title of the person (Mr, Ms, Dr).

3. Opening salutation: Salutation is a way of addressing the addressee. The words generally depend upon the relation of the writer with the addressee. Although 'Dear Sir' or 'Dear Madam' is still used in very formal correspondence, it is a little old-fashioned and organizations now prefer to use a more personal approach.

4. Subject line: This is often omitted, but its inclusion means the reader can quickly see what the letter is about. Subject heading is prefixed with the word 'Subject' or 'Sub' or 'Ref' and underlined to make it more prominent.

Let us take an example:

Subject: Request for quotation

Ref: Our letter No Pur/134/ 07 Re: Delay in receipt of goods

5. Main body of the letter: This part contains the actual message/content of the letter. It consists of several paragraphs. Always leave a line space between paragraphs. The first paragraph is the introductory one which may include a reference to a previous correspondence or a telephonic conversation. The middle paragraphs constitute the main body and deal with the subject matter. The last paragraph is the concluding paragraph and states the expectation of some action.

6. Complimentary closure: It is a polite, formal way to end a letter. Standard forms are *Yours faithfully* or *Yours sincerely*. The complimentary closure must match the salutation.

Dear Sir or Dear Madam matches with *Yours faithfully*

Dear Mr Smith matches with *Yours sincerely*

7. Signature space: Leave space for the writer to sign the letter, usually about 5 blank line spaces. The signature is written in handwriting below the complimentary close. The name and designation of the person signing the letter are printed below signature for clarity.

8. Enclosures: In case any documents are being sent with the letter, it is indicated on the left hand bottom corner of the letter. It is abbreviated as 'Encls' or 'Encl' and after the abbreviation is given the number of enclosures.

Layout of a Business Letter

These days, there is a tendency to adopt a friendly and informal style. However, you should follow an established type or form to avoid inconvenience, confusion and wastage of time. The company's in-house style includes rules on the layout of its business letters. A proper layout also gives the letter a formal look.

For most business letters, single line spacing is used as this gives the letter a compact look. In case the letter is very short, you may need to use double spacing. There are various styles of layouts available for business letters. In different forms there are different systems of indentation followed. The various styles include:

- Fully indented style
- Semi indented style

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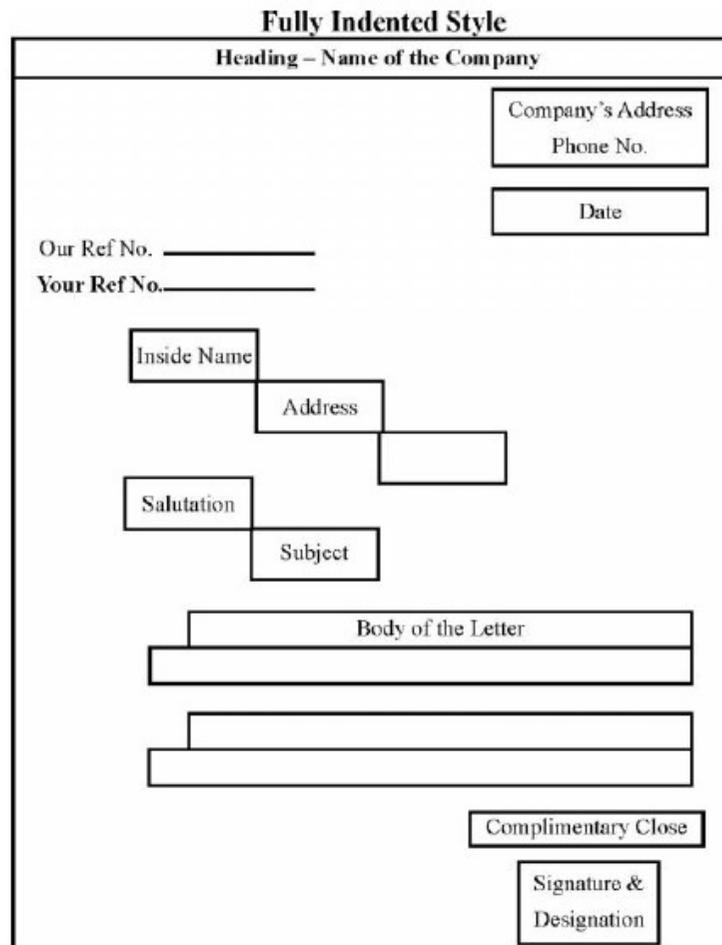
- Fully blocked style
- Modified blocked style

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1. Fully indented style

This style has become old fashioned and is being fast replaced by other styles. Each paragraph appears prominently in this type of layout. This style is at times found cumbersome because of its numerous indentations. It has the following characteristics:

- The name, address and paragraphs of the body are five spaces indented.
- The letter is typed in single line spacing.
- The subject heading is two line spacing below the salutation which is three line spacing below the inside name and address.
- The paragraphs are separated by double line spacing.
- The complimentary closure begins at the centre of the typing line and the typed signature and designation follow ten spaces and five spaces as is determined depending on the length of the two.
- The inside address is offset to give the letter a balance.



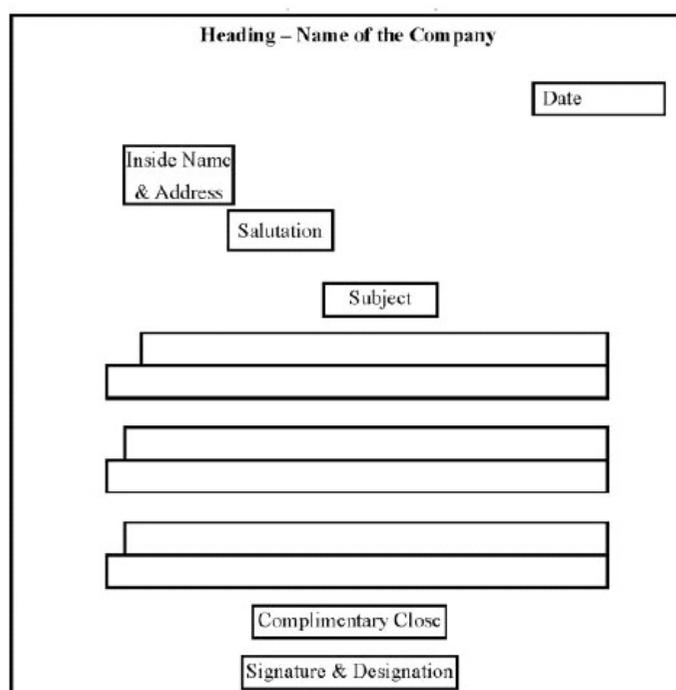
2. Semi indented style

This is a modified version of the fully indented style. It has the following characteristics:

- (i) The inside name and address does not have any indentation and is in a block form.
- (ii) The complimentary close and designation are typed evenly across the centre of the typed line. However, sometimes they are placed to the right hand side.
- (iii) This style provides a neat and compact look because of the block form of name and address.

NOTES

Semi Indented Style



3. Fully blocked style

This is a modern style and is most commonly used. Earlier the 'indented' format was used for business letters, but as a result of word processing, the 'fully blocked' format is the most commonly used one now, as it saves time setting up tabs and indents and the letters look more neat and tidy. It has the following characteristics:

- (i) All typed entries including date, inside name and address, subject line paragraph, complimentary close, signatures begin at the left-hand margin, forming a vertical line down the page.
- (ii) There is a complete absence of punctuation marks from the date, salutation, the complimentary close and the end line of the inside name and address.
- (iii) In some letters, the date and complimentary close are placed towards the right margin so as to give the letter a more balanced appearance. This style is known as semi-blocked style.

NOTES

Fully Blocked Style

Name of the Company

	Address & Phone No.
Date	
Inside Name & Address	
Salutation	
Subject	
Body of the Letter	
Complimentary Close	
Signature	
Designation	

4. Modified blocked style

This style is similar to the fully blocked style. The difference in this style is that the date, subject heading and the complimentary close signature are placed like semi-indented style. There is a treble line spacing between paragraphs to differentiate between paragraphs as paragraphs do not have indentation.

Modified Blocked Style

Name & Address of the Company

Ref. No.	Date
Inside Name & Address	
Salutation	
Subject	
Body of the Letter	
Complimentary Close	
Signature	
Designation	

Informal Letters

Up till now, you have learnt about the concept and formats of formal letters. In this section, let's briefly discuss the concept of informal letters. As the name suggests, informal letters are personal letters written for a non-business or personal communication. It could be written to a family, friend, acquaintance or any one else. The idea is that it is not being used for an official purpose. This is why the language of the informal letter is very casual. The writer does not need to mind his language and write in full form or salutations as required in Business letters. Since informal letters are being written for casual purposes, they also do not need to follow a set format and is dependent on the writer, but for clear communication, some conventions are followed nonetheless. Usually, informal letters begin with the address of the receiver, date, greetings, introductory paragraph, main body, conclusion and signature. Informal letters are markedly more frank and personal.

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11.5 EVALUATING COMPOSITIONS

In the early stages of learning a language, oral composition is practiced more as basically composition should always begin with the power of speech. Hence, an oral composition is given importance in the lower classes long before it is written. During oral composition exercises, the learners use words and structures that they have already learnt and free expression of thoughts and ideas is encouraged. This is the beginning of developing creative thinking among the learners. After sufficient practice of oral compositions, written composition is taught to the learners.

Evaluating compositions can be broadly done based on the mechanics of writing and the organization and presentation of thoughts and ideas. The mechanics of writing is imbibed by a learner from the time formal learning is initiated, but it takes time and effort to develop a perspective and understanding in order to organize and present ideas. The mechanics of writing can be evaluated on a short term basis, but the other can be evaluated on a long term basis.

Evaluating mechanics of writing helps to understand any error committed with reference to syntax, spelling, punctuation, agreement, etc. Legibility, uniformity in size and simplicity in form, spacing, etc., need to be analyzed and corrective steps need to be taken. Every element of the mechanics of writing can be taught to the learners through specific exercises given for the same. For example, spacing can be made understood by giving sentences or paragraphs without spacing between words or sentences and letting the learners identify where spacing is to be given. A list of commonly misspelt words can help the students catch the spelling right. All the elements of mechanics of writing can be evaluated through different strategies. To evaluate the cognitive skills in the learners, jumbled up words can be given to arrange into a sensible sentence. Effective writing skills can be evaluated with help of substitution tables, rearranging jumbled up sentences into a meaningful paragraph, expanding an outline into a well-knit story, etc.

Correction Rules in Composition

Correction work in a composition is very important. Correction can be done in the class by pointing out the general/ common mistakes made by the learners. It

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can also be discussed individually with the learners. Self-correction by the learners needs to be encouraged. The learners need to be motivated to proof-read the composition before submission. The teacher needs to watch for a progress in the reduction of errors in writing.

The evaluation criteria for any composition have to have the following elements:

- (a) Format
- (b) Organization
- (c) Development of idea
- (d) Cohesion of Topic
- (e) Clarity
- (f) Style
- (g) Writing Conventions

In a conceptual model, the learner needs to plan, organize, write, edit and rewrite a composition before submitting for evaluation. The standard conventions like punctuation, grammar, spelling, handwriting, etc., to be followed by the learners. The teacher needs to carefully examine the fluency and content of the composition submitted for assessment and evaluation. While evaluating a composition, a teacher needs to understand the learner’s age and level of development, familiarity with the language, linguistic accuracy, clarity, logical structure, writing conventions, and the like. The evaluator/ teacher has to keep the comments relevant to the skill that is being evaluated.

Rubrics for Evaluating Composition

Criteria	Excellent	Very Good	Improvement Needed	Unsatisfactory
Format				
Organization				
Development of Idea				
Cohesion of Topic				
Clarity				
Style				
Writing Conventions				

Marks can be assigned as per the discretion of the evaluator.

Check Your Progress

5. What is a fully blocked style of a letter?
6. How does evaluating the mechanics of writing help with compositions?

11.6 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The aim of any guided composition is based on what the learners have been learning previously about the writing process.
2. The ultimate aim of acquiring and learning a language is to be able to express one’s ideas and thought fluently in that language.
3. A paragraph can be defined as a group of sentences that expresses a single idea, supported by facts, evidences, examples, anecdotes and quotations.
4. The first sentence in a paragraph is usually known as the topic sentence and it introduces the main idea of the paragraph.
5. The fully blocked style of a letter is a modern style and is most commonly used.
6. Evaluating the mechanics of writing helps to understand any error committed with reference to syntax, spelling, punctuation, agreement, etc.

NOTES

11.7 SUMMARY

- Developing a composition involves the following stages:
 - o Pre-composition
 - o Oral composition
 - o Writing composition
 - o Correcting the work
- For an individual to become proficient in any language, he has to master the art of writing along with the other three skills - listening, speaking and reading.
- Composition is an integral part of English language learning. Through composition students learn to express just as in speech.
- While attempting a composition, the learner has to organize his idea and thoughts and present them keeping in mind the purpose, form and the nature of the composition.
- Any composition has to be strictly in accordance to the age appropriate and stage appropriate needs of the learners.
- In oral compositions learners are given practice in organizing their thoughts and speaking aloud before actually writing it down.
- A written composition is any composition that allows conveying of thoughts, ideas, emotions, opinions, feelings, arguments and other forms of expression through communication.
- Written compositions can be guided composition, free composition and creative composition.

NOTES

- Guided composition is also known as directed composition or controlled composition. Here the teacher supports and guides the learner in the writing task.
- Writing helps to achieve communication which is the fundamental reason for the existence of any language. Through guided compositions, learners get to practice what they have previously learnt in a meaningful way by relating to life and experiences.
- The ultimate aim of acquiring and learning a language is to be able to express one's ideas and thought fluently in that language.
- It takes about five to seven years to develop cognitive academic language fluency in a target language. Once the learners start to write on their own without any external support, they start to arrange their thoughts freely, write creatively, in their own style and make appropriate use of language.
- Any writing that is self- expressive and original can be categorized as a creative composition. It could be exhibiting creative skills on fictional or non- fictional works like travelogue, poetry, novels, short story, biography, etc.
- The main purpose of creative composition is to share experience and entertain. In an academic milieu, creative composition gives importance to originality, style of writing, fosters artistic expression of the learners, stimulates imagination, establishes identity and most importantly instils in the learners the need to read and write.
- A paragraph can be defined as a group of sentences that expresses a single idea, supported by facts, evidences, examples, anecdotes and quotations.
- Paragraphs primarily indicate the beginning and end of a new idea to the readers. Thus, it helps the readers in assimilating the contents in an organized manner without much difficulty.
- The first sentence in a paragraph is usually known as the topic sentence and it introduces the main idea of the paragraph. In other words, it is a sentence in which the main idea of a paragraph is summarized so that the readers can figure out what they can expect in the rest of the paragraph.
- Supporting sentences are sentences which support or uphold the topic sentence and make the body of a paragraph.
- The last sentence of the paragraph is termed as the concluding sentence which is usually a review of the paragraph. It should emphasize on the main point or the topic sentence.
- A letter is a permanent and tangible record of a formal relationship. It is generally written for enquiry, to give information, give instruction, or to persuade the recipient towards the desired action.
- Some of the deficiencies of a poorly written letter are summarized below:
 - o Lack of clarity

- o Poor use of words and expressions
- o Incorrect spellings and grammatical errors
- o Too short or very lengthy
- o Factually incorrect
- o Too much of jargon and technical words
- o Offensive language
- o Lacking in courtesy
- o Absence of relevant information or too much information
- o Use of poor quality ink, paper etc.
- o Wrong address/No address
- In different forms there are different systems of indentation followed. The various styles include:
 - o Fully indented style
 - o Semi indented style
 - o Fully blocked style
 - o Modified blocked style
- In the early stages of learning a language, oral composition is practiced more as basically composition should always begin with the power of speech.
- Evaluating compositions can be broadly done based on the mechanics of writing and the organization and presentation of thoughts and ideas.
- The mechanics of writing is imbibed by a learner from the time formal learning is initiated, but it takes time and effort to develop a perspective and understanding in order to organize and present ideas.
- Correction work in a composition is very important. Correction can be done in the class by pointing out the general/ common mistakes made by the learners.

NOTES

11.8 KEY TERMS

- **Visual Aids:** It is a picture, film, map, etc. that helps a student to learn something.
- **Unity:** Unity means that all the sentences in the paragraph should deal with a specified idea, topic, argument or point of view.
- **Legibility:** It refers to the degree to which writing or text can be read easily because the letters are clear, the text is printed well, etc.
- **Letterheads:** It refers to the name and address of a person, a company or an organization that is printed at the top of their writing paper.

11.9 SELF-ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. What are the characteristics of a good composition?
2. What is an oral composition?
3. What are the things that should be kept in mind while writing a paragraph?

Long-Answer Questions

1. What is a guided composition? Discuss the exercises through which guided compositions can be practiced.
2. Explain the main elements of a paragraph.
3. Describe the various types of letters.

11.10 FURTHER READING

Majumdar, A. 2019. *Teaching English as a Second language: Theory and Praxis*. New Delhi: Sage Publications.

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Baruah, T.C. 1991. *The English Teacher's Handbook*. New Delhi: Sterling Publishers.

Bright, John A. and G.P. McGregor. 1970. *Teaching English as a Second Language*. London: Longman.

Varghese, Paul. 1990. *Teaching English as a Second Language*. New Delhi: Sterling Publishers.

Harris, David. P. 1969. *Testing English as Second Language*. New York: McGraw Hill.

UNIT 12 LESSON PLAN

Structure

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Meaning and Importance of Lesson Plans
- 12.3 Answers to ‘Check Your Progress’
- 12.4 Summary
- 12.5 Key Terms
- 12.6 Self-Assessment Questions and Exercises
- 12.7 Further Reading

NOTES

12.0 INTRODUCTION

In the previous unit, you learnt about writing. In this unit, we will discuss lesson plans. A lesson is a period of instruction or contact between the teacher and the learners which is totally devoted to a prior identified, specified and single limited title, skill, content or idea. Lesson planning is the activity which the teacher performs before the actual lesson takes place. A lesson plan is a detailed description of the instructional strategies and learning activities to be performed during the teaching/learning process.

12.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the various steps of lesson planning
- Discuss the features of a good lesson plan

12.2 MEANING AND IMPORTANCE OF LESSON PLANS

A proper planning of the lesson is the key to effective teaching. It is a ‘Plan of Action’ implemented by the teacher in her classroom.

Importance of lesson planning

Lesson planning helps the teacher in the following ways:

- Makes teaching systematic and well organized
- Helps teacher in selection and sequencing of teaching points
- Prepares teachers to foresee and tackle learning difficulties of children
- Improves maximum and appropriate utilization of the available time and resources
- Gives confidence to teachers during teaching

Steps of lesson planning

The teacher engages in the following decision making while planning a language lesson plan:

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A. Setting objectives

1. What will be the learning outcomes? Although general objectives are defined in the syllabus, yet the teacher has to specify the objectives for her specific learner group. So the syllabus may have an orientation for
 - Language structure
 - Language function
 - Language skills (listening, speaking, reading, and writing)
 - Other aspects of language such as vocabulary, spellings, etc.
 - Discourse features

The language teacher has to take a decision on the specific objectives of her lesson plan by focussing on what she wants to deliver in the class.

2. What will be the focus of your teaching: reception or production of language?
3. Do you want to give learners practice in fluency or accuracy or appropriateness?

In the light of above mentioned questions , you will be in a position to ascertain in specific terms what exactly you want your learners to be able to do after the completion of the session.

B. Selecting of method/approach

The teacher has the course syllabus and unit plan for her support. She now has to decide whether the nature, organization and selection of content and activities in the syllabus / textbook is as per the specific requirement of her learners? You need to exercise your flexibility in bringing variety in your lesson plan making your classroom teaching more learner- centered. You are free to add, delete to the textbook material provided to you , in order to meet specific learner need.

C. Selection of technique

A typical language lesson follows three P stages:

- **Presentation:** the new language item is introduced by the means of a textbook / audio visual aid
- **Practice:** Ample opportunities are provided to the learner in a controlled manner as there is scope for support and feedback by the teacher/ peer.
- **Production:** learners are provided opportunities to use the language in relatively free and uncontrolled situations, however the focus is on communication, fluency, meaning making instead of accuracy.

At this stage of planning the teacher has to make decisions on what technique to be used at various stages of a lesson.

D. Evaluation

All the stages of lesson planning are geared towards to the learner's learning outcomes, hence it is imperative for the teacher to decide what to test, how to test and when to test the achievement of the learners. This stage of evaluation provides valuable feedback to both the teacher and the learner as it gives them direction on how to improve for better achievement.

Format of lesson plans

There are different formats of lesson plan practiced by language teacher around the world. In this section some sample lesson plan format are provided for you to observe and explore.

SAMPLE 1

Group:CM2
Date: 15/10/2016
Lesson: 4
Topic
My Favourite Food
Objectives
1. By the end of the lesson learners will be able to say what their favourite food is.
2. Learners will be introduced to nouns; 'lettuce, cucumber, ...
3. Learners will review verbs 'eat', 'like'...
Materials
1. A3 paper (1 per table)
2. Flashcards
3. Three tennis balls
4. Plastic food

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Procedures		Time
Introduction	Place a piece of plastic food on each table before the lesson. Brainstorm names of food from each table. Get other tables to help if need be. Introduce new words using plastic food.	
Stage 1 I like I don't like	Activity 1	5-10 mins
	Activity 2	
Stage 2 Asking Questions	Activity 1	
	Activity2	
Stage 3 My favourite food is.....	Activity 1	
	Activity 2	
Extra activities		
Follow -up/homework		
Lesson evaluation		

Source: <https://www.teachingenglish.org.uk/article/lesson-plans>

SAMPLE 2

Lesson Topic The topic of the lesson is *Planning Weekend Activities*

Lesson Goals Linguistic content:
Using "going to / not going to" to describe future activities
I will present the grammatical form and the pronunciation issues
Students will do structured practice with workbook exercises
Students will use the forms in communication tasks

Communication tasks:
Reading event listings in newspapers and magazines
Providing information about weekend events to others
Completing individual weekend activity plan

Students will work in groups to share information
Students will develop individual plans
I will observe and act as resource

Learning strategies:
Cooperate
Selective Attention

I will model Selective Attention
Students will do structured practice with event listings
Students will use the strategy in the communication task

Structure *Preparation (8-10 minutes)*
 As students are arriving, chat with them about whether they like to go to movies, concerts, restaurants
 Ask how they find out what's going on around town
 Review homework sheet on simple future; ask for examples of other ways to talk about the future
 Outline goals for today's class

Presentation

Grammar Presentation and Practice Output (8-10 minutes)
 Move from preparation into presentation of "going to/not going to."
 Discuss native speaker pronunciation ("gonna"). Stress that they don't have to do it, but they need to be able to understand it.
 Use selected items from textbook exercises for student practice and to identify and clear up any confusion.

Strategy Presentation and Practice: (5-6 minutes)
 Hand out photocopied page with sample event listings.
 Read first one aloud, describing strategy for identifying key information (Selective Attention).
 Connect to discussion during preparation stage if possible.
 Have class as a group read the others, modifying strategy to fit.

*Structure, cont.**Practice*

Communication Practice, Part 1 (12-15 minutes)

Students divide themselves into groups of four.

In each group, give movie listings to one student, TV listings to another, theatre and concert listings to another, and restaurant guide to another.

Give each student an entertainment budget for the weekend.

Students work together to develop weekend plans. Plans can include joint activities (2, 3, or all 4) as well as individual ones. Plans can include activities not listed on the distributed materials.

Tell students that the product of the activity will be a written weekend activity plan.

Communication Practice, Part 2 (5 minutes)

Each student writes an outline of planned weekend activities. The outline should include costs for each activity to be sure the student is staying within budget.

Evaluation (5-6 minutes)

Bring students back together as a class. Ask members of each group to give examples of ways they used “going to” in making their plans. Ask members of each group to describe how reading strategies helped them find the information they needed to make their plans.

Expansion (homework for next class)

Have students bring in 3 examples of oral or written use of “going to” that they find.

Materials Required Materials:

Homework exercise on the simple future
Chapter 12 section on “going to”

Authentic Materials:

Weekend TV listings
Newspaper movie listings
Newspaper theatre and concert listings
City magazine restaurant guide
Photocopied page with one of each of the above

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Source: <http://www.nclrc.org/essentials/planning/examplelesson.pdf>

Selected entries from the Trinity English Language Lesson Plan Competition 2013

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Lesson overviewName of lesson plan activity: **Lead-in stage, pre-vocabulary and prediction/gist reading**Skill focus: **Reading**Teacher name: **Amandeep Singh**

Organisation/school name: Government High School, Andlu, Ludhiana

Target students: low level 10th grade students (ages 15-16 years old)

Materials used in class: Photocopies of the lesson 'A Gift For Christmas*', white board, marker, notebooks

Lesson plan**Aims/objectives:**

- ▶ The students will have some idea about the story and its events
- ▶ The students will be able to develop some curiosity about the story
- ▶ The students will be able to develop their imagination
- ▶ The students will be able to speak and share their ideas
- ▶ The students will be able to learn new words and their contextual meanings
- ▶ They will be able to comprehend the lesson in a better way
- ▶ They will understand the stress patterns and pronunciation of the words

Lesson stages/activities timings:

Lead-in stage: 10 minutes

Pre-teaching vocabulary: 10 minutes

Prediction/Gist reading: 10 minutes

Stage/activity	Teacher says/does	Students do	Time	Comments/instructions
Lead-in	The teacher will ask some questions to the students and elicit the answers from every group.	Students will discuss these questions and answer the questions. They will answer Diwali, Holi, Christmas etc.	10 mins	After the warm-up activity the teacher will put the students into groups and then give them instructions for the activity.
Discussion questions	<ol style="list-style-type: none"> 1. Name the festivals which you celebrate every year. 2. Which is your favourite festival? 3. Which festival is Santa Claus associated with? 			<ol style="list-style-type: none"> 1. The students will discuss the questions in groups (for three minutes). 2. Then they report their answers to the teacher and other groups.
Four facts	The teacher will give every group the 'Christmas festival' topic to discuss and write four facts about.	The students will discuss in their groups and write down some facts, like 25 December, gifts, bells, etc.		<ol style="list-style-type: none"> 1. The teacher will make sure that the students sit in groups. 2. The teacher will give them a topic. 3. They will write four facts they know about the topic individually. 4. Then they discuss these facts with other members of their group (for five minutes).

Stage/activity	Teacher says/does	Students do	Time	Comments/instructions
Pre-teaching vocabulary	<p>The teacher will choose some new or difficult words which she or he wishes to teach the students before the gist reading. The teacher will make up a story including these words and narrate it to the students with proper voice, gestures/ actions so that the meaning of these words becomes clear to the students. After narrating the story the teacher will write those words on the board and ask the groups to explain their meaning (as per their understanding). Finally the teacher will drill the students on the vocabulary.</p> <p>Words: excited, expenses, scream, cascades, fluttering, critically, impress.</p> <p>Story: 'Last summer I planned a short trip to a hill station. I was very excited about that trip. When I arrived I was speechless. I was totally impressed by the scenic beauty of the hills.'</p>	The students sitting in groups will listen to the story carefully and respond to the teacher's instructions.	10 mins	<ol style="list-style-type: none"> 1. The teacher will narrate a story to the students. 2. The teacher will give them a gist listening question: 'How did I feel during my trip to the hill station?' 3. The students will try to find the meaning of the words after listening to the story. 4. The teacher will choose the best suitable meaning after getting responses from all groups. 5. The teacher will write the meaning on the board.
Prediction	<p>The teacher will draw some pictures on the board and tell the students that they are the characters in the story they are going to read. Pictures:</p> 	The students will make guesses about the characters of the story. They will predict their relationships and make their own story.	10 mins	<ol style="list-style-type: none"> 1. The teacher will tell the students that these are the characters of the story you are going to read, 'you guess the story keeping these questions in mind.' 2. The teacher will tell the students that they have five minutes to make the story and then they will share their group's story with the teacher and other groups.

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Stage/activity	Teacher says/does	Students do	Time	Comments/instructions
Prediction (continued)	<p>The teacher will ask the students some questions so they can guess/predict about the story.</p> <ol style="list-style-type: none"> 1. Who are they? 2. What's going on? 3. What's the relationship between them? 4. What will happen to them? 			
Gist reading	<p>The teacher will now ask the students to find out which of their predictions/guesses are true as in the real story. For this purpose, the students will skim through the paragraphs of the lesson. The teacher will conduct a whole class feedback session and write the right predictions on the board.</p>	<p>The students skim through the lesson to find whether their predictions are true or not.</p>	10 mins	<ol style="list-style-type: none"> 1. The teacher will ask the students to match their predictions with the textbook story. 2. The teacher will give only two minutes for this purpose.
True or false	<p>The teacher will ask the students to go through the story quickly and find out which of the following statements are true or false. The teacher will help and monitor the students if necessary. The teacher will conduct a whole class feedback session and tick the statements that are true.</p> <ol style="list-style-type: none"> 1. Della was a happy woman. 2. Della did not have enough money. 3. Jim was getting a handsome salary. 4. Della did not sell her hair to buy the gift. 5. Jim bought perfume. 6. Della bought a platinum chain for Jim. 7. Their gifts turned out to be of no use. 	<p>The students quickly skim the text to find out whether the given statements are true or false.</p>	5 mins	<ol style="list-style-type: none"> 1. The teacher will ask the students to find out if the given statements are true or false. 2. The students will have only two minutes for this activity. 3. They will not read each and every word. 4. They will quickly skim through the story.

Selected entries from the Trinity English Language Lesson Plan Competition 2013

Lesson overview

Name of lesson plan activity: **Use of present continuous tense**

Skill focus: **Grammar**

Teacher name: **Farzana Shamim**, lecturer in English

Organisation/school name: Government Senior Secondary School, Chandbaja, Punjab

Target students: 11-12 years of age who are able to speak simple sentences

Materials used in class: Blackboard, chalk, slips, handouts, laptop, pre-prepared video of people doing actions

Time: 70 minutes

Lesson plan

1. Objective of the lesson:

General aim: enable the students to understand and organise ideas and information, form sentences using the given clues and frame their own sentences.

Specific aim: enable the students to use present continuous tense in real life situations.

Assumption: the students can speak, read and write simple English.

2. Instructions for teaching the lesson:

Method of teaching – presentation, production and practice.

Presentation (20 mins)

Before the lesson, the teacher is to have prepared a video of various people doing actions. She or he uses the video to teach the present continuous tense to her students by freeze-framing the pictures after each scene and asking students questions like: 'What am I doing?'; 'What is Mr Chander doing?'; 'What is Shama doing?'; 'What are Mr Chander and Shama doing?' In this way, students will be prompted to use the teaching point. Once she or he elicits their answers, the teacher writes them on the board.

- ▶ You are brushing your teeth
- ▶ He is ironing his shirt
- ▶ She is blow-drying her hair
- ▶ They are watering the plants

She or he then highlights the structure (e.g. *subject + is/am/are + ing form of the verb* to be used for present continuous tense). She or he then makes the students understand that this structure is used for actions going on at the time of speaking. She divides the students into groups. She or he then freeze-frames all the scenes and encourages the students to discuss each scene using the structure written on the blackboard.

Production (20 mins)

Teacher re-groups the students and gives five slips of paper with present continuous tense sentences on them to each group. She then instructs the students: 'Each slip has a sentence written in present continuous form. Each group will either mime or draw the action on the blackboard. Select a leader who will mime or draw on the blackboard. The other groups will guess the action in turns. The group guessing the correct action will earn five points. If a group fails, the next group gets the chance to speak. The group which mimes or draws the best also earns four points. The group earning maximum points is declared the winner.'

Practice (30 mins)

Handouts are given to each student.

Exercise 1:

Fill in the blanks using the present continuous tense of the verbs given in brackets. For example:

1. Madhuri _____ karate [learn].
2. My friends _____ funds for the poor [collect].

Exercise 2:

The teacher shows a small story on their laptop and then asks the students to discuss it in their respective groups and tell the story in their own words using the present continuous tense. He or she then makes each group narrate their stories. While the students are discussing this, the teacher monitors and guides them.

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Lesson overview

Name of lesson plan activity: **Market day**

Skill focus: **Speaking and writing**

Teacher name: **Nisha Butoliya**

Organisation/school name: Former teacher at two different schools

Target students: Class 4 students, around 9 to 10 years old

Materials used in class: Chart papers, sketch pens, scales

Lesson plan

1. Objective of the lesson:

- ▶ Write a paragraph on the topic 'Market day'
- ▶ Develop confidence in writing
- ▶ Develop observation skills

2. Instructions for teaching the lesson:

- ▶ Getting to know about the local market day would be useful for planning

3. Stages and timings:

Stage 1 (15 mins): Pre-class preparation

Ask the children to observe the weekly market held in the nearby village. For this, make small groups of students. Ensure that the children who live near to each other form one group as far as possible.

Ask each of the groups to discuss and decide on any one of the following for observation:

- ▶ Activities of buying and selling in the market
- ▶ People who have come to sell
- ▶ People who have come to shop
- ▶ Things being sold
- ▶ Clothing people wear

Ask the students to depict their observations in the form of a picture to bring to the classroom. Tell students that they may observe for just half an hour and note the timing.



Stage 2: During class

Stage 2 a) – Discussion and presentation (40 mins)

Ask all the groups to discuss how they would present the observation. Allow 10 mins for this. Ask them to present their observations briefly with their charts.

Stage 2 b) – Writing (20 mins)

Ask students to write a paragraph or two on the local market day based on the discussion and their own experiences. Tell the students that they may ask you words or spellings if they need to.

Post-class activity

Display children's work on the classroom wall. This serves as a resource for the upcoming grammar classes: you have their sentences to talk about, nouns/adjectives/types of sentences and so forth.

Lesson overview

Name of lesson plan activity: **Night of the Scorpion** (poem by Nissim Ezekiel)

Skill focus: **Speaking and reading**

Teacher name: **Satheesan V P**

Organisation/school name: District Centre for English, Kozhikode, Kerala

Target students: Secondary (13 and 14 years)

Materials used in class: A short film, text of the poem

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Lesson plan

1. Objective of the lesson:

Enable the learners to:

- ▶ Communicate ideas effectively and powerfully
- ▶ Explore the multiple layers of meanings of a poem
- ▶ Read the poem critically
- ▶ Explore and enjoy poetic craft
- ▶ Enjoy the poem

2. Instructions for teaching the lesson:

- ▶ Make sure to provide space for each student to voice her or his opinion and feeling
- ▶ Minimise teacher talk
- ▶ Ensure that each stage of the activity is consolidated well

3. Stages and timings:

Stage 1 (15 mins)

Screen a short film and initiate a discussion using the following questions:

- ▶ Who are the major characters?
- ▶ What is the relationship between them? How do you know this?
- ▶ Which character do you like most in the film? Why?
- ▶ What message do you get from the film?

Consolidate the arguments of the children.

Stage 2 (30 mins)

- ▶ Introduce the poem
- ▶ Children read the poem silently
- ▶ They mark the striking lines and points in the poem, the difficult words and the lines which they can't understand
- ▶ They sit in groups of five or six members
- ▶ They share their opinions about the poem
- ▶ They try to clarify their doubts in the group
- ▶ If the doubts are not clarified they should raise them with the whole class
- ▶ A whole class discussion

Stage 3 (15 mins)

- ▶ The groups try to give a tune to the poem to recite in the class
- ▶ Each group recites the poem aloud in the class

Stage 4 (30 mins)

- ▶ Each group prepares an appreciation of the poem
- ▶ Presentation by each group
- ▶ Other groups comment upon the presentation

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Lesson overview

Name of lesson plan activity: **Developing speaking skills in learners**

Skill focus: **Speaking**

Teacher name: **Bhupinder Singh**

Organisation/school name: Government Boys Senior Secondary School, Lalpani, Shimla (Himachal Pradesh)

Target students: Intermediate level, 16 to 18-year-olds who understand the basic structure of the English language

Materials used in class: Blackboard, handouts for reference

Lesson plan

1. Objective of the lesson:

- ▶ Developing fluency
- ▶ Expressing points of view
- ▶ Showing intentions
- ▶ Tone modifications
- ▶ Active participation of group

Topic: Exposure to Western culture is doing more harm than good to India

Time : 45 minutes

Lesson

Stages	Teacher activity	Rationale	Student activity	Problems anticipated	Time	Materials /aids
1.	The teacher will bring learners to the topic indirectly through an introductory motivational talk.	To draw/arouse learners curiosity and draw their attention towards the skill.	They will be listening to the talk.	Initially there could be some difficulty in becoming familiar with the teacher's tone/pitch.	2-3 mins	
2.	Teacher will engage the learners in a brainstorming session to elicit points for the topic and will put these points on the blackboard.	Learners will be actively involved.	Learners will be engaged in making responses.	Some of the learners may not respond.	5 mins	Blackboard
3.	The teacher will form groups of learners and pass handouts around to the learners.	To enable the learners to develop a point of view in a group.	Discussion will be in groups.	Some of the learners may overreact.	5-7 mins	Handouts
4.	The teacher will support each group.	To develop speaking skills, fluency and a point of view.	Representatives from groups will be putting forward the group's points of view.	Some learners may fumble and falter in making their points clear.	20 mins	

Topic: Exposure to Western culture is doing more harm than good to India					
-Harm			+Good		
Moral	Family	Ancient	Development		
	Values		Technology		
Violence	Social	Crime	New gadgets		
	Fashion		Investment		
Manners	Youth	Export/ import	Commerce/ economy	Cheap goods	
			Multinationals		
Clothing	Vulgarity	Food	Increased life expectancy		
	Culture		New medicine	Health	Control over disease
No spirituality	Music	Frustration	Telephone advice		
	Race for money		Food		
Corruption	Materialism	Transport	Self dependence	Defence	
			Personal space		
Less traditional vocations	Unemployment	Dependence on technology	High self-esteem		
			Good will	Greater role in the world	World leader
Stress	New diseases	Drugs	Respect for opinion		
			Opportunities		
Suicide	Depression		More jobs		
			Different career options		

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Lesson overview

Lesson name: **Congratulating someone**
 Skill focus: **Speaking**
 Teacher name: **Prasanta Borthakur**
 Organisation/school name: AHDHS school, Amguri, Assam
 Target students: Ages 14-15, intermediate level
 Materials used in class: Mask, role cards

Lesson plan

1. By the end of this lesson students will be able to:

- ▶ Use simple questions using *wh-* words to elicit answers
- ▶ Use appreciation words like: Excellent! Well done! Keep it up!
- ▶ Know how to interview
- ▶ Improve English speaking skill

2. Instructions for teaching the lesson:

Stage 1

- ▶ Introduce the lesson
- ▶ Encourage students to come up with model interview questions

Stage 2

- ▶ Make pairs: A and B
- ▶ A acts as interviewee and B plays a reporter
- ▶ Ask questions based on model questions in Stage 1

Stage 3

- ▶ Make groups of three
- ▶ Prepare role cards
- ▶ Change roles after each interaction

3. Stages and timings:

Stage 1 (5 mins): Lead-in

The teacher says:
 You must have won medals in games, music or drama. Did your friends congratulate you? What did they say? (Congratulations! Well done! etc.)

Imagine you are reporters from the *Assam Tribune*. I am Raju. I came first in the class 10 board exam.

How will you congratulate me? What questions will you ask Raju?

Probable questions:

- ▶ How do you feel now?
- ▶ Who would you like to thank?
- ▶ What will you study next?

Stage 2 (10 mins): Taking the interview

Tell the students to form pairs (A and B). A will play the role of Raju and B will be a reporter. The reporter will ask questions about Raju's performance and Raju will answer. Tell participants to recall the questions they asked the teacher. The next time, A becomes the reporter and B plays Raju. Monitor and help.

Stage 3 (30 mins): Practice

Divide the students into groups of three. Name participants in each group A, B and C. A will be Raju while B and C will be Anil and Biraj, friends of Raju. They come to Raju and enquire about the interview taken. Tell them to prepare role cards on the questions they are going to ask Raju. When A plays the role of Raju, B and C play the role of his friends. When it is over, B plays the role of Raju and A and C play his friends. The process continues until the last member plays the role of Raju. Give them 10 mins to prepare the role cards.

Possible questions:

- ▶ How did the interview go?
- ▶ Which paper did the reporter represent?
- ▶ What did you say?

Homework: ask learners to bring some paper cuttings of face-to-face interviews published in a newspaper or magazine.

Source: Selected entries from the Trinity English Language Lesson Plan Competition 2013 available online

https://www.britishcouncil.in/sites/default/files/selected_lesson_plans_from_trinity_english_language_lesson_plan_competition_at_tec13.pdf

Features of a good lesson plan

Given below are some features of a good lesson plan. However, this list is not exhaustive, it is suggestive.

- The objectives must be: (a) attainable during a span of specified time. (b) in sequence, (c) in logical order, (d) from simple to complex, (e) from concrete to abstract
- Adequate coverage of subject matter
- Activities to be carried out by the learners are well planned
- Requisite material is well in place
- Objectives, teacher and student activities, the method, the teaching aid and the evaluation mode and items must be synchronized
- The plan should neither be too short nor too long
- Learners age, aspirations and interest should be kept in mind
- Focus is more on fluency rather than accuracy, use is stressed more than form, meaning making is practiced and encouraged

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Variety in lesson planning

The following guidelines have been mentioned by Ur (2005, p218) for the combination of different components have proved to be relevant to bring variety in lesson planning.

Tempo	Activities may be brisk and fast moving such as quiz / games or They may be slow and reflective such as, reading literature, and responding to writing
Organization	Individualized /pair work / group tasks or full class interaction
Mode and Skill	Activities may vary on the mode such as written / spoken form of language and within that which specific subskill is being focused
Difficulty	Activities may be easy and simple or difficult and demanding
Topic	Variety may be introduced on the basis of the language aspect being focused-linguistic / non-linguistic aspect
Mood	activities may vary according to the mood : happy vs sad , tensevs relaxed etc
Sti- - settle	Activities such as dictation have a calming down effect , whereas other such as debate/ discussion makes learners excited
Active-passive	Activities may be such that makes the learner responsible for participating in it or they can be passive where learners are expected to do as they are told

Assessment of Lesson Plan

A good language teacher is a reflective practitioner who after action, sits back and reflects on what happened, how it happened, what went right, and what needs improvement, and so on.

It would be a worthwhile activity for the teacher to ask herself the following questions after delivering the lesson plan:

1. What parts of the lesson plan went according to the plan you had made before the lesson?

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2. What parts of the lesson did not go according to your plan? What could be the possible reasons for this?

3. What were the main strengths of the lesson? What factors contributed to the success of the lesson plan?

To what extent did the lesson-

(i) Help you to achieve your teaching aims?(ii) Help you to meet learners' needs?

4. What were the weaknesses of the lesson? What could be the possible reasons for these? How could you improve on the lesson if you had a chance to teach it again?

As a teacher you might ask to yourself:

- Did I prepare well for the class?
- Were the activities appropriate?
- Did the activities meet the learner's needs, existing competencies and aspiration?
- What was the focus of my activities – fluency, accuracy, form / function?
- Was the sequence of activities justified or an alternative sequencing would have been better?
- What would be a suitable follow up to the lesson?
- You will fail to get the complete picture if you do not ask questions to yourself related to learners' needs, what did they take away from the lesson?
- Did my lesson address learner's needs? What evidence do I have for this from the lesson?
- Was the lesson pitched at an appropriate level of difficulty? Did it hold the attention of the learners?
- Were all the learners involved in the activities? Were there learners who found them boring/ too difficult / too easy? How can I handle this in future?
- Did the lesson arouse the interest of the learners in the subject matter?
- What did the students get out of it?

(Content for this section drawn heavily from PGCTE course material, 1996, CIEFL, Hyderabad)

Check Your Progress

1. What is the key to effective teaching?
2. List two ways in which lesson planning helps the teacher.

12.3 ANSWERS TO 'CHECK YOUR PROGRESS'

1. A proper planning of the lesson is the key to effective teaching.
2. Lesson planning helps the teacher in the following ways:
 - Makes teaching systematic and well organized
 - Helps teacher in selection and sequencing of teaching points

12.4 SUMMARY

- A proper planning of the lesson is the key to effective teaching. It is a ‘Plan of Action’ implemented by the teacher in her classroom.
- The teacher engages in the following decision making while planning a language lesson plan:
 - o Setting objectives
 - o Selecting of method/approach
 - o Selection of technique
 - o Evaluation
- There are different formats of lesson plan practiced by language teacher around the world.
- All the stages of lesson planning are geared towards to the learner’s learning outcomes, hence it is imperative for the teacher to decide what to test, how to test and when to test the achievement of the learners.
- A good language teacher is a reflective practitioner who after action, sits back and reflects on what happened, how it happened, what went right, and what needs improvement, and so on.

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12.5 KEY TERMS

- **Lesson plan:** It is a detailed description of the instructional strategies and learning activities to be performed during the teaching/learning process.
- **Discourse:** It is a long and serious discussion of a subject in speech or writing.
- **Peer:** It is a person who is of the same age or position in society as you.

12.6 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is the importance of lesson planning?
2. Write a short-note on the assessment of lesson planning.

Long-Answer Questions

1. Describe the various steps of lesson planning.
2. Discuss the features of a good lesson plan.

12.7 FURTHER READING

Majumdar, A. 2019. *Teaching English as a Second language: Theory and Praxis*. New Delhi: Sage Publications.

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UNIT 13 INSTRUCTIONAL MATERIAL

Structure

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Meaning, Importance and Principles of Selecting Appropriate Material
- 13.3 Answers to ‘Check Your Progress’
- 13.4 Summary
- 13.5 Key Terms
- 13.6 Self-Assessment Questions and Exercises
- 13.7 Further Reading

NOTES

13.0 INTRODUCTION

In the previous unit, you learnt about lesson planning. In this unit, we will discuss instructional materials. Instructional materials are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Instructional materials may aid a student in concretizing a learning experience so as to make learning more exciting, interesting and interactive. Instructional materials encompass all the materials and physical means an instructor might use to implement instruction and facilitate a student’s achievement of instructional objectives.

13.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the nature of instructional materials in the specific context of English Language Teaching
- Evaluate and adapt an instructional material for English language teaching
- Discuss the importance of instructional material in English Language Teaching
- Discuss the characteristics of instructional material in English Language Teaching

13.2 MEANING, IMPORTANCE AND PRINCIPLES OF SELECTING APPROPRIATE MATERIAL

Instructional materials are said to be crucial in the English Language Teaching classroom. Selecting and developing an instructional material is a daunting task which requires creativity. In the following section we will look into the steps of preparing an instructional material. Instructional material can be anything from readily available posters, advertisements, bills, restaurant menu card, pamphlet, and so

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on. Instructional material may be authentic material or teacher-made. In simple terms, instructional materials refer to all 'material' that facilitates the teaching learning material, it is in tune with the needs of learners, objectives of lesson, teachers' expectations, and course requirement. In the process of planning for teaching, instructional materials help the teacher ascertain what she may use in the class and how it can be used for optimum realization of course objectives.

In material development it is essential that the teacher has expertise over the subject and she knows what she wants to do with the material. According to Tomlinson (1998) materials development would mean anything which is done by writers, teachers or learners to provide varied sources of language input in different forms, thereby, maximizing the likelihood of more language intake. In doing so, one may bring pictures or advertisements in the classroom, compose a storybook / textbook, design a student worksheet, student magazine, prepare an anthology of a poem or collect articles.

Factors influencing selection and preparation of instructional materials

The selection and preparation of instructional material may be impacted by the following factors

- Theory of Language
- Learner needs
- Learning Objectives
- Theory of Learning

Thus, selection and preparation of instructional material is determined by the theory of language – structuralist, functionalist or nativist. For instance the railway time table may be used by the teacher for practicing tenses, it can also be used for engaging the learners in a communicative task such as role play or information gap activity. Similarly weather forecast can be used for practicing prediction, conditionals and so on. So depending on the view of the nature of language the instructional materials are selected, and put to use by the teacher.

The needs of the learners also determine the choice of instructional material. A secondary school learner will be more interested in going through the notices issued by the local authority in the newspaper, in responding to the editor of a newspaper, participating in mock parliament / mock interview.

The learning objectives also significantly influence the choice of instructional material. If we expect that after completion of the session learners will be able to use conditionals appropriately. So the teacher will look for those things which lend themselves to use at various stages of the lesson plan.

Theory of learning is also influencing the instructional materials. If the orientation is behaviourist the learner will be engaged in more of pattern practice through the instructional material, if the orientation is cognitivist then, stimulating tasks will be set for the learner wherein he will have to apply cognitive strategies for accomplishing the task such as paraphrasing / summarizing the speech of a known scientist / philanthropist / academician and so on. However, the preparation

and adaptation of instructional material for teaching purpose must be done cautiously keeping the 'hidden curriculum' in mind.

Hidden curriculum and instructional materials

Littlejohn and Windeatt (1989), state that materials have a hidden curriculum that includes

- Attitudes toward knowledge
- Attitudes toward teaching and learning
- Attitudes toward the role and relationship of the teacher and student
- Values
- Attitudes related to gender, society, etc.
- Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information.

So, a teacher should be aware of this hidden curriculum being communicated through her material.

Principles in developing materials

While engaging in materials development the teacher / student / any other must adhere to some principles to ensure that their effort doesn't go waste. Tomlinson (Richards, 2001) suggested some basic principles in conducting materials development for the teaching of language:

- Material should achieve impacts, help learners to feel at ease & to develop confidence
- Material being taught should be perceived by learners as relevant and useful
- Materials provide ample opportunities to the learners to engage in communicative tasks demanding use of target language
- Materials should provide scope for differentiated learning due to variance in learners' interest, ability, competence, learning style, and so on.
- Materials should provide for a silent period at the beginning of instruction, should not focus on only controlled practice. The material should provide inbuilt opportunities for outcome feedback.

In addition, Crawford (Richards-Renandya 2002) have suggested the following:

- Language used in the instructional material should be content as well as context specific:
 - o Functional
 - o Contextualized
 - o Should be realistic and authentic
 - o Promote learners' engagement in purposeful use of language.
- Classroom materials need to include an audio visual component
- Second Language learners need sufficient practice to develop the ability to deal with written/spoken genres

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- Materials need to be flexible enough to cater to individual and contextual differences

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Characteristics of Instructional Materials

The term instructional materials is not limited to course books, the term can be used to refer to anything which is used by teachers or learners to facilitate the learning of the language, with this understanding materials can be classified into the following categories:

- **Printed materials:** Textbook, student's worksheet, pictures, photographs, newspapers, brochures, pamphlets, and magazines
- **Audio materials:** Cassette, compact disc
- **Audio visual:** Video compact disc, film, DVD
- **Interactive teaching materials:** Web based learning materials, computer assisted language learning
- **Authentic materials:** Refer to the use of all those materials such as photographs, video selections and other teaching resources used in teaching of texts that are not specifically prepared for pedagogical purposes.
- **Created materials:** Refer to textbooks and other specially developed instructional resources.

In addition, Edge (1993) uses the term “**teacher-produced materials**” and “**student materials**” to refer to how the materials are produced or used during the process of teaching/learning in the classroom.

- **Teacher-produced materials:** Play an important role to bridge the gap between the classroom and the world outside, teachers might produce their own worksheets keeping their learner's profile in mind.

Student-produced materials: Teachers may ask learners to prepare presentations, reports based on their local context, socio cultural milieu, she may later use these student produced material for teaching learning in the classroom.

Evaluating and adapting instructional material

The following parameters may be used to evaluate the instructional material:

- **Authenticity:** A material is authentic if it contains excerpts of natural language, as used in real life. Such instructional material can be used for teaching specific structures or functions or vocabulary.
- **Relevance:** Materials must be directly relevant to students' and institutional needs and it must reflect local culture, beliefs, content, issues, and concerns.
- **Develop expertise:** Developing materials help develop expertise of teachers, giving the teachers a greater understanding of the characteristics of effective materials, their learners and their own beliefs. It is, however, desirable that expert opinion be taken while preparing instructional material.
- **Reputation:** The quality of the material must be such that it earns and maintains the reputation of the organization.

- **Language potential:** The aim of using material is to develop effective language skills of learners. Hence, the material should be selected bearing in mind the language input it will provide to the learners.
- **Flexibility:** Materials should have inherent flexibility for it to be revised or adapted as needed.
- **Level of difficulty:** Material should pose a challenge to the learners which is just one level higher to their existing one. This difficulty can be manifested in three ways: linguistic, cultural factors, and cognitive strategy required to perform on the task.

It has been observed that not all language teachers are material developers. Instead they prefer to use an available material and adapt it to match the needs and aspirations of her target group of learner. Materials adaptation involves changing existing materials so that they become more suitable for specific learners, teachers or situations.

Tomlinson and Masuhara (2004), suggest the following measures for effective material adaptation:

- Have a large bank of categorized materials that you can readily retrieve for adaptation.
- Have colleagues with whom you can share resources and who are willing to go through the adaptation process together; have colleagues who are happy to give you feedback on your adapted materials.
- Be in an environment in which materials evaluation, adaptation & development are encouraged & teacher's time and efforts are acknowledged.
- Revisit adapted materials and improve them.

Designing a worksheet

A worksheet is designed to focus learners' engagement on selected aspects of language at a specific point of time. The teacher material developer usually has to undergo the following stages:

- Identification of needs for materials
- Exploration of needs
- Contextual realization of materials
- Pedagogical realization of materials
- Production of materials
- Student use of materials
- Evaluation of materials against agreed objectives

Source: Littlejohn, A in Tomlinson (2011:183)

The following principles need to be observed while designing a worksheet. The worksheet may be used at any stage of language teaching.

- Interesting
- Promote students autonomy

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- Educational
- Motivating and engaging, both for learners and teacher
- Easy to adapt or supplement
- Practical
- Learner centred
- Context specific
- Presentable
- Culturally and politically sensitive
- Easy to work with

Challenges in preparing instructional materials

- **Cost:** For quality instructional material, quality input in terms of human resources, expertise, materials needs to be provided. This may be costly at times. Hence, thought must be given on making such material robust enough to be put to multiple use. Its durability also needs to be ensured so that its multiple use do not destroy it.
- **Quality:** Teacher-made materials may not present the image as vividly as the commercial materials, however, its personal touch will motivate the learners and excited to learn.
- **Training:** Materials preparation is a specialized skill and not all teachers are capable of writing good materials. Hence, teachers need training in this skill. This training may be challenging – allocation of funds, inviting experts, arranging for workshop and so on.

While using available instructional material online and in manuals, the teacher must adapt them to suit their learner's profile, existing competency level, aspirations and local contexts.

Check Your Progress

1. Which factors influence the selection and preparation of instructional materials?
2. How is a worksheet designed?

13.3 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The selection and preparation of instructional material may be impacted by the following factors
 - Theory of Language
 - Learner needs
 - Learning objectives
 - Theory of learning

2. The teacher material developer usually has to undergo the following stages to design a worksheet:
- Identification of needs for materials
 - Exploration of needs
 - Contextual realization of materials
 - Pedagogical realization of materials
 - Production of materials
 - Student use of materials
 - Evaluation of materials against agreed objectives

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13.4 SUMMARY

- While engaging in materials development the teacher / student / any other must adhere to some principles to ensure that their effort doesn't go waste.
- The term instructional materials is not limited to course books, the term can be used to refer to anything which is used by teachers or learners to facilitate the learning of the language.
- It has been observed that not all language teachers are material developers. Instead they prefer to use an available material and adapt it to match the needs and aspirations of her target group of learner.
- For quality instructional material, quality input in terms of human resources, expertise, materials needs to be provided. This may be costly at times.
- Teacher-made materials may not present the image as vividly as the commercial materials, however, its personal touch will motivate the learners and excited to learn.
- Materials preparation is a specialized skill and not all teachers are capable of writing good materials. Hence, teachers need training in this skill. This training may be challenging – allocation of funds, inviting experts, arranging for workshop and so on.

13.5 KEY TERMS

- **Instructional material:** Instructional materials refer to any tool, such as poster, menu card, prescription, etc., used by the teacher in her classroom for teaching in the class.
- **Competence:** It is the fact of having the ability or skill that is needed for something.
- **Authenticity:** It is the quality of being genuine or real.

13.6 SELF-ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. How can we evaluate the quality of an instructional material?
2. What are the factors that influence the selection and preparation of instructional materials?

Long-Answer Questions

1. Explain the major principles of developing the instructional material.
2. What challenges can occur while preparing the instructional material? Explain.

13.7 FURTHER READING

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UNIT 14 AUDIO-VISUAL AIDS

Structure

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Meaning of Audio-Visual Aids
- 14.3 Chalk Board
- 14.4 Charts
- 14.5 Epidiascope, Film Strip, Globe, Graphs, Etc
- 14.6 OHP, Tape Recorders and Video Cassettes
- 14.7 Three-Dimensional Aids
- 14.8 Uses of Television, Radio, Linguaphone and Computer
- 14.9 Language Laboratory
- 14.10 Answers to 'Check Your Progress'
- 14.11 Summary
- 14.12 Key Terms
- 14.13 Self-Assessment Questions and Exercises
- 14.14 Further Reading

NOTES

14.0 INTRODUCTION

Audio-visual aids are devices that are used to stimulate the learning process. Not only does it make the learning experience more dynamic, it also clarifies and reinforces various concepts. With the advancement of technology, several new mediums have emerged such as the television, radio and computer. These developments have introduced significant changes in the learning process. This unit will discuss in detail the various audio-visual aids available to the learners. The advantages of language laboratory will also be explained.

14.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the use and purpose of chalk board, tape recorder and OHP
- Explain the use of television, radio, linguaphone and computer
- Analyse the advantages of using language laboratory

14.2 MEANING OF AUDIO-VISUAL AIDS

The following are some popular definitions of audio – visual aids:

Burton: Audio-visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.

Carter V. Good: Audio-visual aids are those aids which help in completing the triangular process of learning i.e., motivation, classification and stimulation.

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Edgar Dale: Audio-visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials.

Good's Dictionary of Education: Audio-visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.

Kinder S. James: Audio-visual aids are any devices which can be used to make the learning experience more concrete, more realistic and more dynamic.

Mckown and Roberts: Audio-visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channels, is able to clarify, establish and correlate concepts, interpretations and appreciations.

Nature of the use of Teaching Aids

1. They should be meaningful and purposeful.
2. They should be accurate in every respect.
3. They should be simple.
4. They should be cheap.
5. As far as possible, they should be improvised.
6. They should be large enough to be properly seen by the students for whom they are meant.
7. They should be up to date.
8. They should be easily portable.
9. They should be in accordance with the mental level of the students.
10. They should motivate the learners.

In the following sections, you will learn about the different types of audio-visual aids.

14.3 CHALK BOARD

The chalk board is a unique device which in spite of newer and better devices in vogue, is irreplaceable as well as indispensable. It is the oldest and the best friend of a teacher. It is a mirror through which students visualize what is in the teacher's mind that needs to be conveyed, his way of explaining, illustrating and teaching as a whole. It is the cheapest and the most valuable teaching device and continues to be the 'sine qua non' of our educational system. Now the chalk board is universally called the blackboard. It is the most universally used aid. Writing on sand and clay was the ancient form of blackboard writing.

The use of the chalk board in class teaching creates an informal atmosphere and motivates learning. Teaching is no longer confined to any one instructional device. It helps in 'planning', in 'crystallizing' main points and 'summarizing' and 'reviewing' results. Being a simple means of dealing with the whole class as a unit, the chalk board is extensively used during the course of a lesson.

The following are the uses of the chalk board:

1. The teacher can illustrate his lesson on the blackboard and draw the attention of the class to the salient features in the lesson.

2. The lesson can be phased and summarized in the right manner. Abstract statements can be clarified in the exposition stage and a summary containing the important points can be given in the recapitulatory stage.
3. Questions and problems when planning class work or approaching a new subject can be listed by the teacher on the blackboard.
4. Pupils' interest in class work can be stimulated by blackboard writings and drawings.
5. It can be put to wide and varied uses. A teacher can use it for graphs, maps, graphic statistics, sketches and various types of drawings.
6. It provides a lot of space for decorative and creative work.
7. The teacher can erase writings and drawings and start afresh.
8. It helps the teacher to focus the attention of his students on the lesson. It takes heed of varying capacities and rates of grasp of the students.
9. A teacher can review the whole lesson for the benefit of the class with the help of the blackboard.

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Types of blackboards

1. **Fixed blackboard:** This is fixed in the wall facing the class and is normally made of wood or concrete cement.
2. **Blackboard on easel:** A portable and adjustable blackboard put on a wooden easel can be taken out of the classroom while taking classes in the open.
3. **Roller blackboard:** It is made of thick canvas wrapped on a roller mostly used for teaching higher classes.
4. **Graphic board:** It has graphic lines and is used for teaching mathematics, science and statistics.
5. **Magna board:** It is a board which enables teachers to make three-dimensional demonstrations with objects on a vertical surface. Small magnets are used to hold suitable objects fixed wherever they are put on this vertical surface. Chalk boards can have different types of surfaces:
 - Paint-coated pressed wood
 - Dull finished plastic surface
 - Vitreous-coated steel surface
 - Ground glass board

Table 14.1 Chalk Boards of Different Colours and Colour Chalks

Colour of the chalk board	Colour of the chalk
1. Green chalk board	White or yellow chalk
2. Grey board	Yellow
3. Red chalk board	Green, yellow
4. Orange chalk board	Blue or light green
5. Yellow chalk board	Blue
6. Rose chalk board	Purple, dark blue
7. Black chalk board	Any colour

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The Effective use of the Chalk Board

The following points may be kept in view while using the chalk board:

1. The chalk board should be kept clean so that writing on it could be easily read by the students from all parts of the room.
2. The writing on the chalk board should be legible.
3. Letters and drawings should be large enough to be seen from all parts of the room.
4. The writing should be started from the top left corner.
5. The writing should be in straight rows.
6. The extreme lower corners of the chalk board should not be made use of as the writing on it cannot be seen easily.
7. The material on the chalk board should not be covered by standing in front of it.
8. Only the salient points of the subject-matter should be written on the blackboard.
9. Diagrammatic visual presentations involving many processes should be prepared before the beginning of the lesson.
10. It should be ensured that the chalk board is well-lit by natural or artificial means.
11. Everything needed for the chalk board—chalk, ruler, T-square, compass, projector, and so on—should be brought together before the class begins.
12. While writing on the chalk board, the teacher should ensure that the class is attentive.
13. A duster and should be used to clean the chalk board, not hand or handkerchief.
14. Occasionally students may be asked to write or draw diagram on the chalk board.
15. Teachers should develop the ability to draw freely on the chalk board. The map or chart or diagram that grows before the very eyes of the students is much more useful and valuable than a well-finished map, chart or diagram.
16. It should be ensured that the chalk board is periodically serviced.

14.4 CHARTS

A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. The most commonly used types of charts include outline charts, tabular charts, flow charts and organization charts. The other types of charts are technical diagrams and process diagrams. Flip charts and flow charts are also being used. Ready-made charts are available for use in teaching in almost all areas in all subjects. But charts prepared by a teacher himself incorporating his own ideas and lines of approach of the specific topic are more useful.

Purposes of Charts

Charts serve the following purposes:

1. To show relationships by means of facts, figures and statistics
2. To present material symbolically
3. To summarize information
4. To show continuity in process
5. To present abstract ideas in visual form
6. To show development of structure
7. To create problems and stimulate thinking
8. To encourage the utilization of other media of communication.
9. To motivate the students.

The effective use of Charts

1. Charts are effective when they are made by the teacher.
2. Students should be involved in the preparation of charts.
3. Charts should be so large that every detail depicted should be visible to every pupil in the class wherever the pupil is sitting.
4. Charts should display information only about one specific area in a subject.
5. A chart should not contain too much written material.
6. A chart should not contain too many details.
7. A chart should have a neat appearance.
8. When a chart is to be used in the classroom, the teacher should make sure that there is provision for hanging the chart at a vantage point.
9. The teacher should have a pointer to point out specific facts in the chart.
10. Straight pins, staples, pegboard clips, gummed hangers, paper-clips, folded masking tapes may all be used for fastening charts without damaging them.
11. Charts should be carefully stored and preserved for use in future.

Types of Charts

The following is a list of the basic types of charts classified in terms of arrangements and the kinds of ideas they may express:

1. The narrative chart, an extended left-to-right arrangement of facts and ideas for expressing: (a) The events in a process such as shoe making, oil cracking, and the like; (b) The events in the development of a significant issue to its point of resolution or to the present status (sometimes a time limit), for example, the events leading to the separation of the Bangladesh from Pakistan, the events leading to the establishment of the idea that an individual should be free and that he should have a voice in his own government and the events leading to increased regulation of business by government; and (c) Technological improvement over a period of years such as improvement in transportation, communication, and manufacturing.

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2. The tabulation chart, a left-to-right, top-to-bottom arrangement of facts and ideas for expression: (a) Numerical data for making comparisons; and (b) Lists of products, mountains, rivers, and the like, in selected areas.
3. The cause and effect chart, usually a limited left-to-right arrangement of facts and ideas for expressing: (a) The relationship between standard of living and such factors as economic system, availability of natural resources, level of technological advancement; (b) The relationship between a culture and neighbouring cultures; (c) The relationship between rights and responsibilities; (d) The relationship between a complex of conditions and change or conflict; (e) The relationship between the elected and the electors; and (f) The relationship between community workers and the community which supports them.
4. The chain chart, which is a circular or semi-circular arrangement of facts and ideas for expressing: (a) Transitions, such as the transition from raw materials to useful products, (b) Cycles, such as the water cycle.
5. The evolution chart, a left-to-right arrangement of facts and ideas for expressing: (a) Changes in specific items from beginning to date, perhaps with projections into the future, for example, the origin of the automobile and its subsequent development, early basic homes and changes in basic homes to date; (b) Change in standard in food consumption, length of work, weak purchasing power of a rupee, the like.

14.5 EPIDIASCOPE, FILM STRIP, GLOBE, GRAPHS, ETC.

The epidiascope is an instrument which can project images or printed matter or small opaque objects on a screen, or it can project images of a 4" × 4" slide. With the help of an epidiascope, any chart, diagram, map, photograph and picture can be projected on the screen without tearing it off from the book. No slide is needed for this purpose. An epidiascope serves two purposes. It works either as an epidiascope when it is used to project an opaque object or as a diascope when it is used to project slides (by operating a lever). It works on the principle of horizontal straight line projection with a lamp, plane mirror and projection lens. A strong light from the lamp falls on the opaque object. A plane mirror placed at an angle of 45 degrees over the project, reflects the light so that it passes through the projection lens forming a magnified image on the screen.

Film Strip

A film strip is 35 mm wide and has a series of twelve to forty-eight picture frames arranged in a sequence so that they develop a theme. A film strip can be prepared by taking a series of photographs using a 35 mm camera and then by taking a positive print of the negative film on another 35 mm film.

Globe

One cannot understand maps without having an understanding of the globe—the true map. It is the true representative of the earth's physical personality. The globe

gives the true picture of the total environment at a glance in a classroom situation. It is through the globe that a child can understand the concepts of time, space, wind's planetary relations and book or opaque object proportion. Hence, every school shall have globes. Four types of globes may be kept in every school: (1) Political globes, (2) Physical globes, (3) Washable projection globes, (4) Celestial globes.

Graphs

Graphs are flat pictures which employ dots, lines or pictures to visualize numerical and statistical data to show relationships or statistics.

Graphs are of several types:

1. **Line graph:** In a line graph, data is represented with the help of simple lines drawn horizontally or vertically. In order to increase the interest and readability of concepts, pictorial illustrations and cartoons are occasionally used on the line graph.
2. **Bar graph:** A bar graph consists of bars arranged horizontally or vertically from a 'zero' base. The colour, length and size of the bars represent different values.
3. **Circle graph:** Data may be presented in a circle graph.

Magic Lantern

Magic lantern is the earliest invention in the history of audio-visual aids used for projecting pictures from a transparency (slide) on a wall or screen. When the figure or illustration is very small and is required to be shown to the entire class, a transparent slide of the small figure is prepared. Then, this slide is placed into the slide carrier part of the magic lantern. This magic lantern device projects it on the screen by enlarging its dimension and making the vision more clear and sharp.

Map Study

In several subjects, especially social studies, the learning of many geographical, historical and economic concepts remains unreal, inadequate and incomplete without map media. By motivating his pupils a resourceful teacher will turn the fear of map into the genuine love for them. This, however, presupposes the invariable uses of maps at every possible opportunity by the teacher in the classroom, and the possession of individual atlases by the pupils. Every student should also know certain elementary aspects of map preparation such as copying, enlarging and reducing, symbolizing, colouring, and preparation of key. Most of the students develop an aversion to maps because they do not know the skills relating to map preparation.

A map is an accurate representation on plain surface in the form of a diagram drawn to scale, of the details of boundaries of continents, countries, and so on. Geographical details like location of mountains, rivers, altitude of a place, contours of the earth surface and important locations can also be represented accurately with reference to a convenient scale with suitable colour scheme.

The various aspects of map study

1. Understanding and interpreting the key of index.

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2. Understanding the lines—boundary lines, lines of communication, lines indicating the rivers, contours, meridians and parallels.
3. Understanding the colours, tints, shadows, symbols in a map or globe.
4. North being the direction of the northern pole and not the top of the map.
5. Distinction between the various types of maps such as relief, political and distribution maps.
6. Understanding the position of the earth in the universe. Many students suffer from the notion that in June the earth leans towards the sun northwards and in December southwards and thus the seasons are formed. The earth never dances that way. The student shall understand that the inclination of earth is constant and the learning effect changes due to its rotation around the sun.

Various types of maps

1. **Relief maps (regional and the world):** This requires the knowledge of colours, contours, symbols and the other connected ethics of map making.
2. **Historical maps:** Maps in history reveal the changing times and the growth and decline of various kingdoms. Knowledge of lines of boundaries and other symbols is necessary.
3. **Distribution maps:** Generally, the student shall associate with the following types of distribution maps: (i) Vegetation maps, (ii) Population maps, (iii) Economic maps, (iv) Statistical maps, (v) Dot maps, (vi) Pictorial maps, (vii) Language, race and other human division maps, and so on.
4. **Geographical maps:** It includes contour maps, weather maps, seismological maps, archaeological maps, rainfall maps, geological maps, and so on.

Microfilm

The microfilm and microfiche are used widely for the storage and retrieval of information. Microfilms contain photographed reading material on 35 mm film, each frame being the reduced photograph of a printed page. Thus the printed matter of a book can be stored in a small loop of 35 mm film. When the microfilm is passed through a microfilm reader, an enlarged image approximately of the size of the printed page is formed on a ground glass (rear-view) screen and the observer can read the matter. By moving the film through the microfilm reader, images of different pages can be obtained and read.

Models

Models are substitutes for real things. A model is a three-dimensional representation of a real thing. Models are concrete objects to explain clearly the structure or functions of real things. A model is a replica of the original. Models enable students to have a correct concept of the object.

Being three dimensional, models evoke great interest and are able to simplify the concept. Models enable us to reduce or enlarge objects to an observable size. It may not be possible or even practicable to make students see the whole of a large industrial unit or even a large machine unit, but a model will give the correct perspective. The preparation of models could form a topic for project work. It is essential to create in students an interest in creative activity.

Models can be working as well as static. A working model will secure immediate attention and serve as a source of motivation to learn. Models can be prepared with several kinds of materials like cardboard, plastic, plaster of paris, wood, clay, and thermocol.

14.6 OHP, TAPE RECORDERS AND VIDEO CASSETTES

In this section, you will learn about projectors, recorders, etc.

Projector

Micro-projector: The micro-projector, a combination of a microscope and a slide projector, is an instrument used to see very minute parts of objects by magnifying the same object hundreds of times. The minute part usually of a plant or an animal is put on a glass slide and a magnified image formed by a combination of lenses in a microscope can be seen by an individual through the naked eye. The micro-projector attachment consists of a projection lens, a plane mirror fixed at 45 degrees to the vertical plane and a vertical ground glass screen. It is very useful in teaching science.



Micro-projector

Overhead projector (OHP): The overhead projector is a device that can project a chart, a diagram, a map, a table or for that matter, anything written on transparent plates, upon a screen or the white wall before students in a class. This makes teaching illuminative, illustrative and impressive. It also saves a great deal of the teacher's time used in drawing or writing them. These transparencies can also be preserved by the teacher for future display while taking up the same topic. It is very simple to prepare such transparencies. All that a teacher has to do is to draw or write, as the case may be, upon transparent plates with a fibre-tipped pen and any dark ink. Any material meant for display before the class while teaching can also be typed on such transparencies using a good carbon paper. In case transparencies are to be washed out for use, washable water colour can also be used for writing on the transparencies.

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Overhead Projector

Slide projector: With a slide projector, photographic slides can be projected on the screen or the wall before the class. Photographs of relevant matter meant for teaching in the class can be developed on celluloid slides and displayed with the help of such a projector. The teacher's lesson can also be recorded on an audio cassette and played with a tape recorder suitably synchronizing with the slides by manipulating a remote control switch. Such an arrangement is called a tape-slide sequence. In case there are several slides to be shown in quick succession, the tape-slide sequence can bring as interesting an effect on the viewers as movie films.

An ordinary slide projector has a frame containing two slits into which slides are put for focusing. They are manually and continuously replaced by other slides one after another.

An improved type of a slide projector consists of a circular disc with more slits where even a hundred or more slides can be inserted in a sequential order which can be projected on the screen with the help of a remote control switch to be suitably manipulated by the teacher as he delivers the lesson.

Reprographic Equipment

Reprography is a branch of technology dealing with methods of duplication or reproduction. Duplication involves making a number of identical copies of the original. Reproduction enables the preparation of one or more identical copies of the original, of the same size or of different size in monochrome or colour. The equipment and processes included are duplicators, reflex printing and photography.

Record Player

Record players are a means of audio playback. This is an older kind of hardware using records of discs for the needed playback. Four sizes of records—7", 10", 12" and 16"—are in common use. There are also high speed records played with standard stylus. The record players now in use are equipped with speed changer mechanisms permitting the playing of the slower long-playing 45, 33 and 16 r.p.m. records played by a microgrove stylus. The use of recorded pieces in education has great value in language learning, appreciation of poetry and literature and presentations of brief dramatized episodes from history from the development of

musical knowledge and discrimination. Long-playing records with 20 minutes of recorded information per side provide several diverse selections inscribed on each side and are very suitable for classroom instructional purposes. The needed selection for a particular learning situation can be easily identified by the specific microgroove ring it occupies on the record. 'Talking books' for the blind also consist of recordings of essential literature for the visually handicapped. The place of the older, manually wound spring powered gramophone has now been taken up by electrically powered multi-speed record players and changers with built-in amplifying units or linked to separate amplifying units and speakers. Likewise, the older mechanical recording has given place to electrical imprinting involving greater clarity.



Record Player

Tape-recorder: A tape-recorder can be very effective for classroom instruction. Pre-recorded tapes consisting of lessons by eminent teachers on any subject can be played in the class. Such instructions become impressive not only because of the novelty but also because of their being well-thought out and planned. The tape-recorder has proved to be a boon in teaching foreign languages like English. Pre-recorded tapes on English lessons can be played in the classroom to teach not only the contents of the lesson but also proper accent, pronunciation and intonation which an average English teacher very much lacks.

Video Tapes: Pre-recorded video tapes can be played through a TV in the classroom. Video films on educational topics shown through the TV in the classroom have the same effect on the students as the ordinary cinematic educational films. Video films have an added advantage over ordinary films in that the arrangement is compact and requires little space and time for manipulation. It is the most convenient of all audio-visual teaching-learning materials.

Video Cassettes

The potential advantage of video cassette lies in the fact that control over the equipment and the learning process is placed in the hands of the learner through control over the mechanics of the machine, that is, stopping, starting, timing, reviewing and previewing, and consequently the capacity to order the sequence of events. This controls the rate of learning, and facilitates practice sequences. This kind of audio-visual aid helps in the learning of a wide range of motor, intellectual and cognitive and interpersonal skills, as well as affective aspects. These important

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aspects, which printed materials cannot deal with adequately, can be transmitted to field workers to improve farming techniques. Mid-career retraining can also be catered for using this technique.

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Video Cassettes

In some countries, as a way of regionalizing a centrally produced programme, video cassette programmes are being built round the study centre concept, a location where several video machines are available to which students bring their study notes. The students run the programmes as individuals. Sometimes study centres provide for group sessions during which video cassettes are played. Unless some supplementary teaching is provided, this technique can become another version of broadcast technology.

In other countries, some institutions assume that students can gain access to such equipment and make programmes which will be used on an individual basis either as supplementary learning material or as an integral part of the teaching programme.

The problems associated with video cassettes are of two kinds: (i) cost; and (ii) production of programmes.

- (i) Equipment costs cannot always be kept down by using lower quality equipment. Cheaper equipment formats do not enable technical material such as animal or plant tissue to be represented adequately or tapes to be reproduced in quantity without loss of fidelity.
- (ii) Video production for educational purposes calls for new techniques that are different from the entertainment modes. Producers, directors, and scriptwriters need to be knowledgeable about teaching and learning. Many of the old techniques of film and television will no longer be of use. For example, the very basic concept that programmes must have a beginning, a middle, and an end will no longer apply since a cassette could just as easily consist of a series of short video events which sets a problem, teaches a technique, or brings together a range of visual material to make concepts or principles clear.

14.7 THREE-DIMENSIONAL AIDS

Three-dimensional aids serve as good substitutes for the real objects. There is no doubt that an encounter with real objects serves as an unmatched source of

learning. But on account of several reasons, it may not be possible to bring the real objects in the classroom. The real objects may be too large to move or store in the classroom. It may be too small to be seen by a group of students. It can be too complicated in real form to be understood. It may be too rapid in its operations to be understood. Its movements may be too slow to be studied completely. It can be too expensive to be purchased by an educational institution. Being handicapped in such situations a teacher has to search for some good alternatives. Model, diagrams, mock-ups and specimens are the important three dimensional aids.

Models: As explained earlier, models are replicas or copies of real objects. Models are usually of three types: solid, cross-sectional and working. They are concrete objects, some considerably larger than the real object. Sectional models explain clearly the structure or functions of the original. In some cases, working models of the original are used where the specific function of the original is duplicated and could be explained easily.

The important functions of models are as follows:

1. Models simplify reality.
2. Models concretize abstract concepts.
3. Models enable us to reduce or enlarge objects to an observable size.
4. A model provides the correct concept of an industrial unit or a bridge or a dam.
5. A working model explains the various processes of objects and machines.
6. The preparation of models could form a topic for project work. This is very helpful to create interest in creative activity in pupils.
7. Cardboard, plastic, plastic of paris, wood, thermocol, and metal can be used in the preparation of a model.

Mock-ups: A mock-up refers to a specialized model or a working replica of the object being depicted. In a mock-up, a certain element of the original reality is emphasized or highlighted to make it more meaningful for the purpose of instruction. While a model is a recognizable imitation of an object (though larger or smaller than the original one), a mock-up may or may not be similar in appearance. Mockups of aeroplanes, automobile engines, bridges, ships and tunnels, may be demonstrated for explaining their structure and actual working. Mock-ups are often used in technical institutions for training purposes.

Dioramas: A diorama is a three-dimensional scene incorporating a group of modelled objects and figures in a natural setting. The diorama scene is set up on a small stage with a group of modelled objects kept on the foreground which is blended into a painted realistic background. Dioramas are very effective in the teaching of biological and social sciences.

Source of three-dimensional objects

1. The objects may be borrowed from audio-visual aid centres, libraries and museums.
2. They may be purchased from concerned commercial establishments.
3. They may be prepared by the teachers and the students themselves.

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Selection and use of three-dimensional objects

1. Three-dimensional aids may be selected, keeping in view the instructional needs and requirements.
2. As far as possible, they should be a true representative of the actual objects.
3. The complexity of the aids should match the level of maturity of the students.
4. The aids should make an appeal to as many of the five senses as possible.
5. As far as possible, the aids should be prepared by the students under the proper supervision of teacher.
6. Every possible effort should be made to prepare students educationally as well as psychologically to receive the instructions or messages conveyed by the use of these aids.
7. Aids should be inexpensive.
8. Aids should be prepared with locally available material as far as possible.
9. Necessary instructions should be given to students to handle aids with care.
10. The necessary clarifications should be given by the teacher at the presentation of these objects in the class.
11. Necessary demonstration of the use of these aids should be given to students.
12. Students' comprehension should be properly tested at the end of the use of aids.
13. Adequate storage arrangement should be made for their safe custody.

Check Your Progress

1. Define audio-visual aids.
2. What is a magna board?
3. What do you mean by reprography?
4. What are some of the important three dimensional aids?

14.8 USES OF TELEVISION, RADIO, LINGUAPHONE AND COMPUTER

English has the status of a Second Language in India and is a foreign language. Learners cannot understand it as easily as they can understand their native language. Therefore, a variety of approaches, methods and techniques/strategies need to be adopted for teaching English. In the teaching of language, audio-visual aids help to make teaching-learning more effective and interesting. It also helps in providing suitable learning experience. Audio-visual aids help to make the idea permanent in the learner's mind.

The main advantages of teaching through audio-visual aids are:

1. Excessive, empty and meaningless verbalization while teaching English can be avoided with the help of audio visual aids

2. They help to provide direct sense experience to learners.
3. Audio visual aids help to form clear and accurate concepts in English.
4. They make teaching and learning interesting and effective.
5. They provide variety to teaching-learning and develop deeper understanding
6. Curiosity is kindled with the help of audio visual aids.
7. They help to create language atmosphere and stimulate self-activity.
8. They save time and energy.

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Uses of Television, Radio, Linguaphone, Computer in English Teaching

Let us discuss the importance of television, radio, etc. in teaching of English:

Television

Television is a projected aid and the projection is made at a central place, i.e., the TV Stations. It is an efficient and exciting means of mass communication. There are many educational television programmes solely to impart education on various subjects. TV can be a good way for English language learners to learn new words and improve their overall English skills. Television programmes provide students with realistic dialogues and conversation, which aid listening skills by providing a diverse range of accents for the learners to listen and understand. A specialist can help to telecast teaching sessions and pass it on for a wide viewership. Television can be used in many ways to add an element of depth to your class. Since the telecasts of various educational programmes are announced well in advance, prior preparation can be done to make the maximum use of the telecast.

Television programmes help to improve listening skills. It also helps to learn about culture which is very important when learning a foreign language like English. Television programs can provide a detailed explanation on topics that can be quite difficult to explain. Television can provide a variety of interesting learning experiences to the learners.

Radio

Radio provides an excellent and cost-effective tool for teaching English as a Second Language, more so in remote areas where Internet facility may not be readily available. It gives learners an opportunity to listen to new terms and expressions. Mastery in pronunciation and learning new vocabulary, providing stimulating communicative situations, improving quality of learning by listening to standard spoken English, enhancing knowledge and understanding of sentence patterns and structures are all the advantages of using radio as a teaching aid. Listening to various broadcasts in English help the learners to enhance their command over the language by means of improving knowledge of sentence structures, understanding how to organize speech, how language is used in various situations, etc. Since radio as a medium depends on a single sense, i.e., Hearing, listening skill is improved many fold. Programmes like music, songs and drama can also be used to enhance the teaching-learning experience by relating to the syllabus. It teaches new words and pronunciation of those words which improves learner's spoken and writing skills.

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Linguaphone

Linguaphone is a form of gramophone. It helps the learners in learning pronunciation and other phonetical aspects of the language. A sound amplifier in a linguaphone helps the learners to assimilate the sound and sound patterns of a particular language. Linguaphone helps to reproduce the speech of the teacher, thereby instantly helping the learner to learn the language efficiently. Linguaphones also have recording devices inbuilt in them that help the learners to record their speech; the teacher can correct the pronunciation mistakes and the common mistakes can be discussed in class.

Computer

The development of information and communication technology has permeated the application of computers as an important teaching aid in the learning process. A computer helps to facilitate students in learning languages as well. The new generation of computers with great potential can be used to design quality learning materials using graphics, text, sound, pictures, video, etc. A wide variety of media options can be packaged together to make learning exciting, interesting and challenging. Language labs use computers extensively.

The advantages of using the computer as a teaching aid in teaching and learning English are many. Computer is a more interactive aid compared to many others like over-head projectors, slide projector, television, tape recorder, film projectors, etc. Computer can act as a tutor, providing learning material, guiding a learner how to learn it, and giving more instructions and explanations as and when necessary. Learning the use of a computer is flexible and can be self-paced as well. The computer assisted instruction is a powerful tool and it improves the quality of educational contributions to the instructional/ teaching-learning process. A large number of specific softwares have been created for learning English and this opens a number of possibilities for teaching and training the skills of speaking and listening.

With Web-based instruction, learners can work at school, home, or anywhere where there is a computer with an internet connection. This can be effectively done in remote learning. Through web-based instructions, learners and/or instructors can communicate with each other anywhere in the world in real time with the help of internet. There are different activities of remote learning (conferencing, on line task, etc.) that can make the ordinary classes more interesting or give learners the opportunity to learn and practice in a different way.

14.9 LANGUAGE LABORATORY

The language lab is a room equipped with electronic devices and language learning software for recording and reproducing speech in contrived situations. It provides students with the technical tools to get the best samples of pronunciation and usage of different aspects of language. It engages learners in the teaching-learning process facilitated by the teacher in the teacher's console and language learning software. It provides a suitable platform for presenting, practicing and producing language. It enables the development of language sub skills and gives ample opportunity to acquire various aspects of language such as vocabulary, grammar

and style through interactive and communication based interventions. The purpose of a language lab is to engage students in language learning exercises in such a manner that they get more practice which is otherwise not possible in a traditional classroom environment.

Language laboratory provide several resources to the teachers as well as the learners such as:

- Ready access to different types of texts, images, audio, and video clips
- Facility for recording of own voice and playing back the recordings
- Simultaneous interaction with each other and the teacher
- Option of storing scores for future reference to trace the progress in language development thus promoting self- directed learning
- Possibility for teachers to control learner’s computers and intervene in order to provide prompt feedback to the learner and track the progress of learners
- Exposure to native speakers’ conversation in naturalistic setting
- Availability of recorded material to cater to individual learner’s existing proficiency level

(a) Structure of a Language Laboratory

Teacher console equipped with a master computer with appropriate software for conducting language exercises

- Headsets for teacher and students that block outside sounds and disturbances
- Media player/recorder for listening to audio as well as for recording speech
- Connection via LAN (local area network) or separate audio cabling
- A server computer or a separate storage device where learning material is stored in a digital format
- Sound proof laboratory, so that there is no disturbance from outside.

(b) Purposes of teacher’s Console

(1) Input – process – output control: Teacher employs classroom management tools for:

- Controlling web browsing
- Managing interactive chat sessions
- Monitoring the quality and quantity of content
- Monitoring students’ on-screen work and activities
- Monitoring model imitation, voice recording, voice graph, and variable speed of students
- Comment on accuracy, accent neutralization, and fluency of learners
- Administer tests
- Attending to black out screens; lock cursors and keyboards to focus attention of learners on a selected task
- Shut down, log off or restart students’ computers

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(2) Reinforce learning

Learners' use of target language structure is reinforced through various activities by the teacher from the console. The teacher can monitor student's workstation from the console.

(3) Installation of language software

The master computer located in the console is loaded with the language software which determines all the activities, its nature, implementation, and so on.

(4) Broadcast of instructions

The teacher can pause, intervene student's work at any point of time for necessary input. The teacher can broadcast general instructions for smooth functioning of the activity as well from her console.

(c) Use of Language laboratory

The language laboratory serves multiple purpose; some of them are listed below to help you realize its significance for second language learning:

- Promotes effective communication
- Acquire a sensibility for the sounds and rhythm of a language
- Appropriate exposure to different aspects of phonetics of a language such as pronunciation, accent, stress, etc.
- Exposure to English for specific purpose
- Opportunities for preparing for IELTS, TOFEL, and other competitive examinations
- Provide platform for assessing development in listening and speaking skills
- For creating and editing scientific and technical materials, for teaching language, the language lab could be utilized
- Allow a learner to engage in self-paced learning
- Teachers are able to follow the progress of individual child on the aural skills of learners
- Provides exposure to specific aspects of Grammar of a language in a systematic, organized and focused manner
- Activities organized in a language laboratory help learners in assimilating what has been learned through guided exercises such as- repetition exercises (word pronunciation, sentence pronunciation), substitution / transformation exercises (sentence practice, grammar practice) and so on.
- Provide learners opportunities to put rules to practice by way of several tasks such as: Reflection on the use of vocabulary and Grammar in fill-in-the-blanks exercises, analyzing a sentence in its entirety in order to place the correct word and so on
- The objective of other types of exercises include putting the acquired knowledge into practice through written expression. Such exercises may consist of:

- o Guided expression, consisting of the transformation of context (Text Transformation)
- o Semi-guided expression, in which it is necessary to write texts based on an image or video, or to write a summary of a longer text (Written Expression)
- The language laboratory provides opportunity for combining extensive, high-quality content with flexible and interactive multimedia technology at a particular point of time
- Enables teachers to provide comprehensible input to learners
- It gives scope for individualized learning through the use of cultural texts, images, maps, and corresponding activities

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(d) Objectives of a language laboratory

The main objective of working in a language laboratory is:

- To provide comprehensible input for accuracy in grammar of the target language
- To develop pragmatic competence
- To enrich the discourse competence
- To provide wide range of activities for practicing language learning strategies
- To correct pronunciation
- To practice accent neutralization, use of intonation, rhythm
- To practice listening comprehension

(e) Techniques to improve Listening and Speaking skills through Language Lab

The language laboratory is used for developing language skills among learner:

1. Techniques to improve listening

Teaching listening involves training in 'enabling skills' such as:

- Perception of sounds, stress, intonation patterns, accents
- Differentiating the speaker's attitudes, interests, and so on
- Comprehending different types of oral discourses

Suggested Activities

- Use of minimal pair perception exercises (ship/sheep, ten /then)
- Interpreting speakers' intention in short dialogues
- Gauging the missing word from a given speech by using context based understanding

Guidelines for organizing listening based activities

- There should always be a 'purpose' in listening task.
- Regular 'procedures' for listening activities must be established in which students will move from general (gist) to specific comprehension through repeated listening and performing a specific activity at each stage.

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- Contextualizing the task – learners need to be briefed about the context who are the speakers, where are they from, how many speakers there are, their ages, gender, roles, professions, moods of the speakers, what they are going to talk about and all other necessary detail. This prepares the learners to think about the setting so that they can go on to predict the content of what the speakers will say and make sense.
- **Pre-teach new vocabulary:** It is a good idea to introduce well in advance any new term or word which learners may get exposed to in their task and which might hamper their adequate comprehension of the message.
- **Time limit should be monitored:** It is advisable to have small tasks of ten to fifteen minutes duration at a time, so that learners are able to focus on the task. Too lengthy tasks may distract them from the key message.
- **Variety:** In order to meet individual needs, it is essential to have four to five types of task sheet to address the need of learners' with different competence.
- **Discussion:** After the completion of the tasks the teacher must immediately discuss the responses, speakers' mood, speed and style of speech, the use of hesitation, repetition, false starts, paraphrasing and so on to make the experience meaningful and enriching.
- **Graded Listening tasks:** It is a worthwhile thought to grade the listening tasks from easy to more difficult, known to unknown, general to specific, from audio scripts with one speaker to audio scripts with two and more than speakers. The gradation can also be brought about by degree of formality and contexts as well.

2. Techniques to improve speaking

Learners and teachers get an opportunity to record their speech and go back to it again to look at their pronunciation, accent, accuracy and fluency of expression.

Suggested Activities

- **Group discussions and role plays:** Learners may be put into random pairs or groups to participate in role plays and group discussions, from their respective workstations. The performance can be recorded for monitoring, evaluating or for future discussion.
- **Digital recorder:** It is an interactive multimedia program which allows learners to simultaneously record their own voices for practice. Using this, students feel like they are interacting with a live native speaker. Such an experience helps learners increase their comprehension, vocabulary and speaking skills.
- **Voice recognition technology:** This technology enables learners to record their voice and compare it with a native speaker. An accuracy scale on the screen then displays their voice match to the native speaker on a scale of 'Bad', 'Acceptable', and 'Good'.

Guidelines for organizing speaking based activities

- The tasks should be appropriately contextualized.

- The speaking must be designed keeping the interest of learners and other factors such as their competence, age, social environment, etc.
- The language input should be appropriate to their existing level of comprehension.
- The teacher must pre inform the evaluation criteria, so that they stay more focused during the task.

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(f) Language Learning Software for tracking learner progress

The Language learning based software provides teachers with means for evaluating performance of individual learner. By engaging learners in speaking, listening, writing, and participating in other activities, teachers gain access to learners progress in various skills. She has an opportunity to record and store the results for comparison over a period of time. The exam module under the Teacher's Console provides interactive and automatic quiz module, containing scripts, text, graphics, audio, video items. The teacher has the freedom to employ any media to create tests and evaluate the learners. The best advantage of such tests is the ready access to the results immediately after the test, to both the teacher as well as the learner in different forms, pie chart, bar graph, and so on.

(g) Advantages of Language Laboratory

- The language laboratory provides all learners an equal opportunity to hear the instructor and to be heard by the instructor, due to the direct nature of the sound transmission heard by each learner via his or her individual headset.
- The headset/microphone provides learners an opportunity to get over their inhibitions and shyness. The instructor can speak to a single or group of learners in privacy without interrupting anyone in the class.
- It draws each individual student's attention to the program material being studied, gradually increasing their attention span and teaching the student to listen and analyze the content of the lesson independently.
- It encourages learners to take responsibility for their progress, it makes them self-directed and accountable for their learning.
- Language laboratory provides the best space for good listening skills, learners get to hear the correct language patterns all the time through their headsets instead of mimicking other learners / teacher who may be pronouncing incorrectly.
- The lab is nothing short of a personal teacher for the learners, they can stop, pause, slow, and speed up as per their need. It motivates learners to perform, they do not get pressurized at any point of time, hence, anxiety level is also low.
- The learners get a rich exposure to the wide spectrum of sounds, contexts, and speakers by means of language laboratory. They can listen to native speakers in all contexts
- The mere thought of going out of the classroom to the language laboratory motivates the learners.
- The language laboratory increases teacher efficiency in monitoring learner progress. The lab makes efficient use of time possible, learners get more time to practice their language efficiently.

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- It adds variety to the classroom proceeding with visual and audio input thereby, increasing the attention span of the students.
- It ensures better discipline among learners.
- An automated record keeping process saves much time of the teacher.
- The students can access digitally stored programs, exercises and tests available online as open resources and free wares, which can be completed at their own pace and at a time they decide is appropriate, thereby encouraging independent learning skills among learners.

Thus, we have seen in this section that the advent of new technology especially language laboratory has proved to be a boon for language learning programmes.

Check Your Progress

5. State any two advantages of using audio-visual aids for teaching.
6. What are the advantages of using radio as a teaching aid?

14.10 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. Audio-visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.
2. Magna board is a board which enables teachers to make three-dimensional demonstrations with objects on a vertical surface.
3. Reprography is a branch of technology dealing with methods of duplication or reproduction. Duplication involves making a number of identical copies of the original. Reproduction enables the preparation of one or more identical copies of the original, of the same size or of different size in monochrome or colour.
4. Model, diagrams, mock-ups and specimens are the important three dimensional aids.
5. The main advantages of teaching through audio-visual aids are:
 - Excessive, empty and meaningless verbalization while teaching English can be avoided with the help of audio visual aids
 - They help to provide direct sense experience to learners.
6. Mastery in pronunciation and learning new vocabulary, providing stimulating communicative situations, improving quality of learning by listening to standard spoken English, enhancing knowledge and understanding of sentence patterns and structures are all the advantages of using radio as a teaching aid.

14.11 SUMMARY

- Audio-visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.

- The chalk board is a unique device which in spite of newer and better devices in vogue, is irreplaceable as well as indispensable. It is the oldest and the best friend of a teacher. It is the cheapest and the most valuable teaching device and continues to be the 'sine qua non' of our educational system.
- A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. The most commonly used types of charts include outline charts, tabular charts, flow charts and organization charts. The other types of charts are technical diagrams and process diagrams. Flip charts and flow charts are also being used.
- The epidiascope is an instrument which can project images or printed matter or small opaque objects on a screen, or it can project images of a 4" × 4" slide. With the help of an epidiascope, any chart, diagram, map, photograph and picture can be projected on the screen without tearing it off from the book. No slide is needed for this purpose.
- A film strip is 35 mm wide and has a series of twelve to forty-eight picture frames arranged in a sequence so that they develop a theme. A film strip can be prepared by taking a series of photographs using a 35 mm camera and then by taking a positive print of the negative film on another 35 mm film.
- One cannot understand maps without having an understanding of the globe—the true map. It is the true representative of the earth's physical personality. The globe gives the true picture of the total environment at a glance in a classroom situation. Four types of globes may be kept in every school: (1) Political globes, (2) Physical globes, (3) Washable projection globes, (4) Celestial globes.
- Magic lantern is the earliest invention in the history of audio-visual aids used for projecting pictures from a transparency (slide) on a wall or screen. When the figure or illustration is very small and is required to be shown to the entire class, a transparent slide of the small figure is prepared. Then, this slide is placed into the slide carrier part of the magic lantern. This magic lantern device projects it on the screen by enlarging its dimension and making the vision more clear and sharp.
- A map is an accurate representation on plain surface in the form of a diagram drawn to scale, of the details of boundaries of continents, countries, and so on. Geographical details like location of mountains, rivers, altitude of a place, contours of the earth surface and important locations can also be represented accurately with reference to a convenient scale with suitable colour scheme.
- The microfilm and microfiche are used widely for the storage and retrieval of information. Microfilms contain photographed reading material on 35 mm film, each frame being the reduced photograph of a printed page. Thus the printed matter of a book can be stored in a small loop of 35 mm film. When the microfilm is passed through a microfilm reader, an enlarged image approximately of the size of the printed page is formed on a ground glass (rear-view) screen and the observer can read the matter.
- A model is a three-dimensional representation of a real thing. Models are concrete objects to explain clearly the structure or functions of real things. A model is a replica of the original.

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- Reprography is a branch of technology dealing with methods of duplication or reproduction. Duplication involves making a number of identical copies of the original. Reproduction enables the preparation of one or more identical copies of the original, of the same size or of different size in monochrome or colour.
- Record players are a means of audio playback. This is an older kind of hardware using records of discs for the needed playback. Four sizes of records—7", 10", 12" and 16"—are in common use.
- The potential advantage of video cassette lies in the fact that control over the equipment and the learning process is placed in the hands of the learner through control over the mechanics of the machine, that is, stopping, starting, timing, reviewing and previewing, and consequently the capacity to order the sequence of events. This controls the rate of learning, and facilitates practice sequences.
- Three-dimensional aids serve as good substitutes for the real objects. Model, diagrams, mock-ups and specimens are the important three dimensional aids.
- Models are replicas or copies of real objects. Models are usually of three types: solid, cross-sectional and working.
- A mock-up refers to a specialized model or a working replica of the object being depicted. In a mock-up, a certain element of the original reality is emphasized or highlighted to make it more meaningful for the purpose of instruction.
- A diorama is a three-dimensional scene incorporating a group of modelled objects and figures in a natural setting. The diorama scene is set up on a small stage with a group of modelled objects kept on the foreground which is blended into a painted realistic background.
- Television is a projected aid and the projection is made at a central place, i.e., the TV Stations. It is an efficient and exciting means of mass communication. There are many educational television programmes solely to impart education on various subjects. TV can be a good way for English language learners to learn new words and improve their overall English skills.
- Radio provides an excellent and cost-effective tool for teaching English as a Second Language, more so in remote areas where Internet facility may not be readily available. It gives learners an opportunity to listen to new terms and expressions. Mastery in pronunciation and learning new vocabulary, providing stimulating communicative situations, improving quality of learning by listening to standard spoken English, enhancing knowledge and understanding of sentence patterns and structures are all the advantages of using radio as a teaching aid.
- Linguaphone is a form of gramophone. It helps the learners in learning pronunciation and other phonetical aspects of the language. A sound amplifier in a linguaphone helps the learners to assimilate the sound and sound patterns of a particular language.
- The development of information and communication technology has permeated the application of computers as an important teaching aid in the learning process. A computer helps to facilitate students in learning languages

as well. The new generation of computers with great potential can be used to design quality learning materials using graphics, text, sound, pictures, video, etc.

- The language lab is a room equipped with electronic devices and language learning software for recording and reproducing speech in contrived situations. It provides students with the technical tools to get the best samples of pronunciation and usage of different aspects of language.

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14.12 KEY TERMS

- **Chart:** It is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary.
- **Epidiascope:** It is an instrument which can project images or printed matter or small opaque objects on a screen, or it can project images of a 4" × 4" slide.
- **Graphs:** They are flat pictures which employ dots, lines or pictures to visualize numerical and statistical data to show relationships or statistics.
- **Reprography:** It is a branch of technology dealing with methods of duplication or reproduction.

14.13 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the uses of a chalk board?
2. What is an epidiascope?
3. Briefly mention the various types of maps.
4. What are the problems associated with the use of video cassettes?
5. What is a linguaphone?
6. Write a short note on language laboratory.

Long Answer Questions

1. Discuss in detail the different types of charts.
2. Explain the advantages of using computer as a teaching aid.
3. Examine the use and objective of a language laboratory.

14.14 FURTHER READING

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UNIT 15 EVALUATION

Structure

- 15.0 Introduction
- 15.1 Objectives
- 15.2 Measurement and Evaluation: Concept and Difference
 - 15.2.1 Basic Principles of Evaluation
- 15.3 CCE and its Significance
- 15.4 Answers to ‘Check Your Progress’
- 15.5 Summary
- 15.6 Key Terms
- 15.7 Self-Assessment Questions and Exercises
- 15.8 Further Reading

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15.0 INTRODUCTION

Measurement is done to assign a quantitative value to an object. In the field of education, it is done to test the outcome of an educational process. Educational evaluation is concerned with the assessment of all the teaching-learning outcomes in terms of overall behavioural changes. In this context, the practice of Continuous and Comprehensive Evaluation (CCE) assumes significance. CCE is a student assessment system which covers all facets of education. This unit will discuss the concept of educational evaluation and CCE.

15.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the concept of evaluation and measurement
- Explain the basic principles of evaluation
- Understand the concept of CCE and its significance

15.2 MEASUREMENT AND EVALUATION: CONCEPT AND DIFFERENCE

In order to attain accuracy of an effort in our daily life or to compare objects, events and phenomena, measurement is used everywhere. Similarly, in education where the main focus of education process is to improve the performance or learning of the students, we measure the learning outcomes of the students.

In physical sciences, we measure height, weight, and area by using universally accepted scales such as centimeter, meters, Kg., gallon etc. The process of measurement in physical sciences involves carrying out actual measurement in order to assign a quantitative meaning to a quality i.e. ‘what is the height of Ashok?’. For

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answering this question we need to determine the height of Ashok through physical tools such as Inch-tape or a certain scale, but such an accurate measurement is not possible in social sciences (psychology, education etc.) as there is no absolute zero in any attribute or quality.

Concept of Measurement

Hence from above speculation it can be inferred that the term ‘measurement’ refers to any tool used for assigning a numeral or quantitative meaning to an attribute or physical quality of an object. When used in the educational setup, it becomes ‘educational measurement’. It refers to any tool for general study and practice of testing, scaling and appraising the outcomes of an educational process. In the classroom, to determine a child’s performance, teacher needs to obtain quantitative measures on the individual scores of the child. If the child scores 80 in Mathematics, there is no other interpretation teacher should give it. Teacher cannot say he has passed or failed. Measurement stops at ascribing the quantity but not making value judgment on the child’s performance. Making value judgment is part of evaluation, which you will learn about in subsequent units.

Definitions of Measurement

- According to **J. C. Aggarwal**: Measurement is the process of obtaining numerical description of the degree to which an individual possesses a particular characteristic.
- According to **Tyler (1963)**: Measurement refer to the process of assigning numerals to the events, objects etc. according to certain rules.
- According to **Nunnaly (1970)**: Measurement consists of rules for assigning numbers to objects in such a way as to represent quantities of attributes.
- According to **Guilford**: Measurement means the description of data in terms of numbers and this in turn, means taking advantage of the many benefits, the operations with numbers and mathematical thinking provide.

Hence, it can be re-asserted that measurement is a process by which the developed abilities of the individuals are expressed in quantitative form. Measurement is directly concerned with quantity.

Characteristics of Educational Measurement

The major characteristics of educational measurement are listed as follows:

- **Numbers are assigned according to some rule:** A number is a kind of numeral that has some quantitative meaning. In measurement, weather it is in physical science or social science, investigator does not assign a number of his choice to an attribute, but according certain fixed and explicit rules. For example, in field of educational measurement, teacher would assign five out five marks only if student has demonstrated required amount of skill, knowledge or understanding depending upon the level of cognition of the question.
- **Measurement of an attribute of an object not object itself:** Measurement is concerned with certain attribute or variable or feature of

object or subject under observation. It means that the certain predetermined feature of the object or subject are measured and not the object/subject itself. For example, we would measure the aptitude, intelligence, attitude etc. of a person and not the person itself.

- **Measurement is process of quantification:** Quantification indicates how much or to what extent the particular attribute is present in particular object. For example, if we say Ashok has scored 80 per cent marks in achievement test of arithmetic, it indicated how much of the arithmetic knowledge he has gained in class.
- **No absolute zero point:** In educational measurement there is no absolute zero point. It is relative to some arbitrary standard. For example a student has secured '0' in a test of mathematics. It does not mean that he has '0' knowledge in mathematics. Because he may have secured '30' in another test, which is easier than the first one. As the zero point is not fixed so we cannot say that a student with a score of '60' has doubled the knowledge of a student with a score of '30'.
- **The units are not definite:** In educational measurement the units are not definite, so we may not obtain the same value for every person. Because the test vary in their content and difficulty level. Therefore, one individual may perform differently on different tests and different individuals may perform differently on one test.
- **A sense of infinity:** It means we cannot measure the whole of an attribute of an individual. Generally the scores obtained from a measurement are observed scores which contain measurement errors. So that true score is infinite and unknown.
- **It is a process of assigning symbols:** Measurement is a process of assigning symbols to observations in some meaningful and consistent manner. In measurement generally we compare with certain standard unit or criteria which have universal acceptability.
- **It cannot be measured directly:** In case of educational measurement we cannot measure for attribute directly. It is observed through behaviour. For example, the reading ability of an individual can only be measured when he is asked to read a written material.
- **It is a means to an end but not an end itself:** The objective of educational measurement is not just to measure a particular attribute. Rather it is done to evaluate to what extent different objectives have been achieved.

Postulates of Measurement

Thorndike and Hagen (1979) have given six prime postulates to be considered before getting into wider knowledge of educational and psychological measurement procedures and their role in our school and society.

- Measurement is done because various types of decisions have to be made.
- The more relevant and more accurate the information or data is, the better the decision will be.

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- Measurement instruments and procedures provide an important set of tools for improving the information available for decision-making.
- The use of any type of information or data for decision making needs to know what that information signifies and how far it can be trusted.
- The facts and values involved in any decision are complex.
- The wisdom of the decider is crucial.

Importance/Function/Need of Educational Measurement

Importance and need of educational measurement can be viewed in following functions of educational measurement:

- **Classification:** Measurement is used to observe and classify the individuals on the bases of scores obtained by them. By evaluation, we can classify students into different groups viz. talented, gifted, slow learner, under-achiever etc. and adopt different strategies of teaching according to need of the different groups.
- **Selection:** The function of measurement tools in selection in different fields or courses is to predict the ability of the individual.
- **Comparison:** Measurement is important for comparison purpose as no two individuals are alike. They differ in intelligence, achievement, attitude etc. The process of measurement can find out these variations.
- **Basis for guidance and counseling:** Results obtained from measurement techniques provide basis for guidance and counseling as they tell actual present condition or level of attributes of the individual. In the field of education, when we know what a student has, we can decide what he needs.
- **Feeds to research:** Measurement helps in research activities. In fact, measurement is the fundamental block of all psychological and educational research. In all types of researches, clinical, experimental or descriptive measurement play an important role.
- **Prediction of future success:** Measurement of academic achievement in one level helps in prediction in achievement at another level.
- **Provides feedback to student:** Students get to know about his relative status in terms of achievement.
- **Discovery of effective teaching strategies:** Measurement also gives the teacher a chance to improve his teaching strategies as per the status of measurement of achievement of students.
- **Modification in curriculum:** Measurement in education gives empirical foundation to curriculum development from the large perspective.
- **Evaluating the progress of the education system as a whole:** In addition to curriculum development measurement in education give data driven grounds to evaluate the worthiness of whole education system.

Errors in Measurement

Measurement in physical sciences, as well as in social or behavioral sciences, is never pure. It contains some uncontrollable factors, which intervene in the results and produce errors. For example, a weighing machine determines a person's weight as 60 kg. This weight might not be his pure weight. There might be some mechanical errors in the machine, he might have just taken his meal or he might be wearing heavy boots. All these sources of errors affect the numeric representation of his weight. Similar sources of errors flow into educational, psychological and sociological measurements. When we measure the intelligence of a child with the help of some standardized intelligence tests, there can be several such factors that can effect, adversely or favorably, his actual scores. For example, the child might get nervous or distracted by music being played outside. All these sources of errors in measurement adversely affect the credibility of measurement.

Following are the major sources of errors that may occur during the process of measurement:

1. Objectivity Error

'**Objectivity** is the regulative ideal that guides all inquiry [which is] largely a measure directed at how **researchers** undertake and carry out their **research** in that it requires them to be precise, unbiased, open, honest, receptive to criticism, and so on.' (Smith 1990, p 171, also Phillips 1990, Schwandt 1990).

In the field of educational measurement, two persons observing the same responses are likely to assign different scores as they will be analyzing a performance with their own personal views or biases. Moreover, same person observing the same responses on two different occasions also exists. This is called degree of objectivity, which varies, person-to-person and occasion-to-occasion. These are also called personal errors. Hence, errors in measurement due to fluctuation in degree of objectivity while scoring or judgment are called objectivity error.

2. Variable Error

A variable error of measurement is one which varies or differs in magnitude for several scores of a given group. This error occurs mainly when we try to quantify an abstract quality or attribute. For example, beauty, happiness, attitude etc. i.e. if the variable under observation is of abstract nature the fluctuation in assigning a score by different means is called variable error.

3. Constant Error

A constant error is one which has the same magnitude for all of the scores of a given group. In other words, the presence of a constant error results in all the scores of this group being either too high or too low. In the field of physical measurement, we have an illustration of a constant error when a merchant gives short weights, such as a grocer who uses a peck or bushel measure which has a false bottom. In the field of educational measurement, constant error can be

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illustrated as provision of grace marks. Adding grace marks which will be same for all the students appearing for examination but will create an error in measurement.

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Types of Measurement

- **Objective measurement:** These are the measurements that do not depend on the person or individual taking the measurements.
- **Subjective measurement:** These are the measurements which often differs from one assessor to the next even if the same quantity or quality is being measured.
- **Educational measurement:** The underlying principle in educational measurement is summarized by the following formula:

Measurement of quantity or quality of interest = true value + random error

Evaluation of Education

Educational evaluation is a broader concept and has larger objectives than that of educational measurement. It is about giving meaning to the assigned quantification in some attribute. It involves thorough analysis of data and most pertinent to a wise just and comprehensive interpretation to make value judgment of the individual, or group under study.

Concept of Evaluation

Educational evaluation started off as a branch of psychology in the late 50s, as a result of curriculum innovations (Idowu, 1998). It was then referred to as Educational Measurement, Measurement and Evaluation or Test and Measurement.

Within the last few decades, educational evaluation has grown into a separate, independent discipline, which integrates learning from various subjects viz. psychology, psychometrics and statistics. In recent years, it developed into a complex art and technology due to efforts of educational evaluators specifically towards using precision, objectivity and mathematical vigor of psychological measurement in ways directly related to educational institutions, educational processes and purposes.

Educational evaluation is the most complex and least understood of the terms in recent time in education sector. Intrinsic idea of evaluation is rooted in 'value'. Evaluation is a process that includes measurement and possibly testing, but in addition to measurement or testing, it contains the notion of value judgment. If a teacher administers a test to a class and computes the percentage, average etc. of scored marks, measurement and testing have been taken place. The score must be interpreted in a meaningful way may be converting them into A, B and C category or judging then to be excellent, good or poor. In this, teacher act evaluator and attribute "value" or worth to behavior, objects or processes.

Definitions of Evaluation

Tyler (1950) defined evaluation as the process of determining the degree to which goals of a programme have been achieved.

Crombach (1960) defined evaluation as the collection and use of information to make decisions about an educational programme.

Wheeler (1967) defined evaluation as a more general judgement of the outcome of a programme, which involves the use of observations, various tests, questionnaires, interviews, etc.

Paul (1976) defined evaluation as both a judgement on the worth or impact of a programme, procedure or individual and the process whereby judgement is made.

Travers, 1955 defined evaluation as a systematic process of determining what the actual outcomes are but it also involves judgment of desirability of whatever outcomes are demonstrated.

Alkin (1970) defined evaluation as the process of ascertaining the decision of concern, selecting appropriate information and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives.

Stufflebeam et al (1971) defined evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives.

Characteristics of Educational Evaluation

- It involves assessment of all the teaching-learning outcomes in terms of overall behavioural changes. It goes beyond the knowledge objectives to cover skill, application, interest, attitude and appreciation objectives. Therefore, the area and field of testing the stipulated objectives has been greatly increased by adopting this new term.
- It involves forming judgements and taking decisions about the child's progress, difficulties encountered by him and taking corrective measures to improve his learning.
- Evaluation is continuous. It is not confined to one particular class or stage of education. It is to be conducted continuously as the student passes from one stage to another, from one class to other, from one school to the other. It starts at the time the child seeks admission in a particular grade in the form of placement evaluation; it continues as the child proceeds, from one unit to another unit of instruction in the form of formative and diagnostic evaluation and ends in summative evaluation at the end of instruction in a particular grade.
- Evaluation is comprehensive. It is not simply concerned with the academic status of the student but with all aspects of his growth i.e. which includes both cognitive and non-cognitive aspects.

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- Evaluation includes all the means of collecting information about the student's learning. The evaluator should make use of tests, observation, interview, rating scale, checklist and value judgement to gather complete and reliable information about the students.

Purpose of Educational Evaluation

According to Oguniyi (1984), educational evaluation is carried out from time to time for the following purposes:

- To determine the relative effectiveness of the programme in terms of students' behavioral output.
- To make reliable decisions about educational planning.
- To ascertain the worth of time, energy and resources invested in a programme.
- To identify students' growth or lack of growth in acquiring desirable knowledge, skills, attitudes and societal values.
- To help teachers determine the effectiveness of their teaching techniques and learning materials.
- To help motivate students to want to learn more as they discover their progress or lack of progress in given tasks.
- To encourage students to develop a sense of discipline and systematic study habits.
- To provide educational administrators with adequate information about teachers' effectiveness and school need.
- To acquaint parents or guardians with their children's performances.
- To identify problems that might hinder or prevent the achievement of set goals.
- To predict the general trend in the development of the teaching-learning process.
- To ensure an economical and efficient management of scarce resources;
- To provide an objective basis for determining the promotion of students from one class to another as well as the award of certificates.
- To provide a just basis for determining at what level of education the possessor of a certificate should enter a career.

15.2.1 Basic Principles of Evaluation

The following are the main principles of educational evaluation:

- **Positive approach:** There are important factors to note, which can serve as guides to educational evaluators in seeing to the effective planning and implementation of educational programmes to yield the desired positive results.

- **Clarity of educational objectives:** The classroom teacher or evaluator should always be perfectly clear in his mind about what he/she is aiming to achieve i.e. what to evaluate and how to evaluate. Evaluation of educational programmes should be comprehensive i.e. assess pupils' progress in all areas. Educational evaluation, apart from testing knowledge (memorization), should also bring about pupils' originality and use of ideas, and their ability to think and apply the knowledge and skills already learnt.
- **Valid and reliable tools and instruments:** All evaluation devices/instruments should be valid and reliable. They are valid when they measure what they aim to measure, and they are reliable when they produce consistent results over time. The teacher as an evaluator should be impartial as much as possible. He should try to avoid personal prejudices.
- **Well-planned structure:** All evaluation instruments should take into account the practical problems of administering and marking of the responses i.e. the instruments should be convenient to administer and clear to the pupils. The pupils' responses should be easy to mark. Educational evaluation should be well planned in advance and should be carried out continuously, periodically and at least each term.
- **Comprehensive approach:** Evaluation should have comprehensive approach towards assessment of learners. It should incorporate all the aspects of development of learner – physical, emotional, intellectual, social, moral and aesthetic, in the assessment.
- **Variety of measures:** In addition to comprehensiveness, evaluation process must employ variety of evaluation techniques to get a complete picture of progress towards predetermined goals.
- **Guidance:** Evaluation process must be followed up with guidance at each step in order to direct the learning going on.
- **Continuous process:** Evaluation must be a continuous process. It should go on as long as the student is continuing his education. Continuous evaluation provide cumulative record of progress of the learner to the teacher as well as to the teacher throughout the education career of the student.
- **Relevant learning experience:** For a successful evaluation, it must be linked to learning experience which is relevant in the sense that it must be in sync with the predetermined objectives.
- **Opportunity of self-analyses and self-appraisal:** Evaluation must provide opportunity of self-analyses and self-appraisal to student in order to understand and pinpoint their own weak and strong points so that they can work and improve on them.

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Check Your Progress

1. Define measurement.
2. What do you mean by variable error?
3. What are the three types of measurement?

15.3 CCE AND ITS SIGNIFICANCE

Holistic education demands development of all aspects of individual's personality including cognitive, affective and psychomotor domains. The aim of school education simultaneously reflects the current needs and aspirations of a society as well as its lasting values and human ideals. At any given time and place they can be called the contemporary and contextual articulations of broad and lasting human aspirations and values. The whole curriculum is dedicated to attaining these objectives. Success of objectives, curriculum and students are tested through various assessment techniques. Earlier, it was limited to quantitative aspect of achievement i.e. marks attained in final examination. But gradually with the quantum of research in education field, it was felt that not much attention and emphasis is given to the development of interests, hobbies and passion of learners. Focusing on excellence in academics alone undoubtedly results in lopsided development of personality.

Concept of CCE

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of a students' development. It is a developmental process of assessing a child, which emphasizes twofold objectives. These objectives are continuity in evaluation on one hand and assessment of broad based learning and behavioral outcomes on the other.

CCE is a twofold concept, first of which is 'continuous'. The term 'continuous' is meant to emphasize that evaluation of identified aspects of student's 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, diagnosis of learning gaps, and use of corrective measures and feedback of evidence to teachers and students for their self-evaluation.

The second aspect 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of a variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like:

- Knowledge
- Understanding/Comprehension

- Application
- Analysis
- Evaluation
- Creativity

Definition

Continuous and comprehensive evaluation refers to a student assessment system which covers all facets of education. According to a CBSE Concept Note on Conceptual Framework of CCE, ‘it is a developmental process of assessment which emphasises on (sic) two fold objectives: continuity in evaluation and assessment of broad based learning and behavioural outcomes’.

Objectives of CCE

According to the CBSE concept note, implementation of this student assessment and evaluation system will:

- Help develop cognitive, psychomotor and affective skills
- Develop students’ thinking processes while de-emphasising memorisation
- Make continuous evaluation an integral part of the teaching-learning process
- Use evaluation data for improving teaching-learning strategies
- Utilise assessment data as a quality control device to raise academic outcomes
- Enable teachers to make student-centric decisions about learners’ processes of learning and learning environments
- Transform teaching and learning into a student-centric activity

Characteristics of CCE

- The ‘*continuous*’ aspect of CCE takes care of ‘*continual*’ and ‘*periodicity*’ aspect of evaluation.
- Continual means assessment of students in the beginning of instruction (*placement evaluation*) and assessment during the instructional process (*formative evaluation*) done informally using multiple techniques of evaluation.
- Periodicity means assessment of performance done frequently at the end of unit/term (*summative*)
- The ‘*comprehensive*’ component of CCE takes care of assessment of all round development of the child’s personality. It includes assessment in scholastic as well as co-scholastic aspects of the pupil’s growth.
- Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include life skills, co-curricular activities, attitudes, and values.
- Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of a unit/term test. The causes of poor performance

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in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions followed by retesting.

- Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in life skills is done on the basis of indicators of assessment and checklists.

Functions of CCE

The functions of CCE are listed below:

- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps in regular assessment to the extent and degree of learner's progress (ability and achievement with reference to specific scholastic and co-scholastic areas).
- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and their needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching in the whole class or whether a few individuals are in need of remedial instruction.
- Through continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self-assessment of how he/ she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction in which more emphasis is required.
- Continuous and comprehensive evaluation identifies areas of aptitude and interest.
- It helps in identifying changes in attitudes, and value systems.
- It helps in making decisions for the future, regarding choice of subjects, courses and careers.
- It provides information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future successes of the learner.

Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is required. Many times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in a sudden drop in their achievement. If the teacher, child and parents do not come to know about this sudden drop in the achievement and the neglect in studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.

The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore

will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

Scope of CCE

Scope of CCE encompasses following broad areas:

I. Scholastic Area

The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and synthesis in subjects and the ability to apply it in an unfamiliar situation are some of the objectives in scholastic domain.

II. Co Scholastic Area

The desirable behaviour related to learner's life skills, attitudes, interests, values, co-curricular activities and physical health are described as skills to be acquired in co-scholastic domain.

The process of assessing the students' progress in achieving objectives related to scholastic and co-scholastic domain is called comprehensive evaluation. It has been observed that usually the scholastic areas, such as knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed. The co-scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, the scholastic and co-scholastic both should be given importance. Simple and manageable means of assessment of co-scholastic aspects of growth must be included in a comprehensive evaluation scheme.

Check Your Progress

4. What do you mean by CCE?
5. State any two functions of CCE.

15.4 ANSWERS TO 'CHECK YOUR PROGRESS'

1. Measurement is a process by which the developed abilities of the individuals are expressed in quantitative form.
2. A variable error of measurement is one which varies or differs in magnitude for several scores of a given group. This error occurs mainly when we try to quantify an abstract quality or attribute.
3. The three types of measurement are objective measurement, subjective measurement and educational measurement.
4. Continuous and comprehensive evaluation refers to a student assessment system which covers all facets of education. According to a CBSE Concept Note on Conceptual Framework of CCE, 'it is a developmental process of

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assessment which emphasises on (sic) two fold objectives: continuity in evaluation and assessment of broad based learning and behavioural outcomes’.

5. The functions of CCE are listed below:

- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps in regular assessment to the extent and degree of learner’s progress (ability and achievement with reference to specific scholastic and co-scholastic areas).

15.5 SUMMARY

- The term ‘measurement’ refers to any tool used for assigning a numeral or quantitative meaning to an attribute or physical quality of an object. When used in the educational setup, it becomes ‘educational measurement’. It refers to any tool for general study and practice of testing, scaling and appraising the outcomes of an educational process.
- Measurement in physical sciences, as well as in social or behavioral sciences, is never pure. It contains some uncontrollable factors, which intervene in the results and produce errors. Some of the major sources of errors that may occur during the process of measurement are objectivity error, variable error and constant error.
- Educational evaluation is a broader concept and has larger objectives than that of educational measurement. It is about giving meaning to the assigned quantification in some attribute. It involves thorough analysis of data and most pertinent to a wise just and comprehensive interpretation to make value judgment of the individual, or group under study.
- Educational evaluation started off as a branch of psychology in the late 50s, as a result of curriculum innovations (Idowu, 1998). It was then referred to as Educational Measurement, Measurement and Evaluation or Test and Measurement. Within the last few decades, educational evaluation has grown into a separate, independent discipline, which integrates learning from various subjects viz. psychology, psychometrics and statistics.
- Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of a students’ development. It is a developmental process of assessing a child, which emphasizes twofold objectives. These objectives are continuity in evaluation on one hand and assessment of broad based learning and behavioral outcomes on the other.
- Continuous and comprehensive evaluation refers to a student assessment system which covers all facets of education. According to a CBSE Concept Note on Conceptual Framework of CCE, ‘it is a developmental process of assessment which emphasises on (sic) two fold objectives: continuity in

evaluation and assessment of broad based learning and behavioural outcomes’.

- Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is required.
- The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner’s scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner’s profile.

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15.6 KEY TERMS

- **Curriculum:** It refers to all the subjects that are taught in a school, college or university.
- **Objective measurement:** These are the measurements that do not depend on the person or individual taking the measurements.
- **Subjective measurement:** These are the measurements which often differs from one assessor to the next even if the same quantity or quality is being measured.

15.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is objectivity error?
2. What are the various types of measurement?
3. What do you mean by educational evaluation?
4. Briefly mention the characteristics of educational evaluation.
5. What is the purpose of educational evaluation?
6. Briefly mention the scope of CCE.

Long-Answer Questions

1. Analyse the major characteristics of educational measurement.
2. Discuss the importance and need of educational measurement.
3. Explain the main principles of educational evaluation.

15.8 FURTHER READING

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- Richards, Jack C. and Theodore S. Rodgers. 2006. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
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UNIT 16 TESTING

Structure

- 16.0 Introduction
- 16.1 Objectives
- 16.2 Development of Good Test Item
- 16.3 Different Types of Tests
 - 16.3.1 Teacher Made and Standardized Tests
 - 16.3.2 Criterion-Referenced vs. Norm-Referenced Tests
 - 16.3.3 Oral and Written Test
- 16.4 Achievement Test
- 16.5 Development of Blueprint
- 16.6 Answers to ‘Check Your Progress’
- 16.7 Summary
- 16.8 Key Terms
- 16.9 Self-Assessment Questions and Exercises
- 16.10 Further Reading

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16.0 INTRODUCTION

A good test is a quantitative and qualitative measurement of the various aspects of behavior of the individual. There are various aspects that determine a good test item. This unit will discuss the different types of tests and the importance of oral and written tests. An achievement test is conducted to measure the relative achievement of students. It is an important aspect of the teaching-learning process. This unit will also discuss the blue print for an achievement test.

16.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the important aspects of a good test item
- Discuss the different types of test
- Explain the importance of achievement test

16.2 DEVELOPMENT OF GOOD TEST ITEM

An educational test is not just a test that measures achievement in subjects of study, but is also a psychological test that leads to the overall development of a student. According to American psychologist Anne Anatasi, ‘Psychological test is essentially an objective and standardized measure of a sample of behaviours.’ For American psychologist F.S. Freeman, it ‘is a standardized instrument designed to measure objectively one or more aspects of a total personality by means of samples of verbal or non-verbal responses, or by means of other behaviours.’

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A test is a stimulus selected and organized to elicit responses which can reveal certain psychological traits in the person who deals with them. The diagnostic or predictive value of psychological test depends upon the degree to which it serves as an indicator of a relatively broad and significant area of response. It is obvious that a psychological test is the quantitative and qualitative measurement of the various aspects of behavior of the individual for making generalized statements about his total performance.

The aspects which affect the characteristics of a good test are as follows:

- Validity of the test
- Reliability of the test
- Objectivity of the test
- Usability of the test
- Comprehensive and preciseness of the test
- Administration of the test
- Test from economic viewpoint
- Availability of the test
- Appearance of the test
- Standardization of the test
- Norms of the test

Some of the important characteristics of a test are analysed below:

Validity

The validity of a test is determined by measuring the extent to which it matches with a given criterion. It refers to the very important purpose of a test, and it is the most important characteristic of a good test. A test may have other merits, but if it lacks validity, it is valueless.

Characteristics of Validity

The characteristics of validity are as follows:

- Validity is a unitary concept.
- It refers to the truthfulness of the test result.
- In the field of education and psychology, no test is perfectly valid because mental measurement is not absolute but relative.
- If a test is valid, it is reliable; but if a test is reliable, it may or may not be valid.
- It is an evaluative judgment on a test. It measures the degree to which a test measures what it intends to measure.
- It refers to the appropriateness of the interpretation of the result, and not to the procedure itself.

- It refers to degree means high validity, moderate validity and low validity.
- No assessment is valid for all the purpose. A test is valid for a particular purpose only.

Types

Validity is a specific characteristic of a test. There are different ways of calculating the validity of a test based on the objectives with which we validate the test. The six types of validity are discussed below.

- (i) **Face validity:** When a test appears to measure what the test user wishes or intends to measure, it is said to possess face validity. Thus, face validity refers not to what the test measures, but what the test appears to measure, i.e., whether it seems to be relevant to its various objectives. Test contents should not appear to be inappropriate or irrelevant. If a test measures what the test author desires to measure, we say that the test has face validity. Face validity does not require any statistical technique. It is based on subjective judgment. Whenever a test is prepared, it is submitted to experts to assess if it measures what it intends to measure. It is the first step in validating the test.

Once the test is validated at face, we may proceed further to compute validity coefficient. For example, suppose we prepare a test to measure 'skill in division'. If all the questions on the test are related to division, we can say that the test has face validity.

- (ii) **Content validity:** An analysis of the content of an assessment evaluates the appropriateness of the content and determines the extent to which the assessment tasks provide a relevant and representative sample of the content under consideration. Content considerations are especially very important when validating achievement testing or constructing classroom tests. Content validity refers to the extent to which a test contains items representing the behaviour that we are going to assess. It is generally assessed by a critical scrutiny of the test contents to determine whether they cover a representative sample of behaviour or not. As it is measured from the content, such type of validity is referred to as content validity. Content validity of a test is estimated by assessing the presence of the content to be assessed in the test paper.

Suppose we want to construct an achievement test on English. So all the questions of the test should be related to prose, poetry, novel, grammar, etc., and all the items must measure the different behavioural objectives like knowledge, understanding, application, analysis, synthesis and evaluation. Content validity rests upon an expert analysis on the items included in the test. Content validity is also known as 'curricular validity' or 'rational validity' or 'logical validity'.

- (iii) **Concurrent validity:** The term 'concurrent validity' is used to refer the process of validating a new test by correlating it with some available source of information which might have been obtained shortly before or shortly

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after the new test is given. Concurrent validity indicates to which extent the test scores correspond to already accepted measures of performance (or status made at the same time). Suppose we want to administer an intelligence test upon an individual. Now the test is administered upon the individual and the intelligence scale is administered upon the same individual. If the coefficient of correlation is high, the intelligence test is said to have high concurrent validity. Concurrent validity is relevant to the tests employed for diagnosis. When new tests are validated against previous tests, these previous or established tests are known as criteria for the new tests.

- (iv) Construct validity:** A ‘construct’ is an individual characteristic that we assume exists in order to explain some aspect of behaviour. Whenever we wish to interpret assessment results in terms of some individual characteristics (e.g., reasoning, problem-solving activity), we are concerned with a construct. The construct validity of a test is the extent to which the test may be said to measure a theoretical construct or trait. Examples of such construct are scholastic aptitude, mechanical comprehension, anxiety, neuroticism, etc. Construct validation requires the gradual accumulation of information from a variety of sources. When we interpret assessment results as a measure of a particular construct, we are implying that there is such a construct that differs from other constructs, and that the results provide a measure of the construct, i.e., little influenced by extraneous factors. Verifying such implications is the task of construct validation. Although construct validation has been commonly associated with theory building and theory testing, it also has usefulness for the practical use of assessment results. It takes place primarily during the development and try-out of a test or an assessment, and is based on an accumulation of evidence from many different sources. When selecting a published test that presumably measures a particular construct, such as logical reasoning or writing comprehension, the test manual should be tested to determine what evidence is represented to support the validity of the proposed interpretations.
- (v) Predictive validity:** Predictive validity of a test refers to the predictive capacity of a test. It refers to the effectiveness of a test in predicting future outcomes in a particular area. The word ‘prediction’ may be used in more ways than one. In the broader sense, it would mean prediction from the test to a criterion situation. In the limited sense, however, it would imply prediction over a time period. When used in the limited context, it may be referred to in the sense of ‘predictive validity’. Predictive validation provides the most relevant information for tests used in the selection and classification of personnel. Some other uses include hiring job applicants, selecting students for admission to college or professional schools, and assigning military personnel to occupational training programmes.

Take an example where we have prepared an entrance test for admission into B.Ed. course, and based on the scores, we have admitted the candidates. These candidates completed the B.Ed. course and appeared for the final B.Ed. examination. The scores of the entrance test and the scores of the final B.Ed. examination are correlated. If the coefficient of correlation is high, we say that the entrance test has high predictive validity.

- (vi) **Criterion validity:** Criterion validity evidence tells us just how well a test corresponds with particular criteria. Criterion validity includes both predictive validity and concurrent validity. A test may be validated against as many criteria as there are specific uses for it. Whenever test scores are to be used to predict future performance or to estimate current performance on some valued measure other than the test itself (called a criterion), we are especially concerned with evaluating the relationship between the test and the criterion. For example, speaking-readiness test scores might be used to predict a student's future and achievement in speaking, or a test of dictionary skills might be used to estimate the student's current skills in the actual use of the dictionary. The first example is of predictive validity and the second example is of concurrent validity.

Reliability

Reliability refers to the consistency of measurement, which is how stable test scores or other assessment results are from one measurement to another. It means the extent to which a measuring device yields consistent results upon testing and retesting. If a measuring device measures consistently, it is reliable. The reliability of a test refers to the degree to which the test results obtained are free from error of measurement or chance errors.

Characteristics

The characteristics of reliability are as follows:

- It refers to the degree to which a measuring tool yields consistent results upon testing and retesting.
- It indicates the level to which a test is internally consistent, i.e., how accurately the test is measuring.
- It refers to the results obtained with measuring instrument and not to the instrument itself.
- An estimate of reliability refers to a particular type of stability with the test result.
- Reliability is necessary but not a sufficient condition for validity.
- Reliability is a statistical concept.
- It refers to the preciseness of a measuring instrument.
- It is the coefficient of internal consistency and stability.
- It is the function of the length of a test.

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Factors affecting reliability

The reliability of a test is affected by a couple of factors which are explained in the following manner:

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- (i) **Length of the test:** There is positive correlation between the number of items in a test and the reliability of a test. The more the number of items the test contains, the greater is its reliability. In several tests, the scores of subtests and whole tests are calculated separately and their reliability is also calculated separately. The reliability of the whole test is always more than the sub-test, because whole test means more items, which is better representation of the content.
- (ii) **Construction of the test:** The nature of items, their difficulty level, objectivity of scoring, item interdependence and alternative responses are factors which affect the reliability. More alternative responses will increase the reliability of the test.
- (iii) **Nature of the group:** Reliability of a test will be more if the test is administered to a heterogeneous group. The more the variability, the higher the reliability coefficient.
- (iv) **Testing conditions:** If the testing conditions are not similar at all the places, then differences in scores are obtained. The physical conditions of the tests and the environmental factors around the test-taker affect the reliability of a test.
- (v) **Guessing and chance errors:** Guessing paves the way to increase error variances and it reduces reliability. If there are more opportunities for guessing in the test, the test will yield less reliable results.
- (vi) **Test instructions:** If instructions in the test are complicated or difficult to understand, there will be less consistency in the scores. If the test-taker will not understand the instruction properly, his way of response will be wrong and this will hamper the reliability of test.
- (vii) **Too easy or too difficult items:** Too easy or too difficult items fail to distinguish between good and bad students which otherwise affects the reliability of a test.

The other factors which affect the reliability of tests are: subjectivity of the examiner, clerical error, interval between testing, effect of practice, etc.

Objectivity

Objectivity is an important characteristic of a good test. Without objectivity, the reliability and validity of a test is a matter of question. It is a pre-requisite for both validity and reliability. Objectivity of a test indicates two things: item objectivity and scoring objectivity.

By item objectivity we mean that the item must call for a definite single answer. Well-constructed test items should lead themselves to one and only one interpretation by students who know the material involved. By scoring objectivity,

we mean scoring a test by means of a key or formula, so that different scorers will arrive at the same score for the same set of responses.

Usability

Usability testing refers to evaluating a product or service by testing it with representative users. Typically, during a test, participants will try to complete typical tasks while observers watch, listen and takes notes. The goal is to identify any usability problems, collect qualitative and quantitative data and determine the participant's satisfaction with the product. To run an effective usability test, one needs to develop a solid test plan, recruit participants, and then analyse and report the findings.

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Check Your Progress

1. How is the validity of a test measured?
2. What is concurrent validity?
3. Mention any two characteristics of reliability.

16.3 DIFFERENT TYPES OF TESTS

In this section, you will learn about the different types of tests.

16.3.1 Teacher Made and Standardized Tests

Let's understand the meaning of teacher made and standardized tests.

Teacher made tests

Tools or question papers prepared by the teachers to evaluate their own students whom they have been teaching are called as teacher made tests. These tests are not standardized and are prepared for a small number of students, generally for a section or a class or a school.

Standardized tests or tool

A standardized test is a test, which is developed in such a way that it reaches up to a specific level of quality or standardization. The test is standardized with respect to the form and construction, administration procedure and test norms. It is a kind of test, which is standardized in terms of its development, administration, scoring and interpretation. The test is standardized to bring objectivity, reliability, validity and to have all the other characteristics of a good test. Standardized tests have a manual with it, which instructs and guides its users regarding its administration, scoring and interpretation. The following are some of the important definitions of standardized tests to clarify the concept of standardized test or tool of measurement and evaluation. According to C. V. Good, 'a standardized test is that for which content has been selected and checked empirically, for which norms have been established, for which uniform methods of administration and scoring have been developed and which may be scored with a relatively high degree of objectivity.'

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According to L. J. Cronbach, ‘a standardized test is one in which the procedure, apparatus and scoring have been fixed so that precisely the same test can be given at different times and places.’

The most important benefits of a standardized test are that it minimizes or reduces four types of errors. These are personal error, variable error, constant error and interpretive error.

Characteristics of standardized tests

Following are the important characteristics of a standardized test:

- It has norms, which contains everything about the test, starting from its preparation to its scoring and interpretation. Norms of the test describe every aspect of the test in detail so that any user can use it properly by using the norms of the test.
- It has norms developed for transferring raw score to a standard score.
- Instruction for administration of the test is pre-determined and fixed.
- Duration of the test is fixed.
- The test is standardized on a suitable sample size selected from a well-defined population.
- It has high reliability and validity.
- The test has high objectivity.
- Answer key and scoring procedure of the test is fixed and is predetermined.
- Test manual is properly developed.
- The errors in the standardized tests are minimized or reduced.

16.3.2 Criterion-Referenced vs. Norm-Referenced Tests**Norm-referenced Tests**

To understand non-referenced type of evaluation, we have to first learn about the term ‘norm’. The term ‘norm’ has two meanings. One is the established or approved set of behaviour or conduct to be followed or displayed by all members of a family or society or any organization. It is the established customs of the society which most of the people follow without question. The other meaning of the term, which is meaningful for us here, is the average performance of the group.

Example: A group of students are tested for the awareness towards environmental pollution through a written test. The test consists of 50 objective type questions of one mark each. There was no negative marking in the test. The full mark of the test is obviously 50. After the conduction of the test, it is marked by the examiner. There are 150 students in the group. Marks of all students are added and the additive marks are divided by 150 to find the average performance of the group. Suppose it is found to be 30, so 30 marks is the average obtained by the whole group in which some achieve 49 out of 50 and some other achieve very less, say 12 out of 50. The 30 mark, i.e., the

average of the group is said to be the norm of this group. Now, the evaluation of all 150 students is done considering this 30 (the norm) as a point of reference. All students who have got marks above 30 are considered as above average, all those who have achieved below 30 are considered as below average and all those who have achieved just 30 are supposed as average. There is no pass or fail in this type of evaluation as there is set marks for passing the test. This type of evaluation is called as norm-referenced evaluation and the test is considered as norm-referenced test.

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Criterion-referenced evaluation

The type of evaluation in which the performance of the testees are evaluated with reference to some predetermined criteria is called as criterion-referenced evaluation. No weightage is given to norm or average performance of the group in this evaluation. All decisions, such as pass or fail, distinction, excellent, etc., are taken with reference to criteria set out in advance.

In the preceding example, if some criteria is set before the test with reference to which the performance of each students will be evaluated, it will become criterion referenced devaluation. Suppose the following criteria are finalized for this test:

Pass marks: 40 %

Distinction: 80%

In the test discussed above, all those students who get 20 or more than 20 (40%) are declared as pass. All those students who score less than 20 are declared as fail. All those who get 40 or more (80%) are declared as distinction. If any prize is given to those who score at least 90%, then only the students who will get 45 or more will get the prize. As all decisions are taken on the basis of some criteria, this evaluation is called as criterion-referenced evaluation. Let us now look at how a creterion-referenced evaluation can be constructed.

16.3.3 Oral and Written Test

A student's knowledge is evaluated by means of oral and written test. It is an important aspect of the process of education. Oral tests are the oldest form of assessment. The candidate gives spoken responses to questions from the examiner. Preference is usually given to written tests. However, written tests do not always provide correct evaluation of students' knowledge when it comes to theoretical subjects.

16.4 ACHIEVEMENT TEST

An achievement test is an instrument designed to measure the relative achievement of students. It is an indispensable instrument in the teaching-learning process. The following definitions given by experts enable us to have a comprehensive view of an achievement test. According to Gronland, achievement test is 'a systematic procedure for determining how much a student has learned through instruction'. According to Popham, 'the achievement test focuses upon an examinee's attainments at a given point in time'.

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This most common technique for measuring cognitive development is supposed to yield the intended evidences about students' learning and indirectly the instructional effectiveness. Since most of the judgments about the students' achievement and teaching effectiveness are based on the evidences gathered, it is necessary that the question papers are designed well and prepared scientifically. For this, it is necessary that teachers in general and paper-setters in particular are thoroughly made conversant with the following concepts and steps for developing a good question paper (achievement test):

- (i) Knowledge of criteria of a good achievement test
- (ii) Preparation of design of question paper
- (iii) Development of blueprint based on the design provided or developed
- (iv) Framing of different types of questions in accordance with the blueprint
- (v) Development of key, model answers and marking schemes
- (vi) Consolidation of questions and formatting of question papers
- (vii) Preparation of question-wise analysis
- (viii) Final editing and review of the question paper
- (ix) Moderating of the question paper

Practical uses of achievement tests

Achievement tests can be used for various purposes in the teaching–learning process. The value of such tests is directly proportional to the extent to which the results from its use are translated into improved instructional, guidance and administrative practices in the school. The instructional uses of achievement tests are:

- For class analysis and diagnosis
- For individual pupil diagnosis
- Guidance use of achievement tests
- Alternative uses
- Administrative uses
- Aid to the parents

We know that the three basic criteria of a good question paper are:

(i) validity, (ii) reliability, and (iii) usability or practicability that makes a question paper good. Evidences collected are to be judged against these criteria, which the paper-setter must understand.

16.5 DEVELOPMENT OF BLUEPRINT

The construction of an Achievement Test is part and parcel of evaluation in schools. To find out the progress made by the students, an achievement test is administered which would indicate the extent to which the student has internalized the learning material. A test that assesses achievement in any subject with respect to a set of

predetermined objectives is known as an Achievement Test. The steps involved in the construction of an achievement test are as follows:

- (i) Planning for the Test
- (ii) Planning and preparation of a design for the test
- (iii) Construction of the Blue Print
- (iv) Writing of items
- (v) Preparing the Scoring Key and the corresponding Marking Scheme
- (vi) Question wise Analysis

A test needs to be well planned and systematic in order to serve the purpose for which it is made. The teacher plans the test keeping in mind the anticipated instructional objectives, the outcome to be realized after teaching the subject, the time required and maximum marks. Understanding the scope of the test, a design is developed with the weightage to be given to the Objectives, Content, Forms of Questions and Difficulty Level.

The Weightage to the Objectives, Content, Forms of Questions and Difficulty Level as suggested in the design is consolidated into a single table known as Blue Print. It is a three dimensional chart that indicates the distribution of questions Objective- wise, Content –wise and Form- wise.

A specimen for a Blue Print is given below:

Blue Print

Bachelor of Education (B.Ed.)

Subject: Community Education

Max. Marks: 70 Time: 3Hrs.

Unit ↓	Objectives → Form of Questions →	Knowledge			Understanding			Application			Total	
		MCQ	SAQ	LAQ	MCQ	SAQ	LAQ	MCQ	SAQ	LAQ		
		Unit 1	1(2)			2(4)	2(10)					1(10)
Unit 2	1(2)	1(5)		1(2)	1(5)			3(6)	2(10)		9(30)	
Unit 3	1(2)			1(2)						1(10)	3(14)	
											18(70)	
TOTAL		4(11)			7(23)			7(36)				

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MCQ - Multiple Choice Questions

SAQ – Short Answer Questions

LAQ – Long Answer Questions

Number outside the bracket shows total number of questions

Number inside the bracket shows total marks

Blue Print clearly indicates the number of questions to be written from each unit, form of questions and objectives. Blue print helps a paper setter to precisely write the items for the test. The difficulty level has to be considered while writing the items. The Paper setter needs to have mastery of the subject and techniques of constructing each type of test item. A Question Bank with well-prepared items would help the paper setter to choose the required number of items for the test.

Preparation of Scoring Key and Marking Scheme should be made along with question paper and it should be done in tune with a pre-designed scheme of evaluation to maintain Objectivity. Scoring Key is for Objective Type Questions and Marking Scheme is for Short Answer and Essay Type Questions. Value points are listed and mark is fixed for each value point as part of marking scheme. Finally, a question-wise analysis in terms of content, objectives, form of question and difficulty level is prepared so that all irrelevant details or ambiguities can be avoided.

Check Your Progress

4. What are the benefits of a standardized test?
5. What are criterion-referenced evaluation?
6. What is an achievement test?
7. What are the steps involved in the construction of an achievement test?

16.6 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The validity of a test is determined by measuring the extent to which it matches with a given criterion.
2. The term ‘concurrent validity’ is used to refer the process of validating a new test by correlating it with some available source of information which might have been obtained shortly before or shortly after the new test is given. Concurrent validity indicates to which extent the test scores correspond to already accepted measures of performance (or status made at the same time).
3. The characteristics of reliability are as follows:
 - It refers to the degree to which a measuring tool yields consistent results upon testing and retesting.
 - It indicates the level to which a test is internally consistent, i.e., how accurately the test is measuring.

4. The most important benefits of a standardized test are that it minimizes or reduces four types of errors. These are personal error, variable error, constant error and interpretive error.
5. The type of evaluation in which the performance of the testees are evaluated with reference to some predetermined criteria is called as criterion-referenced evaluation. No weightage is given to norm or average performance of the group in this evaluation.
6. An achievement test is an instrument designed to measure the relative achievement of students. According to Gronland, achievement test is ‘a systematic procedure for determining how much a student has learned through instruction’.
7. The steps involved in the construction of an achievement test are as follows:
 - Planning for the Test
 - Planning and preparation of a design for the test
 - Construction of the Blue Print
 - Writing of items
 - Preparing the Scoring Key and the corresponding Marking Scheme
 - Question wise Analysis

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16.7 SUMMARY

- An educational test is not just a test that measures achievement in subjects of study, but is also a psychological test that leads to the overall development of a student. According to American psychologist Anne Anatasi, ‘Psychological test is essentially an objective and standardized measure of a sample of behaviours.’
- The validity of a test is determined by measuring the extent to which it matches with a given criterion. There are different ways of calculating the validity of a test based on the objectives with which we validate the test. The six types of validity are face validity, content validity, concurrent validity, construct validity, predictive validity, and criterion validity.
- Reliability refers to the consistency of measurement, which is how stable test scores or other assessment results are from one measurement to another. It means the extent to which a measuring device yields consistent results upon testing and retesting. The reliability of a test refers to the degree to which the test results obtained are free from error of measurement or chance errors.
- Objectivity is an important characteristic of a good test. Without objectivity, the reliability and validity of a test is a matter of question. It is a pre-requisite

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for both validity and reliability. Objectivity of a test indicates two things: item objectivity and scoring objectivity.

- Usability testing refers to evaluating a product or service by testing it with representative users. Typically, during a test, participants will try to complete typical tasks while observers watch, listen and takes notes. The goal is to identify any usability problems, collect qualitative and quantitative data and determine the participant's satisfaction with the product. To run an effective usability test, one needs to develop a solid test plan, recruit participants, and then analyse and report the findings.
- Tools or question papers prepared by the teachers to evaluate their own students whom they have been teaching are called as teacher made tests. These tests are not standardized and are prepared for a small number of students, generally for a section or a class or a school.
- A standardized test is a test, which is developed in such a way that it reaches up to a specific level of quality or standardization. The test is standardized with respect to the form and construction, administration procedure and test norms. It is a kind of test, which is standardized in terms of its development, administration, scoring and interpretation. The test is standardized to bring objectivity, reliability, validity and to have all the other characteristics of a good test.
- In norm-referenced evaluation, there is no pass or fail as there is set marks for passing the test.
- The type of evaluation in which the performance of the testees are evaluated with reference to some predetermined criteria is called as criterion-referenced evaluation. No weightage is given to norm or average performance of the group in this evaluation.
- An achievement test is an instrument designed to measure the relative achievement of students. It is an indispensable instrument in the teaching-learning process.
- Achievement tests can be used for various purposes in the teaching-learning process. The value of such tests is directly proportional to the extent to which the results from its use are translated into improved instructional, guidance and administrative practices in the school.
- Blue Print clearly indicates the number of questions to be written from each unit, form of questions and objectives. Blue print helps a paper setter to precisely write the items for the test. The difficulty level has to be considered while writing the items. The Paper setter needs to have mastery of the subject and techniques of constructing each type of test item. A Question Bank with well - prepared items would help the paper setter to choose the required number of items for the test.

16.8 KEY TERMS

- **Reliability:** It refers to the consistency of measurement, which is how stable test scores or other assessment results are from one measurement to another. It means the extent to which a measuring device yields consistent results upon testing and retesting.
- **Standardized test:** It is a test, which is developed in such a way that it reaches up to a specific level of quality or standardization. The test is standardized with respect to the form and construction, administration procedure and test norms.
- **Achievement test:** It is an instrument designed to measure the relative achievement of students. According to Gronland, achievement test is ‘a systematic procedure for determining how much a student has learned through instruction’.

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16.9 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is psychological test?
2. What are the aspects which affect the characteristics of a good test?
3. What are the characteristics of validity?
4. Write a short note on standardized test.
5. What are the instructional uses of achievement tests?

Long-Answer Questions

1. Discuss in detail the six types of validity.
2. Explain the factors affecting the reliability of a test.
3. Discuss the importance of preparing a blue print for achievement test.

16.10 FURTHER READING

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Bhatia, C.M. 1951. *The Standardisation and Use of Performance Tests of Intelligence Under Indian Conditions, Including Illiterates*. Edinburgh. University of Edinburgh.