

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

Chennai-600 097

Course Material for B.Ed (First Year)

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Course 7a: Pedagogy of English (Part –I Methodology)

Prepared by

Unit I Aims And Objectives Of Teaching English

Dr.L.George Stephen Assistant Professor

Unit II Planning for Instruction

Mr.S.Balamurugan, Assistant Professor

Unit III Practising the skills in teaching English

Mr.S.Balamurugan, Assistant Professor

Unit IV Teaching and Testing Language skills

Dr.L.George Stephen Assistant Professor

Unit V Methods of teaching English

Mrs.T.M.Gnanasoundari Assistant Professor

Unit VI Testing and evaluation in English

Mrs.T.M.Gnanasoundari Assistant Professor

Tamil Nadu Teachers Education University

Chennai-600 097

UNIT: I AIMS AND OBJECTIVES OF TEACHING ENGLISH

Objectives: the students will be able to

1. Understand the aims and objectives of teaching English
2. Understand the rationale for learning English
3. Comprehend the importance of four language skills
4. Learn the significance of spoken skill

THE IMPORTANCE OF ENGLISH IN INDIA

Introduction

English has been playing an important role both in our educational system and in our national life. English was supreme during the pre-dependent India. It was the language of administration, a compulsory subject in schools and colleges. English still occupies an important place in our educational system and life of our country.

Importance of English language in India

1. As an official language of administration

English has been the official language of the country for more than 300 years. All the administrative works are done in English throughout the country.

2. As a language of the court

English still continues to be the language of the courts in India. So far, there is no other suitable language for legal transaction, not only at the Supreme court but also at the High courts.

3. As a language of International trade and industry

English dominates in the fields of trade and industry in India, because most works in these fields are carried in English.

4. As a window on the modern world

Jawaharlal Nehru, the former Prime Minister of India has rightly said, “English is our major window on the modern World”. English is a window through which we can see the scientific, technological, agricultural and commercial development taking place in the world. English is the only language through which we have distilled the essence of modern knowledge in all fields of human activity.

5. As a library language

English is the key to the store-house of scientific, technological and computer knowledge. Most of this knowledge is not yet available in Indian languages. It is in this context that the role of English as a library language becomes important in India.

6. On the Internet

English is the only language which dominates on the Internet. Websites are created mostly in English. People send emails using the Internet. Facebook is used in English for most social interactions in the world.

Conclusion

From the above we come to know the significance of English in India. English plays a role of paramount importance in the country’s national life as well as educational system.

Rationale for learning English

Students often choose to study a language to which they have an existing cultural, family, or community connection. But there are many other possible reasons. For example, students might be interested in:

- travelling to other countries and learning about other cultures
- learning about celebrations, festivals, and cuisines of other cultures
- exploring and enjoying films, fashion, music and the popular culture of another country
- Learning more about how languages work
- communicating with friends from around the world via social networking opportunities
- Participating in cultural and sports exchanges.

Learning a second language can bring a great deal of personal satisfaction and pleasure. It can also open up a much broader range of future work opportunities by:

- making it easier to work, travel, and study in other countries
- developing the skills to work across cultures
- providing access to a wider range of ideas and knowledge
- Generally strengthening literacy skills.

Learn more about yourself, and your own culture, too

Learning a second language is not just about opening up opportunities for work and travel – it is likely to prove a journey of personal discovery. Experience of other cultures can help us understand and appreciate our own.

In the broad picture, young people who learn a second language acquire knowledge, skills, and understandings that are important for the social, cultural, economic, and environmental well-being.

Some more reasons for learning English

- English offers the freedom to explore.
- English fosters creativity
- English enables learning
- English develops thinking
- English promotes participation

FOUR AIMS OF TEACHING ENGLISH

The following are the four general aims of teaching English:

1. To enable the students to understand English when spoken.
2. To enable them to speak English.
3. To enable them to read English.
4. To enable them to write English.

These aims correspond to the four language skills or abilities viz. listening, speaking, reading and writing. Listening and reading are passive or receptive skills, whereas speaking and writing are active or productive skill. It is easier to learn receptive than productive skills.

OBJECTIVES OF TEACHING ENGLISH

Importance of Aims

Aims are the direct outcome of the purposes for which language is taught. Without aims we are like the traveler who does not know his destination or even the direction in which he is going. Rightly has P.Gurrey observed, “In teaching, it is highly desirable to know exactly what one is hoping to achieve, as it is in all great undertaking.

The aims may also be classified as those of ‘reception’ and expression’. Reception means understanding spoken and written English. Expression means speaking and writing English.

The aims of teaching English have been interpreted in terms of mastery over words and structures.

The study Group of Teaching of English (1971) recommended the following class-wise division of the syllabus or the level of attainment to be reached in each class in terms of the structures or teaching points (mentioned here as points only) and vocabulary items.

Class VI : Points 1 to 50 : 300 words for active use.

Class VII : Points 51 to 100 : 300 new words for active use.

Class VIII : Points 101 to 170 : 300 words for active use; 200 new words for passive use.

Class IX : Points 171 to 200: 300 New words for active use; 300 new words for passive use.

Class X : Points 221 to 280 : 300 new words for active use; 300 new words for passive use.

By the end of class X, students will have acquired command of the structural basis of English; so in class XI the language learnt so far will be consolidated and extended through suitable texts.

GENERAL PRINCIPLES OF LANGUAGE TEACHING

1. Speech before writing

Listening and speaking should be taught first, reading and writing next.

2. Basic Sentences

The teacher should help the students memorize basic conversational sentences as accurately as possible. Short statements and patterns must be taught earlier. Conversational dialogues are preferable to poetry or prose. So, the language teacher should help his students acquire mastery over certain basic sentences in English language.

3. Pattern as Habits

The language teacher should establish the patterns as habits through pattern practice. Knowing words, Individual sentences, and rules of grammar alone does not lead to language mastery. The students must learn to use them.

4. Sound system for use

The language teacher must teach the sound system structurally for use by demonstration, imitation, props, contrast and practice. To help students increase facility and fluency, practice becomes indispensable.

5. Vocabulary control

The language teacher should keep the vocabulary load to a minimum, while the students are mastering the sound system and the grammatical pattern.

6. Writing a representation by speech

Reading and writing should be taught on the basis of the language units and patterns that the students already know. Teacher should understand that teaching reading and writing are distinct from teaching speech.

7. Practice

Practice increases the amount of learning. So, the students must be engaged in practice in most of Learning time.

8. Shaping of responses

When a student gives a partial or incorrect response, the teacher can help the student give a full response by the methods of partial practice (breaking the response into a smaller parts) and props (giving hints).

9. Immediate Reinforcement

While teaching, the student should know immediately the correctness or incorrectness of his response. This improves learning of languages.

10. Content

The meaning of the content of the second language should be taught as it has develop in culture where the language is spoken natively.

11. Teaching for learning outcome

The teacher must teach primarily to produce learning outcome rather than to please or entertain.

PSYCHOLOGICAL PRINCIPLES OF TEACHING ENGLISH

The following are the important principles of language learning and teaching

Importance of habit formation

Learning a language is an art and not a science. The basis of art is practice, the basis of science is knowledge. An art like dancing and painting cannot be required without constant practice. The same is true of language learning.

We know that a child learns his mother tongue through repetition and practice. The second or the foreign language has to be learnt in the same manner. As Palmer says, “Language learning is essentially a habit.”

Importance of oral work

Modern techniques of teaching emphasize the importance of oral work. It is because of the following.

(i) When a person learns his mother tongue, he masters speech first.

Likewise, in learning a second language, a pupil should start with speech, and then learn reading and writing.

(ii) Language is primarily a spoken thing, the written representation is secondary. Even the illiterate people know their language although they cannot read or write it.

(iii) Oral practice is the quickest way of getting started because the pupil has simply to imitate the utterances of others. The learner gets a sense of achievement which is an incentive for further progress.

Situational approach to language teaching

A child learns his mother tongue in situations. Likewise, he should learn a foreign language too in situations. The teacher should create appropriate situations to teach the language. For example, while teaching certain words like box, watch, mango, etc. the teacher may show the objects to the students. He may use pictures for animals like elephant, camel etc. He may draw match – stick figures on blackboard to how certain items like bucket, basket, bird, etc. The teacher may perform certain actions like walking, jumping, shutting to door, etc. to teach these verbs.

The teacher should follow the same approach in teaching sentence patterns. For example, to teach the use of the present perfect tense, the teacher writes his name on the blackboard. When he has done so he says, “I have written my name on the blackboard.” Examples may be multiplied.

Selection and gradation of language material

We cannot teach the entire system of language whatever the number of years devoted to it is study. This necessitates the importance of selection and gradation of language material, that is, vocabulary and structures.

Natural process of learning

We should follow the natural process of learning the language. Let us examine how the child learns his mother tongue. He listens to the language. Then he learns how to speak language. It is much later that the learns how to read or write the language.

Follow the multi-skill approach

Language learning consists in mastering the four basic skills, viz. listening, speaking, reading and writing. The teacher has to ensure that all these skills are properly developed. No skill should be developed at the cost of others. Some teachers are in the habit of stressing speaking and ignore reading and writing. There are others who emphasis reading but ignore speaking and writing. The teacher must see that all these skills are properly develop.

The Relationship between Language & Culture and the Implications for Language Teaching

Culture refers to the total life system of a particular community race or a human race. Culture involves thoughts ,beliefs ,traditions, language and values of people belonging to a community.

The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties. Different ideas stem from differing language use within one's culture and the whole intertwining of these relationships start at one's birth.

When an infant is born, it is not unlike any other infant born, in fact, quite similar. It is not until the child is exposed to their surroundings that they become individuals in and of their cultural group. This idea, which describes all people as similar at birth, has been around for thousands of years and was discussed by Confucius as recorded in the book by his followers, *Analects* (Xu, 1997). From birth, the child's life, opinions, and language are shaped by what it comes in contact with. Brooks (1968) argues that physically and mentally everyone is the same, while the interactions between persons or groups vary widely from place to place.

Hantrais (1989) puts forth the idea that culture is the beliefs and practices governing the life of a society for which a particular language is the vehicle of expression. Therefore, everyone's views are dependent on the culture which has influenced them, as well as being described using the language which has been shaped by that culture. The understanding of a culture and its people can be enhanced by the knowledge of their language.

The implications of language being completely entwined in culture, in regards for language teaching and language policy are far reaching. Language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles, and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices. Language policy must be used to create awareness and understandings of cultural differences, and written to incorporate the cultural values of those being taught.

Questions for discussion and reflections.

1. What are the aims of teaching English?
2. Write a note on situational approach.
3. Write briefly about oral work.
4. What is the relationship between culture and language?

UNIT – II: PLANNING FOR INSTRUCTION

Objectives:

After completion of this unit, the learners will be able:

1. To get knowledge about the instructional objectives with reference to Bloom's taxonomy.
2. To acquaint with designing of lesson plan
3. To familiarize with the steps involved in writing a lesson plan.
4. To hand on writing a model lesson plan.

Introduction

This unit speaks about instructional objectives and its types in addition with, the designing of lesson plan and its framework with reference to bloom's taxonomy in detail and makes platform for further discussion and reflection in this regard.

I – INSTRUCTIONAL OBJECTIVES

Writing Instructional Objectives and Goals

What is a Goal?

Goals are broad, generalized statements about what is to be learned. Think of them as a target to be reached, or "hit."

What is an Objective?

- Objectives are the foundation upon which you can build lessons and assessments that you can prove meet your overall course or lesson goals.
- Think of objectives as tools you use to make sure you reach your goals. They are the arrows you shoot towards your target (goal).

Are Goals or Objectives Really That Important?

The purpose of objectives is not to restrict spontaneity or constrain the vision of education in the discipline, but to ensure that learning is focused clearly enough that both students and teacher know what is going on, and so learning can be objectively measured. Different archers have different styles, so do different teachers. Thus, you can shoot your arrows (objectives) many ways. The important thing is that they reach your target (goals) and score that bull's eye!

Thus, stating clear course objectives is important because:

- They provide you with a solid foundation for designing relevant activities and assessment.

Activities, assessment and grading should be based on

- As you develop a learning object, course, a lesson or a learning activity, you have to determine what you want the students to learn and how you will know that they learned. Instructional objectives, also called behavioral objectives or learning objectives, are a requirements for high quality development of instruction.
- They help you identify critical and noncritical instructional elements.
- They help remove your subjectivity from the instruction.
- They help you design a series of interrelated instructional topics.
- Students will better understand expectations and the link between expectations, teaching and grading.

Most people would agree that the goal of education is learning. Most would also agree that education is likely to be more effective if educators are clear about what it is that they want the learners to learn. Finally, most would agree that if teachers have a clear idea about what learners are expected to learn, they can more easily and more accurately determine how well students have learned.

Let's look into instructional objectives, because instructional objectives specify exactly what is supposed to be learned, they are helpful to the teacher as well as the learner throughout the learning process and are invaluable in the evaluation process.

Instructional objectives (also known as *behavioral objectives* or *learning objectives*) are basically statements which clearly describe an anticipated learning outcome. When objectives were first coming into their own in education, they almost always began with the phrase: "Upon completion of this lesson, the student should be able to...." This phrase focused on the outcome of learning rather than on the learning process. In fact, one of the criteria for a well-written objective is that it describe the outcome of learning, that is, what the learners can do after learning has occurred that they might not have been able to do before the teaching and learning process began.

Characteristics of a Well-Written Objective

A well-written objective should meet the following criteria: 1. describe a learning outcome, 2. be student oriented, and 3. be observable (or describe an observable product).

A well-written objective should describe a learning outcome (e.g., to correctly spell the spelling words on page seventeen). It should not describe a learning activity (e.g., to practice the

words on page seventeen by writing each one ten times). Learning activities are important in planning and guiding instruction but they are not to be confused with instructional objectives.

A student-oriented objective focuses on the learner, not on the teacher. It describes what the learner will be expected to be able to do. It should not describe a teacher activity (e.g., to go over the words on page seventeen with the students, explaining their meaning and telling them how the words are pronounced). It may be helpful to both the teacher and the student to know what the teacher is going to do but teacher activities are also not to be confused with instructional objectives.

If an instructional objective is not observable (or does not describe an observable product), it leads to unclear expectations and it will be difficult to determine whether or not it had been reached. The key to writing observable objectives is to use verbs that are observable and lead to a well-defined product of the action implied by that verb. Verbs such as "to know," "to understand," "to enjoy," "to appreciate," "to realize," and "to value" are vague and not observable. Verbs such as "to identify," "to list," "to select," "to compute," "to predict," and "to analyze" are explicit and describe observable actions or actions that lead to observable products.

There are many skills that cannot be directly observed. The thinking processes of a student as she tries to solve a math problem cannot be easily observed. However, one can look at the answers she comes up with and determine if they are correct. It is also possible to look at the steps a student takes to arrive at an answer if they are written down (thus displaying his thinking process). There are many end products that also can be observed (e.g., an oil painting, a prose paragraph, a 3-dimensional map, or an outline.)

Characteristics of a Useful Objective

To be useful for instruction, an objective must not only be well written but it also must meet the following criteria: (1) be sequentially appropriate; (2) be attainable within a reasonable amount of time; (3) be developmentally appropriate.

For an objective to be sequentially appropriate it must occur in an appropriate place in the instructional sequence. All prerequisite objectives must already have been attained. Nothing thwarts the learning process more than having learners trying to accomplish an objective before they have learned the necessary prerequisites. This is why continuous assessment of student progress is so important.

A useful objective is attainable within a reasonable time. If an instructional objective takes students an inordinately long time to accomplish, it is either sequentially inappropriate or it is too broad, relying on the accomplishment of several outcomes or skills rather than a single outcome or skill. An objective should set expectations for a single learning outcome and not a cluster of them.

Developmentally appropriate objectives set expectations for students that are well within their level of intellectual, social, language, or moral development. Teachers, parents, and others who are working with preschool or elementary school children should be especially aware of the developmental stages of the children they are working with. No author or researcher has more clearly defined the stages of intellectual development than Jean Piaget. Familiarity with his work as well as with the work of other child development specialists (e.g., Lev Vygotsky's language development, Lawrence Kohlberg's moral development and Erik Erikson's social development) should produce better instructional objectives.

Kinds of Instructional Objectives

Instructional objectives are often classified according to the kind or level of learning that is required in order to reach them. There are numerous taxonomies of instructional objectives; the most common taxonomy was developed by Benjamin Bloom and his colleagues. The first level of the taxonomy divides objectives into three categories: cognitive, affective, and psychomotor. Simply put, cognitive objectives focus on the mind; affective objectives focus on emotions or affect; and psychomotor objectives focus on the body.

Cognitive objectives call for outcomes of mental activity such as memorizing, reading, problem solving, analyzing, synthesizing, and drawing conclusions. Bloom and others further categorize cognitive objectives into various levels from the simplest cognitive tasks to the most complex cognitive task. These categories can be helpful when trying to order objectives so they are sequentially appropriate. This helps to insure that prerequisite outcomes are accomplished first.

Affective objectives focus on emotions. Whenever a person seeks to learn to react in an appropriate way emotionally, there is some thinking going on. What distinguishes affective objectives from cognitive objectives is the fact that the goal of affective objectives is some kind of affective behavior or the product of an affect (e.g., an attitude). The goal of cognitive objectives, on the other hand, is some kind of cognitive response or the product of a cognitive response (e.g., a problem solved).

Psychomotor objectives focus on the body and the goal of these objectives is the control or manipulation of the muscular skeletal system or some part of it (e.g., dancing, writing, tumbling, passing a ball, and drawing). All skills requiring fine or gross motor coordination fall into the psychomotor category. To learn a motor skill requires some cognition. However, the ultimate goal is not the cognitive aspects of the skill such as memorizing the steps to take. The ultimate goal is the control of muscles or muscle groups.

The Role of Objectives in Teaching and Testing

Objectives can be helpful in instructional planning, during the teaching/learning process, and when assessing student progress. Instructional objectives are often either ignored (by both teachers and students) or are, at best, occasionally referred to. However, it can be argued that instructional objectives should guide the teaching and learning process from beginning to end.

Most lesson plan forms include a place for the objectives of the lesson to be recorded. However, to write an objective down and then to plan the lesson around the topic of the lesson rather than around the learning outcomes to be reached is missing the point. There is good evidence in the human learning literature that different kinds of outcomes are learned differently. Robert Gagne was one of the first researchers to articulate this; it follows from his research that instructional planning must take into account the kind of learning the students will be engaged in as they seek to reach an objective. Effective teachers learn to categorize their instructional objectives and then develop the teaching and learning activities that will help students do the kind of thinking required for that kind of learning.

II – DESIGNING OF LESSON PLAN

Lesson Plan: A lesson plan is a teacher's detailed description of the course of instruction, or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students.

Importance of Lesson Plan

Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context. It is a time when we envision the learning we want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality.

There are a number of benefits to writing a lesson plan. First, lesson planning produces more unified lessons (Jensen, 2001). It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Because the teacher has considered these connections and can now make the connections explicit to learners, the lesson will be more meaningful to them.

The lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught (Reed & Michaud, 2010). If a teacher has to teach, for example, a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. Similarly, if a teacher is not sure how to pronounce a new vocabulary word, this can be remedied during the lesson planning process. The opportunity that lesson planning presents to evaluate one's own knowledge is particularly advantageous for teachers of English for specific purposes, because these teachers have to be not only language experts, but also familiar with different disciplines like business, engineering, or law - fields that use language in specialized ways.

A teacher with a plan, then, is a more confident teacher (Jensen, 2001). The teacher is clear on what needs to be done, how, and when. The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning.

Some teachers feel that lesson planning takes too much time. Yet lesson plans can be used again, in whole or in part, in other lessons months or years in the future (Jensen, 2001). Many teachers keep files of previous lessons they have taught, which they then draw on to facilitate planning for their current classes. In other words, lesson planning now can save time later.

Lesson plans can be useful for other people as well (Jensen, 2001). Substitute teachers face the challenge of teaching another teacher's class and appreciate receiving a detailed lesson plan to follow. Knowing that the substitute is following the plan also gives the regular classroom teacher confidence that the class time is being used productively in his or her absence. In addition, lesson plans can also document for administrators the instruction that is occurring.

done in class two weeks ago, the teacher only has to refer to that day's lesson plan. Finally, lesson plans can serve as evidence of a teacher's professional performance. Teachers are sometimes asked to include lesson plans, along with other materials, as part of a portfolio to support their annual performance evaluation. Teachers applying for new jobs might be asked to submit lesson plans as part of their job application so that employers can get a sense of their organizational skills and teaching style.

Elements of Designing a Lesson Plan

The followings are the components of designing a lesson plan,

- 1) **Anticipatory Set** - A short activity, dispatch or prompt that focuses the students' attention and ties previous lessons to today's lesson.
- 2) **Purpose** - An explanation of the importance of this lesson and a statement concerning what students will be able to do when they have completed it.
- 3) **Input** - The vocabulary, skills, and concepts to be learned.
- 4) **Modeling** - The teacher demonstrates what is to be learned.
- 5) **Guided Practice** - The teacher leads the students through the steps necessary to perform the skill using multiple modalities.
- 6) **Checking for Understanding** - The teacher uses a variety of questioning strategies to determine if the students are understanding.
- 7) **Independent Practice** - The teacher releases students to practice on their own.
- 8) **Closure** - A review or wrap-up of the lesson.

Lesson Design Framework

This framework is designed to help you in the construction of your lesson plans and in your preparation for the Teacher Performance Assessment (TPA). This Lesson Design Framework is structured around a series of questions. Although you might not need to respond to each one of the questions as you design your lessons, it is recommended that you consider as many of them as you think are appropriate, practical, and essential for your lesson. You do need to include the basic structures of the lesson in the lesson plan frame. If you are teaching the lesson in a classroom, you would also need to complete the analysis of student work and the reflective commentary in the lesson plan frame.

Context for Learning: Attention to students' backgrounds, interests, and needs.

- How many students will you be teaching? How many males? Females?
- What is the age range or grade level(s) of the students?
- What prior knowledge, skills, and academic background do students bring to the lesson? How do you know?
- What additional needs might students have (describe cultural or socio-economic groups whose unique needs should be considered and/or exceptional learning needs)?

Lesson Rationale:

- Why are you teaching this lesson?
- What requisite skills do students need in order to access the lesson & participate fully?
- How does this lesson fit in the curriculum?
- How does the lesson build on previous lessons or previous learning?

Content Standards (as appropriate):

- Cite the grade level and standards using the numbers as well as the text. Use only the relevant parts of the standard(s) to help focus your lesson planning.

Learning Objectives:

- What do you want students to think, know, understand and/or be able to do? Describe observable, measurable actions. The learning objectives should align with the content standards identified.

Academic Language:

- What key vocabulary (content-specific terms) do you need to teach and how will you teach students that vocabulary in the lesson?
- Academic language functions: What are students doing with language to express their developing understanding of the content you are teaching?
- What opportunities will you provide for students to practice the new language and develop fluency (written or oral)?

Assessment: Formative (Process):

- How will students demonstrate their understanding?
- Will you have more than one form of assessment for students with special needs?
- In what ways will you monitor student learning during the lesson and how might this guide your instruction?
- What specific actions do you expect to observe?
- What feedback will you provide? How will your feedback support students in meeting the goals of the lesson?

Summative (Product):

- What evidence of student learning will you collect?
- What are your evaluative criteria (or rubric) and how do they measure student proficiency for your objectives? Evaluative criteria are categories that you use to assess student learning
- Are your assessments aligned with your objectives?

Management and Safety Issues:

- Are there management and safety issues that need to be considered when teaching this lesson? What will you do to prepare your students for these issues?
- Accommodations/Adaptations:
- Who are the students in the class with learning challenges? What kinds of challenges (writing, reading, speaking, etc.)?
- What are appropriate accommodations or adaptations that can be made in instructional strategies, learning tasks, or assessments to support these learners during this lesson?

Instructional Materials:

- What materials will you need in order to teach this lesson?
- What materials will students need? Will you need modified materials (lower level or large print reading text, audio, etc.) for particular students?
- What technology can be utilized to support or enhance the lesson? Will any students need to use assistive technologies?

Instructional Strategies and Learning Tasks to Support Learning

- **Anticipatory Set: (Introduction of the topic: making connections)**
This means applying what you know about your students' academic and social development and cultural backgrounds to make the learning interesting, accessible and relevant.)
 - How will you engage your students?
 - How will you connect to your students' previous experiences?
 - How will you link this to their lives as students?
 - How will you communicate your learning goals/objectives or your expectations to the students?
- **Presentation/Explicit Instruction:**
 - How will you explicitly teach/model or demonstrate the skill/strategy/concept?
 - What questions might you pose to focus on the learning objectives for the lesson?

- How will you differentiate for students who do not have the pre-requisite skills or who already know the content and need more challenging work?

➤ **Structured Practice/Exploration:**

- What learning activities do you have planned?
- What kind of examples/samples will you provide for your students?
- What opportunities will you provide for students to practice this new skill/strategy?
- What questions might you pose to check for understanding?

➤ **Guided Practice/Feedback:**

- What additional opportunities will you provide for students to practice this new skill/strategy?
- What questions might you pose to push student thinking and check for understanding?
- What feedback do you plan to provide?

➤ **Independent Practice/Application:**

- What kind of opportunities will you provide students to apply this new learning and demonstrate mastery?

Closure

- How will the key points of the lesson be articulated?
- What questions or prompts will you use to elicit student articulation of their learning?
- How will students rethink and revise their understanding and work?

Analysis of Student Work

Choose three samples of student work representing the full range of student performance. At least one of these must be a student who represents a particular teaching challenge related to your expectations for this lesson/assignment.

- Did each student meet your learning objectives? If so, how did they meet the objectives?
- In what areas did students have difficulty?
- Were the adaptations/accommodations for the lesson appropriate? Why or why not?
- Was the assessment appropriate for all students? Why or why not?

Reflective Commentary (Derived from analysis of student work)

- To what extent did the whole class or group learn what you intended them to learn? Cite specific example and/or evidence.
- What did you learn about your students as learners?

- How well did your lesson support the diverse needs of your learners?
- Why do you believe your choice of technology was appropriate for this lesson/unit?
- What changes, if any, might you make in:
 - Planning
 - Management
 - Instruction
 - Assessment
- What have you learned about yourself as a teacher?
- What goals do you have for yourself as you plan future lessons?

III - BLOOM'S TAXONOMY LEARNING DOMAINS - DETAILED STRUCTURES

1. Bloom's taxonomy - Cognitive Domain - (Intellect - Knowledge - Think)

Bloom's Taxonomy 1956 Cognitive Domain is as follows. An adjusted model was produced by Anderson and Krathwohl in 2001 in which the levels five and six (synthesis and evaluation) were inverted (reference: Anderson & Krathwohl, A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, 2001). That is why we can see different versions of this Cognitive Domain model. Debate continues as to the order of levels five and six, which is interesting given that Bloom's Taxonomy states that the levels must be mastered in order.

In general opinion it's possible to argue either case (Synthesis then Evaluation, or vice-versa) depending on the circumstances and the precise criteria stated or represented in the levels concerned, plus the extent of 'creative thinking' and 'strategic authority' attributed to or expected at the 'Synthesis' level. In short - pick the order which suits your situation.

COGNITIVE DOMAIN				
Level	Category or 'Level'	Behaviour Descriptions	Examples of Activity to be Trained, or Demonstration and Evidence to be Measured	'Key Words' (verbs which describe the activity to be trained or measured at each level)

1	Knowledge	recall or recognise information	multiple-choice test, recount facts or statistics, recall a process, rules, definitions; quote law or procedure	arrange, define, describe, label, list, memorise, recognise, relate, reproduce, select, state
2	Comprehension	understand meaning, re-state data in one's own words, interpret, extrapolate, translate	explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to given problem, create examples or metaphors	explain, reiterate, reword, critique, classify, summarise, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorise, paraphrase, reference, example
3	Application	use or apply knowledge, put theory into practice, use knowledge in response to real circumstances	put a theory into practical effect, demonstrate, solve a problem, manage an activity	use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play
4	Analysis	interpret elements, organizational principles, structure, construction, internal relationships; quality, reliability of individual components	identify constituent parts and functions of a process or concept, or de-construct a methodology or process, making qualitative assessment of elements, relationships, values and effects; measure requirements or needs	analyse, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide

5	Synthesis (create/build)	develop new unique structures, systems, models, approaches, ideas; creative thinking, operations	develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches, write protocols or contingencies	develop, plan, build, create, design, organise, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify
6	Evaluation	assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgement relating to external criteria	review strategic options or plans in terms of efficacy, return on investment or cost-effectiveness, practicability; assess sustainability; perform a <u>SWOT</u> analysis in relation to alternatives; produce a financial justification for a proposition or venture, calculate the effects of a plan or strategy; perform a detailed and costed risk analysis with recommendations and justifications	review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage

2. Bloom's taxonomy - Affective Domain - (feeling, emotions - attitude - 'feel')

Bloom's Taxonomy second domain, the Affective Domain, was detailed by Bloom, Krathwohl and Masia in 1964 (Taxonomy of Educational Objectives: Volume II, The Affective Domain. Bloom, Krathwohl and Masia.) Bloom's theory advocates this structure and sequence for developing attitude - also now commonly expressed in the modern field of personal development as 'beliefs'. Again, as with the other domains, the Affective Domain detail provided

assessing and evaluating the effectiveness of training and lesson design and delivery, and also the retention by and affect upon the learner or trainee.

AFFECTIVE DOMAIN

Level	Category or 'Level'	Behaviour Descriptions	Examples of Experience, or Demonstration and Evidence to be Measured	'Key Words' (verbs which describe the activity to be trained or measured at each level)
1	Receive	open to experience, willing to hear	listen to teacher or trainer, take interest in session or learning experience, take notes, turn up, make time for learning experience, participate passively	ask, listen, focus, attend, take part, discuss, acknowledge, hear, be open to, retain, follow, concentrate, read, do, feel
2	Respond	react and participate actively	participate actively in group discussion, active participation in activity, interest in outcomes, enthusiasm for action, question and probe ideas, suggest interpretation	react, respond, seek clarification, interpret, clarify, provide other references and examples, contribute, question, present, cite, become animated or excited, help team, write, perform
3	Value	attach values and express personal opinions	decide worth and relevance of ideas, experiences; accept or commit to particular stance or action	argue, challenge, debate, refute, confront, justify, persuade, criticise,

4	Organise or Conceptualize values	reconcile internal conflicts; develop value system	qualify and quantify personal views, state personal position and reasons, state beliefs	build, develop, formulate, defend, modify, relate, prioritise, reconcile, contrast, arrange, compare
5	Internalize or characterise values	adopt belief system and philosophy	self-reliant; behave consistently with personal value set	act, display, influence, solve, practice,

3. Bloom's taxonomy - Psychomotor Domain - (physical - skills - 'do')

The Psychomotor Domain was ostensibly established to address skills development relating to manual tasks and physical movement, however it also concerns and covers modern day business and social skills such as communications and operation IT equipment, for example telephone and keyboard skills, or public speaking. Thus, 'motor' skills extend beyond the originally traditionally imagined manual and physical skills, so always consider using this domain, even if you think your environment is covered adequately by the Cognitive and Affective Domains. Whatever the training situation, it is likely that the Psychomotor Domain is significant. The Dave version of the Psychomotor Domain is featured most prominently here because in my view it is the most relevant and helpful for work- and life-related development, although the Psychomotor Domains suggested by Simpson and Harrow are more relevant and helpful for certain types of adult training and development, as well as the teaching and development of young people and children, so do explore them all. Each has its uses and advantages.

PSYCHOMOTOR DOMAIN (DAVE)				
Level	Category or 'Level'	Behaviour Descriptions	Examples of Activity or Demonstration and Evidence to be Measured	'Key Words' (verbs which describe the activity to be trained or measured at each level)

1	Imitation	copy action of another; observe and replicate	watch teacher or trainer and repeat action, process or activity	copy, follow, replicate, repeat, adhere
2	Manipulation	reproduce activity from instruction or memory	carry out task from written or verbal instruction	re-create, build, perform, execute, implement
3	Precision	execute skill reliably, independent of help	perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other learners	demonstrate, complete, show, perfect, calibrate, control,
4	Articulation	adapt and integrate expertise to satisfy a non-standard objective	relate and combine associated activities to develop methods to meet varying, novel requirements	construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master
5	Naturalization	automated, unconscious mastery of activity and related skills at strategic level	define aim, approach and strategy for use of activities to meet strategic need	design, specify, manage, invent, project-manage

III – FOUR-FOLD LESSON PLAN MODEL (Writing)

Name of the Student Teacher : **Subject** :

Class/Section : **Unit** :

Name of the School : **Date** :

Instructional Objectives :

Teaching Resource/Aids :

Pervious Knowledge Testing :

Content	Learning Behavioral Outcome	Learning Experiences	Evaluation

Home Assignment:

Signature of Student Teacher

Signature of Guide Teacher

Conclusion

Accordingly, this unit deals with the above stated points in detail and also prompts for further discussion and reflection regarding the writing of instructional objectives, designing of lesson plan and writing of a lesson plan with reference to bloom's taxonomy.

Questions for Discussion and Reflection

1. Analyze the instructional objectives with reference to bloom's.
2. Discuss the designing a lesson plan.
3. Write a model lesson plan for prose.

The next unit deals with practicing of skills in teaching English.

UNIT – III: PRACTICING THE SKILLS IN TEACHING OF ENGLISH

Objectives:

After completion of the unit, the learners will be able:

1. To acquaint with teaching of various skills in second language teaching-learning.
2. To hand on mini-teaching lesson plan writing.
3. To assimilate the teaching methods of prose, poetry, grammar and composition.
4. To obtain knowledge about vocabulary and its strategies to enrich their vocabulary.

Introduction

This unit deals with the importance and role of various skills along with its components in teaching of second language teaching-learning process. It also, additionally gives a cutting edge methods of teaching prose, poetry, grammar and composition. Furthermore, it explains how to write a mini-teaching lesson plan.

What is teaching?

Teaching is neither merely imparting knowledge to students, nor merely giving advice. The best approach to understanding the nature of teaching is establishing a harmonious relationship between teacher, student and subject. Teaching is the activity of facilitating learning. Effectiveness in teaching does not relate to teacher's age, sex, and teaching experience. One can become an effective teacher irrespective of his/her age, sex and experience.

What is learning?

Learning is defined as nothing but “Change in behaviour occurs by activity, training or experiences”. Learning happens while knowledge is generated in an environment, where interaction between teachers, students and content takes place in interactive ways. There is a famous saying:

I hear... I forget;

I see ... I remember;

I do ... I understand.

Research around the world also suggest:

We remember,

20% of what we hear;

30% of what we see;

50% of what we see and hear;

90% of what we see, hear & do.

Changes in Teacher Role

A shift from:

1. Knowledge transmitter, primary source of information, content expert, and source of all answers.
2. Teacher controls and directs all aspects of learning.

Changes in Student Role

A shift from:

1. Passive recipient of information.
2. Reproducing knowledge.
3. Learning as a solitary activity.

I - SKILL

Skill means ability to do something well or expertness.

Teaching Skills

Teaching skill is a set of teacher behaviors which are especially effective in bringing about the desired changes in pupils.

SKILL OF INTRODUCING A LESSON OR SET OF INDUCTION

Success of teaching a lesson depends on its introduction. The attention of the students towards learning the matter starts with the introduction of the lesson. In this the new knowledge may be properly linked with the existing knowledge of pupils. The introductory questions should be based on the previous knowledge related to the present content and the teacher has to proceed from known to unknown. The skill of introducing a lesson establishes rapport with the learners and facilitates concentration on his teaching. Effectiveness of introducing a lesson depends on the maximum use of previous knowledge and attention gaining of the learners, adopting appropriate devices, continuity, and relevant questions or statements pertaining to the content. Introducing a lesson significantly influences the learning of a new lesson. The various components of the skill involved in introduction of a lesson are,

- Use of previous knowledge (UPK)
- Preliminary attention gaining (PAG)
- Use of appropriate device (UAD)
- Arousing motivation (AM)
- Relevance and Continuity or Sequencing of questions and Statements (RC)
- Topic Declaration (TD)

Use of Previous Knowledge (UPK): Previous knowledge of students refers to the level of achievements from previous experiences. Testing the prev

teacher to establish integration between the preexisting knowledge of the student and the new knowledge that the teacher wants to impart. Through this skill, the teacher knows the status of motivation, intellectual abilities and sociocultural background of the student.

Preliminary Attention Gaining (PAG): In the beginning of a lesson, the students may not be in an attentive mood being mentally unprepared for learning. The teacher's duty is to create desire for learning among the students. The teacher attracts the students towards his teaching by doing some attractive activity and creating curiosity. To gain attention at the preliminary stage interest or curiosity should be aroused among the students. The teacher can employ different attention attracting activities such as telling a story, recalling the previous experiences etc.

Use of Appropriate Device (UAD): The teacher should make use of appropriate devices or techniques while introducing a lesson to motivate the students. The teacher creates such a situation by use of different types of devices such as,

- Questioning
- Use of examples, analogies, similarities
- Story-telling, describing related instances
- Lecturing, describing, narrating
- Use of A.V aids
- Roleplaying and dramatization
- Demonstration and experimentation etc.

In order to motivate the learners, the use of such devices should be suitable to the age, experience, maturity, etc. of the learner. The devices could be relevant only if they are related to the aims of the lesson/content. Unrelated devices confuse the learners and do not contribute towards establishing a healthy rapport with them.

Arousing Motivation (AM): The teacher should link the required previous knowledge of the present knowledge with motivation of the present knowledge with motivation in introducing a lesson. The teacher should use the questions or activities to motivate the students towards the current topic or concept before declaring the topic or lesson.

Relevance and Continuity or Sequencing of questions and Statements (RC): The teacher should use relevant and sequence questions to recall previous knowledge, to generate motivation towards the lesson and attract attention of the students.

Topic Declaration (TD): The teacher should declare the topic or lesson after introducing the lesson. It indicates the beginning of presentation of the lesson. By this topic declaration, the students understand what they are going to be learning in that period.

Skill of Explaining: Explaining skill makes the pupils to understand ideas, concepts and principles, a teacher has to explain vividly. Explanation is a set of inter – relation statements made by the teacher related to an idea or phenomenon. In order to be a good listener the teacher trainee has to develop the following components.

Components of Skill of Explaining

Cognitive Link (CL): While introducing a new concept the teacher is to follow the principle of ‘known to unknown’ establishing a link between the old (already known). Concepts and the new one. A new concept, if it is complex, can be introducing and developed only through a series of sub concepts. A new concept all sub-concepts must be linked with one another logically.

Use of illustration (ILL): A new concept is to be adequately illustrated in terms of vital situations or life experiences. Illustrations also include citing example and non-example (if needed and if possible) illustrations must serve the purpose of concretizing the abstract concepts concerned.

Comparing and contrasting (CC): Some concepts are often so closely interrelated that the pupils may find it difficult to discriminate between them. These may bring effectively to the attention of the learner. Besides his component serves the purpose of discriminating between two related but different concepts.

Meaningful repetition (MM): By repeating a brief description of a concept, a term or a definition at regular intervals, the ideas get fixed in the minds of the learners. Repetition must be purposive, deliberative, meaningful and relevant. Over – repetition creates boredom to the learners. As such over repetition should not be used.

SKILL OF QUESTIONING

Questioning has two aspects i.e. 1. Fluency in questioning and 2. Probing questioning. Fluency in questioning refers to the rate of meaningful questions asked per unit of time. Probing questioning refers to depth in a pupil’s response by asking a series of subsequent questions. Let us now consider fluency of questioning. The questioning of the teacher stimulates thinking of the students. The teacher classifies and facilitates understanding of the concepts by questioning the students. In the teaching-learning process, questioning is very significant technique. The new knowledge is assimilated with the previous knowledge by putting some questions. The questions develop curiosity among the students. The effectiveness of questions depends on their particular use. The type of questions are as follows,

- Introductory questions
- Thought provoking questions
- Prompting questions
- Information seeking questions

- Refocusing questions
- Redirected questions
- Increasing critical awareness questions
- Open ended questions
- High order questions
- ‘Yes’ or ‘No’ type questions
- Recapitulatory questions etc.

The questions should be interesting and should arouse curiosity but they must be simple and undesirable to the students during the presentation of the lesson. Thought – provoking questions and probing questions are to be used. In recapitulation, recapitulatory questions are to be used.

‘Yes’ or ‘NO’ type questions, elliptical questions, suggestive questions (echo questions), rhetorical questions etc. should not be used.

Questions should be grammatically correct, relevant to the topic discussed, specific and concise, put with proper pace and pause, put to the class with proper voice and not to be repeated unnecessarily. Questions for seeking further information are needed. The teacher asks prompting questions to lead to the pupil’s expected response. The teacher asks questions to increase critical awareness of the pupils about their responses. In process of questioning, pace should be used appropriately by providing sufficient pauses and the voice of the teacher should be clear and audible to the learners with pleasant tone and friendly manner.

PROBING QUESTIONING

The skill of probing questioning involves going deep into student responses through step by step questioning with a view to eliciting the required responses. Each question is followed by a variety of student responses, such as no response, wrong response, partially correct response, incomplete response and correct response. Let us consider the five response situations one by one.

No response situation: No response situation may be there due to a student’s inability to understand the questions, to structured response, or due to the lack of requisite facts, concepts, generalizations needed for the purpose of responding or the failure to recall the related facts.

Wrong response situation: Wrong responses to a question indicate the lack of knowledge of facts, concepts and generalizations on the part of the student.

Partially correct response situation: It represents the response parts, which are similar to the criterion or correct responses. The respondent has a partial knowledge of facts, concepts, and generalizations on the part of the students.

Incomplete responses situation: Some times when an incomplete response situation occurs, we infer that either the student is not having the necessary facts, concepts or generalization in his memory or it may be due to he is inability to understand or structure a response to the question.

Correct response situation: Correct response situation refers to the statements expressed by the student, which completely satisfy the response. These specific sets of behavior (student response situation) are out lined in the ensuing skill components. The skill of probing questioning comprises component behaviors of seeking further information, redirecting, refocusing and developing critical awareness. The components are,

- Seeking further information (SFI)
- Re focusing (RF)
- Re directing (RD) and
- Developing critical awareness (DCA)

Seeking Further Information (SFI): Dealing with an incomplete response situation and partially corresponsive situation consists of eliciting additional information from the responding pupil to bring the initial response to the expected response in more complex ad novel situations.

Re Focusing (RF): To deal with ‘correct response situation’ the teacher re focuses pupil responses and wants the pupil to relax it to some area already learnt or requires the pupil to consider the implications of the given response in more complex and novel situations.

Re Directing (RD): For more students’ involvement and to deal with ‘no response’, ‘incomplete response’ and partially correct response, the same question is redirected to more students for response.

Developing critical awareness (DCA): This involves asking ‘why’ and ‘how’ of the correct response. The teacher expects the pupil to justify his response or explain its rationale. This process develops his critical awareness.

SKILL OF STIMULUS VARIATION

Continuous use of the same stimulus for a long period reduces the attention in that activity. The teacher’s behaviour influences pupil’s attention. Variation in stimulus secures more attention among the students. The following components of the skill, stimulus variation, influence the teaching – learning process effectively.

- Teacher’s movement (TM)
- Pupil’s movement (PM)
- Teacher’s gesture (TG)
- Sensory focus (SF)
- Change in voice (CV)

- Change in interaction pattern (CIP)
- Pausing (P)
- Audio visual switching (AVS)

Teacher's Movement (TM): The teacher should move from one place to another on the teaching dais and towards all the students to attract attention of the entire class and to focus the attention of students the teacher. The movement of the teacher secures and maintains attention of the students.

Pupil's Movement (PM): A pupil moves from one place to another. The physical participation holds pupil's interest and attention in this task in which they are engaged physical participation can be in the form of handling apparatus, dramatization and writing on the blackboard.

Teacher's Gesture (TG): Expression of feelings and emotions involving nonverbal behaviours are called gestures. Gestures consists of hand and hand movements, eye movements, facial expressions, etc. use of gestures increase the effectiveness of verbal communication. Gestures: Eyes movement, facial expression, body movements and movement of hands and legs.

Change in Voice (CV): The teacher's voice dominates the entire class. Voice modulation pitch, tone, and speed play a vital role in the class room. Communication constant use of the same level of pitch, tone, and speed by the teacher makes his communication dull, inactive and has an adverse effect. So, the teachers should modulate their voice.

Sensory Focus (SF): The movements, gestures and change in the voice of teacher secure pupil's attention. The verbal statements and gestures together are known as verbal cum gesture focusing.

Verbal cum gesture focusing is termed as sensory focus. The sensory focus influences the attention of the students. Verbal Statement: Excellent, Gesture: Nodding of head, Verbal cum gesture: Excellent and nodding of head at a time.

Change In Interaction Pattern (CIP): The interactive act of teaching constantly communication between the teacher and pupils as an initiatory or responsive act. The interaction is broadly of two types: Verbal and Nonverbal. This interaction is nothing but communication. When the teacher or pupil communicate in verbally, interaction operation through gestures without talking. The main patterns of interaction between teacher and pupils are teacher-pupil interaction, teacher-group interaction, pupil-pupil interaction, and teacher-whole class interaction. The teacher should introduce variation in the interaction patterns to secure and maintain pupil attention.

Pausing (P): Pausing is silence for some seconds. The silence indicates pause during talk. Silence has a meaning of its own and if it is used effectively, it helps in securing and sustaining pupil attention. A short pause before saying something important is an effective way of attracting pupil attention. A pause of 3 seconds duration is considered appropriate for this purpose. If the pause is unduly long, it

loses its effectiveness in serving pupil attention. Appropriate pausing time: Response of the student to the teacher's question or change from one concept to another is: 3 seconds.

Audio – Visual Switching (AVS): Visual medium can be in the form of showing a chart, pictures, graph, map, and model on in the form of drawing pictures, figures and graphs on the black board. But the audio in the form of speech only. Only audio medium or only visual medium creates boredom in the class. A teacher while imparting knowledge to his pupils uses either audio or visual medium. A teacher should vary his medium in order to secure and sustain attention i.e. from audio to visual, visual to audio, audio or visual too audio visual, viz..

SKILL OF REINFORCEMENT

All pupils generally need social approval of their behaviour. When they answer a question, they are eager to know whether their answers are correct or not. When they are appreciated for the correct answers they are eager to continue their responses in future also. This increases their participation. The appreciation for correct responses is positive reinforcement. The positive reinforcement are used for strengthening the responses or behaviours of individuals. On the other hand, if the pupils are scolded or not encouraged for their responses, they never participate in future. This kind of discouraging activity of the teacher's called negative reinforcement. The negative reinforcements are used for weakening or eliminating the undesirable responses or behaviors. These reinforcements are in the form of verbal and nonverbal.

The reinforcements are classified into four types as given below.

- Positive verbal reinforcements (PVR)
- Positive nonverbal reinforcements (PNVR)
- Negative verbal reinforcements (NVR)
- Negative nonverbal reinforcements (NNVR)

Positive Verbal Reinforcement (PVR): The verbal behaviour (statement) of teacher accepts student feelings, repeats, rephrases student responses, surroundings student ideas etc., Using responses words such as – *excellent, fantastic, splendid, right, yes, correct, fine, continue, go ahead, carry on, well done*, etc., and extra verbal expressions such as '*uhuh*', '*hmhm*' etc., are positive verbal reinforcements.

Positive Non-Verbal Reinforcement (PNVR): Using extra verbal cues like '*umum*', '*aha*' to encourage pupils while answering, writing the responses in the board, teacher's gestures, conveying pleasant feelings, approval of student responses such as smiling, nodding of head, delighted laugh, clapping, keeping eyes on the responding student and giving ear to the student indicate positive nonverbal reinforcements.

Negative Verbal Reinforcements (NVR): Teacher's statements such as the use of discouraging words like, 'no' wrong, incorrect, stop it, non-sense, try something else, remark in a sarcastic way, I don't like what you are doing, do not do like this, that is not good, etc., correspond to negative verbal reinforcements.

Negative Non-Verbal Reinforcements (NNVR): The teacher demonstrates, his/her disapproval to indicate non-verbal expression of a student's inappropriate behaviour or incorrect response to his/her questions. *Frowning, raising the eye brows, staring, disapproval by hands*, negative reinforcements.

The first two **PVR** and **PNVR** indicate the skill of desirable reinforcements, whereas **NVR** and **NNVR** indicate the skill of undesirable reinforcements. Trainee should be encouraged to participate reinforces to increase pupil's participation. The undesirable reinforcements, which will affect students learning adversely, so these should be avoided as far as possible.

SKILL OF BLACK BOARD USAGE

Black board is the powerful teaching aid to teach from KG to PG. Black board, the visual aids is widely use in all sections of education and training. The development of information and communication technology is reducing the chalkboard work. Still it is the most suitable for giving a holistic picture of the lesson. A good black board work brings clearness in perception and it can be suitably used for displaying notes and diagrams during a lesson and for working through calculations in a classroom situation. The components of the skill of use of black board are:

- Legibility (L)
- Size and alignment (SA)
- High lighting main points (HMP)
- Utilization of the space (US)
- Correctness (C)
- Position of the teacher (PT)
- Eye contact with pupils (ECP)
- Cleaning of black board (CB)

Legibility (L): Legible handwriting of the teacher on the blackboard draws the attention of the learners and encourages them to improve their handwriting. Illegible hand writing irritates the learners and results in maximum mistakes. The teacher should see that a clear distinction is ensured between every letter. Adequate space is maintained between individual letters and words etc. to make handwritings more eligible.

Size and Alignment (SA): In black board writhing the size and alignment of the letters is very important. The size of the letters on the black board should not only be uniform but also the size of

the letters should be large enough to be read by the students in the last row. The size of the capital letters should be as nearly vertical as possible without being diverged from a line.

Highlighting Main Points (HMP): The teacher should underline to highlight the main points or words on the black board. Colored chalks should be used suitably to draw the learner's attention on the main points.

Utilization of the Space (US): For the proper utilization of the space important words or statements should be written on the board. Overwriting on the letters should be avoided as it makes the black board work untidy. Only essential material should be retained on the black board and unnecessary words should be rubbed off.

Correctness (C): The teacher should be careful about correct spelling, punctuation, grammar etc. in constructing sentences on the blackboard. While writing on the black board, inadequate knowledge of English grammar or mistakes done by the teacher reduces the attentiveness of the learners in the classroom.

Position of the Teacher (PT): At the time of writing, the teacher should stand on one side of the blackboard with an angle of 45 degrees, so that the written work is visible to the learners on the black board. This means the teacher's position should not be in between the learners and the black board.

Eye Contact with Pupils (ECP): the teacher should maintain eye contact with his learners at the time of writing on the board. This controlling interaction maintains discipline and sustains the attention of the learners. Too much or too less eye contact will be counter production in the classroom.

Cleaning of Black Board (CB): Teacher should clean the blackboard from top to bottom and not spread dust in the room. He should rub the points on the black board after the student notes them down. After completion of the lesson, the teacher should clean the entire blackboard leaving the classroom.

SKILL OF CLOSURE

In closure or recapitulation, the teacher can consolidate the main points by putting a few questions based on the topic taught. The questions should be logically liked to cover the whole lesson as summary of the lesson. He may use charts, models, diagrams etc. for consolidation of the lesson. The questions may be oral or / and written by using non-verbal media including experimentation. The students can use this situation of what they have learnt during the lesson in solving the problems in a new situation or in different situations. The teacher can review the past knowledge of the students, both provide for future learning in the form of homework or assignment. The various components of the skill Closure /Recapitulation are,

- Consolidation of Major points (CMP)

- Providing opportunity to apply new knowledge to a new situation or different situation (OP)
- Linking previous knowledge to new knowledge and new knowledge to future knowledge among the students (LK)
- Homework or Assignment (HW)

Consolidation of Major Points (CMP): The teacher should consolidate the major points of his presented content matter at the closure or recapitulation process. It helps in remembering important points of the lesson.

Providing Opportunity to apply new knowledge to new situation or indifferent situations (OP):

Whatever the students gain new knowledge in the lesson taught, they apply their knowledge in a new situation or different situations in the recapitulation. That opportunity is felt at the closure of a lesson. Without providing this opportunity, the students are unable to apply their gained knowledge to new or different situations.

Linking previous knowledge to new knowledge and new knowledge to future knowledge of the students (LK): The teacher establishes a link from the previous knowledge to new knowledge and from the new knowledge to future knowledge by taking different examples.

Home Work or Assignment (HW): Homework or Assignment is an important task in closure. At the end of his teaching, the teacher provides homework or assignment to recall or to apply or to learn different situations.

SKILL OF FLUENCY IN COMMUNICATION

Meaning

- Resolution for conflict, understanding of the topic
- Presentation skills, argumentation skills, storytelling, organizing ideas. Adjusting the communication style depending on the audience
- Cultural sensitivity
- Correct use of grammar, correct pronunciation, correct spelling, and concise verbiage without excess words
- Knowledge in specialized topics, familiarity with idiomatic expressions
- Language translation (if necessary)

Definition

According to James M. Bodie, it reduces fear of communication. Through the mental preparation, an individual can reduce disfluencies and mitigate the anxiety that arises from a speech reported higher levels of communication apprehension demonstrated more total disfluencies throughout the speech.

Importance

Irrespective of your profession, speech fluency is a must. There is no denying to the fact that it offers you an upper edge over other people out there. How often do you notice an individual with less skills and ability make it to the top? Although the individual may have fewer skills than you, the ability to communicate effectively can lead one to the top of the success ladder, and to communicate effectively, speech fluency has to be there.

Components of Skill of Fluency in Communication

- Speaking
- Accuracy
- Grammar
- Vocabulary
- Pronunciation
- Intonation

Episode Writing

Let's now see an episode on introducing a poem: “**The Coromandel Fishers**” by poet **Sarojini Naidu**.

“Rise, brothers’ rise, the waking skies Pray to the morning light,
The wind lies asleep in the arms of the dawn like a child that has cried all night.
Come, let us gather our nets from the shore, And set our catamarans free,
To capture the leaping wealth of the tide, For we are the sons of the sea.”

- a) Equipping the students for a quick grasp of the main outline of the poem.
- b) Familiarizing (not through explanation) them with the most important words and expressions.
- c) Ensuring that the ideas involved in the poem are not beyond his reach.

These can be done by eliciting responses through simple questions as follows: (The books remain closed).

Tr.: How many of you have seen the sea? / How many of you have been to the beach? (A few students raise their hands)

Tr.: Not even in films / TV?

Class: Yes! Yes!

Tr.: Good, now tell me, what you have seen on the seashore. Answer one by one.

Student1: boats, Student 2: huts, Student 3: shells, Student 4: fisherman.

Tr.: Yes, fisherman. Or you can also call them fishers. (A few students murmur ‘fishers’) Good! Say that!

Class: Fishers.

Tr.: Good! The fishers! What do they do?

Student 2: Catch fish.

Tr.: Good! When do they set out to catch fish? (Show gestures)

Class: (Silent)

Tr.: In the night?

Student 3: No, early in the morning,

Tr.: Yes! You're right. I'm going to recite a poem on fishermen. They are also called.....

Student 5: Fishers!

Tr.: Good: Can you tell me, what is the east coast of India?

Class: (Silent)

Tr.: I'll give you a clue. There is a train from Chennai to Calcutta. It's named after the coast.

Student 7: Coromandel Express?

The process of teaching the poem can be in three main stages as follows, 1. Preparation, 2. Presentation and 3. Discussion.

Preparation

Tr.: Exactly! The East Coast is called the Coromandel Coast. Our poem is on the Coromandel fishers. I'm going to recite it. You are not going to open your books. Listen to the poem carefully.

Presentation

Tr.: The teacher recites / reads out the poem with the proper pronunciation intonation and facial expression (A second reading / recital can also be done if necessary).

Discussion

Books Open: The teacher need not explain every word or every line. The teacher can ask simple questions to ensure whether the pupils have understood the poem. Even if a few students ask the meaning of words like catamarans, leaping wealth, the teacher can show pictures, or pose questions to the class and elicit the answer. For example,

Tr.: How do fisherman go into the sea?

Class: (Silent)

Tr.: Swimming?

Student 2: No

Tr.: Then? By ships?

Student 3: By boats.

Tr.: Some fishermen go by machine boats. Not all.

Student 4: Yes, some by small boats.

Tr.: You're right. They go by catamarans. There is a similar word in Tamil.

Student 6: Catamaran

Tr.: Excellent!

Student 7: What's 'leaping wealth'?

Tr.: Can any one answer his question?

Class: (Silent)

Tr.: What do fishermen get from the sea?

Class: Fish

Tr.: Yes, that's the wealth they get from the sea. Just as the wealth the farmer gets from the land.

Do fish keep quiet in the sea?

Class: No, they move fast, they jump.

Tr.: That's why the poet calls them leaping wealth.

I - PRACTICING THE MINI-TEACHING SKILLS

Focus : Grammar Item – Verb

Date :

Time : 15 – 20 minutes

Objectives: The peer group,

- acquires knowledge of noun and verb.
- understands one of the parts of speech mainly verb.
- applies the lean knowledge of verb in different situations and gives different examples.
- develops skills in drawing match – stick figure for giving examples for verb.

Materials

- A chart depicting different actions of a man.
- A flip chart showing different verbal actions of different personalities.
- A model of a cricket stadium

Content

- Parts of speech.
- Defining a verb.
- Examples for teaching verb.

Teaching skills

Important skills are as follows,

1. **Introducing**

The pre-service teacher gives introduction about parts of speech, especially about the verb by giving some examples.

(E.g.) **Sachin** was a good **batsman**. (Noun)

(E.g.) My teachers **teaches** well. (Verb)

(E.g.) He speaks English **fluently** (Adverb)

2. **Explaining**

The pre-service teacher explains about the usage of verb with different examples by using a chart.

(E.g.) She **sings** a song.

(E.g.) He **goes** to school every day by 9 a.m.

(Eg.) We **go** church every Sunday.

3. **Questioning**

The pre-service teacher asks a few questions to test the comprehension of the students.

- a. What is a verb?
- b. My teacher -----English

4. **Varying the stimulus**

The pre-service teacher uses a chart, flash cards and a cut out model to check the peer groups understanding of verb.

Identify the verbs from the teaching aids.

- a. Dhoni plays cricket aggressively.
- b. My mother prepares food well.

5. **Non-verbal cues**

The pre-service teacher uses some non-verbal cues to make the class interesting. He uses the positive non-verbal cues like smiling, nodding the head, a delighted laugh, patting on the shoulder etc to teach the grammar item verb.

The teacher asks what is a verb? And students give answer as it is an action word. At this time the teacher uses non-verbal cues like patting the shoulder or by nodding the head by appreciating the students.

6. **Reinforcement**

The teacher uses positive verbal words like saying good, excellent, right and correct etc., to appreciate the peer group.

7. **Closure/Summing up**

The teacher summarizes the grammar item namely the verb by asking a few questions on verb to the peer to check whether they have understood the concept well.

- a. Give me an example for a verbal action

8. Fluency in communication

This is an important skill for a good pre service teacher. A teacher should pronounce well and explain the concept well. Here the peer will assess the pre service teacher's communication capacity.

INTEGRATING SKILLS IN MINI TEACHING (Assessment by Peers / Teacher Educators)				
Teaching Skills	Average (Score 1)	Good (Score2)	Very Good (Score 3)	TOTAL
Introducing				
Explaining				
Questioning				
Varying the stimulus				
Non-verbal cues				
Reinforcement				
Closure				
Fluency in communication				

Range of Scores: 8 – 24

STEPS IN MINI TEACHING (Content – Verb)

- Motivation
- Presentation
- Interaction
- Reflection
- Summing up

STEPS

Motivation

The pre service Teacher asks a few questions to motivate the students

Pre service teacher : What do you do when you get up early in the morning? (Introducing)

Peer : I **pray** and then brush my teeth.

Pre service teacher : What do you **like** to play in the evening?

Peer : I like to play tennis or cricket

Pre service teacher : Do you **watch** T.V.?

Peer : Yes, I watch interestingly.

Pre service teacher : Good. All the underlined words are used to describe an action. So, they are called in other words as “verbs”. (Introducing)

Presentation

Teacher explains the concept of grammar item called verb by using pictures, charts and models and also gives more examples orally or in the written form.

Teacher shows the picture of Sachin as he plays. (**Varying the stimulus and Explaining**)

1. Sachin **plays** cricket **aggressively**
2. Teacher **shows** the picture of fruits (Varying the stimulus)
3. Children **like** to eat fruits.
4. Teacher **shows** the model of a sun (varying the stimulus)
5. Sun **rises** in the east.

Interaction: Teacher asks a few questions to the students to have interaction.(Teacher uses good command of English)

1. What do you like most to eat? (questioning, explaining, fluency in communication)
I like fries chicken much. Teacher says **good** and appreciates. (**Reinforcement**)
2. Do you play cricket? (**Questioning**)
Yes, I play cricket well.
3. When do you go to bed in the night? (**Questioning**)
I go to bed by 10.30 p.m.
4. Do you go to church on sun days?
Yes, I go. Teacher pats on the back of the students (**Non-verbal**)
5. Teacher shows a model of a Tajmahal and asks a boy or a girl, as who built Tajmahal?
Shajahan built Tajmahal. (**Varying the stimulus**)

Teacher nods positively as to appreciate the boy. (**Non –verbal cues**)

6. Teacher asks a student to close the window, and asks the students. What does he do?

He closes the window.

7. Teacher writes some sentences on the board as exercises for the students to fill up the blanks, (Explaining, Fluency in communication, Varying the stimulus) by using good English pronunciation.

Reflection: Teacher shows flip chart to the students and asks a few students to write some sentences by using new verbs. Namely swim and dance.

Students write (Varying the stimulus)

- i. He **swims**.
- ii. She **dance**.

Teacher asks the students to frame sentences on their own by having some reflections in an innovative way.

- i. Our scientists **launch** Mangalyan.
- ii. I like **innovative** Tasks.
- iii. My father **probes** on problems

Summing up

Teacher asks some questions to the pupils to check their understanding of the grammar item of 'Verb'. (Closure and Questioning)

- i. Give me a sentence using the verb 'catch' (Questioning)
- ii. What is a verb? (Questioning)

Observation and feedback on the practice of integration of teaching skills

INTEGRATING SKILLS IN MINI TEACHING (Assessment by Peers / Teacher Education)				
TEACHING STEPS	Average (Score 1)	Good (Score2)	Very Good (Score 3)	TOTAL
Motivation				
Presentation				
Interaction				
Reflection				
Summing up				

Range of Scores: 5 - 15

Overall Assessment of Teaching Steps

1. AVERAGE ----- 2. GOOD ----- 3. VERY GOOD -----

Interpretation of Scores

Average: 5 Good: 6 – 10 Very Good: 11 – 15

III - TEACHING OF PROSE

The word prose has been derived from Latin word, 'Prosa' or 'Proversa Oration' that means 'straight forward discourse'. Prose is the powerful medium of expressing ideas, facts, laws and principles. Therefore, it appeals to head or mind. The main aim of teaching prose is to enlarge vocabulary, explain the structure of the sentences and grasp the ideas of the author.

The teaching of prose includes two types of lessons:

1. Detailed or Intensive Prose Reading
2. Non-Detailed or Extensive Prose Reading

Detailed Prose Lessons

In detailed prose lessons, the text book is thoroughly read word by word. Pupils are required to read it not only for comprehension but for mastering the prescribed structure and vocabulary.

Non-Detailed Prose Lessons

Non-Detailed prose lessons aim at giving information and pleasure. Students are required to grasp the meaning of new words according to the situation or context in which they are used.

Aims of Teaching Prose

The aim of teaching English prose is for language development and literature development both. At primary level, the chief aim is to language development. This means that the emphasis should be given on the development of the four basic skills such as Listening, Speaking, Reading and Writing. Thomson and Wyatt said, "To aim at literature is to miss the way to language, but aim at language is to pave way to literature". The aims of teaching prose can be categorized into two aspects:

1. General Aims

- i) To enable the pupils to read aloud the prose lesson with correct pronunciation, stress, intonation and pause.

- ii) To enable the pupils to comprehend the thought and ideas contained in the passage.
- iii) To enrich their active and passive vocabulary.
- iv) To enable the pupils to express the ideas contained in the passage orally and in written.
- v) To develop their interest for reading.
- vi) To enable them to write correctly.
- vii) To build their character and prepare for world citizenship.

2. Specific Aims

The specific aims vary according to the subject matter of the prose lesson. The specific aims of different types of prose lessons are as follows,

a) Descriptive

- i) To develop the pupils imagination and love for natural objects.
- ii) To acquaint the pupils with the writer's style.

b) Story

- i) To give certain facts and lessons through story.
- ii) To shape the pupils characters.
- iii) To develop interest for story reading.

c) Essay

- i) To acquaint them with the style of essay writing.
- ii) To enable them to arrange the ideas in a systematic way.

d) Play

- i) To make the pupils conversational English.
- ii) To encourage them to paly different roles.
- iii) To build their character.

e) Biography

- i) To get pupils acquaint with the life and deeds of great men.
- ii) To inculcate in them desirable sentiments and ambitions.
- iii) To show them the path of character building.

Procedure of Teaching Prose Lesson

The procedure of teaching prose lessons involves the following steps:

1. Preparation
2. Presentation
3. Recapitulation

4. Home Assignment

Preparation

As English is a foreign language, it is difficult for Indian students to learn. So it requires proper preparation to motivate the students to learn English. The following points are considered important:

I General Aim

II Specific Aim

III Teaching Resource (Aids/Materials)

Teacher makes the appropriate use of Audio/Visual aids to make the lesson interesting.

IV Previous Knowledge

The teacher should know how much knowledge students possess already regarding the lesson. So that he/she can impart new knowledge linking it to the previous knowledge.

Introduction

Introduction is very important part to make the students to ready to learn and start the lesson. As it is believed that, “Well begun is half done”. The introduction has two purposes as follows,

- i) To bring the previous knowledge to the consciousness.
- ii) To link the previous knowledge to the new knowledge to be given.

Introduction can be done in different ways. The teacher may ask some introductory questions in order to test their previous knowledge and to link it the topic to be taught. He/she may attract the student’s attention by showing pictures, models, charts etc. and arouse their curiosity. In the event of the continuing lesson, the teacher can ask questions from the portion of lesson already taught.

VI Statement of the Aim

Under this, the teacher can clearly explain the topic that he/she is going to teach and instructs the students to open their books at the appropriate pages.

Presentation

Presentation is the main part of the lesson plan. The lesson may be divided into two or more units. The following sub-steps are followed in each unit.

I Reading Aloud by the Teacher

Reading aloud by the teacher is called as model reading. The teacher reads aloud the selected passages with appropriate pronunciation, stress, intonation and pause. The speed of reading should be normal and audible to the entire class. He/she should keep an eye on the whole class while reading aloud to see whether the students following the reading in their text books.

II Pronunciation Drill

Pronunciation drill should precede reading aloud. The words should be selected on the basis of the pronunciation skill of the class. The selected words should be written on the blackboard one by one and practiced. Those words are selected which are:

- difficult to pronounce by the students.
- commonly mispronounced by the students.
- containing the silent letters.

III Reading Aloud by the Students

The teacher asks some students to read the selected passages aloud one by one. Loud reading by the students is also called as imitation reading as they try to imitate the teacher's pronunciation, intonation and pause.

IV Exposition of New Words/Phrases

The teacher selects new words and phrases from the passage and explains their meaning. The teacher can adopt different methods for explaining the meanings:

- i) By showing the objects, pictures and models.
- ii) By using the words in the sentences.
- iii) By giving synonyms/antonyms.
- iv) By drawing a sketch or figure on the blackboard.
- v) By showing action or gesture.
- vi) By translating word in the mother tongue.

V Silent Reading

After exposition of new words/phrases, the teacher asks the students to read the passages silently. This helps the students for rapid reading, learning of new words and grasp of meanings. The teacher

should supervise the whole class while the students are reading. Adequate time should be given to the students to complete the reading of the passage.

VI Comprehension Questions

After the silent reading, some questions based on the passage should be asked to test students' comprehension of the passage. The following types of questions may be asked:

- i) By asking the meaning of new words.
- ii) By asking short questions from the main portion of the passage.
- iii) To pick out different forms of words and phrases.

Recapitulation/Application Test

The purpose of the recapitulation is to evaluate the extent which the objectives of the lesson have been achieved. The recapitulation is generally done with different types of questions. The questions should be from all the passages taught in different units. These questions are different from comprehension questions. The questions can be as follows,

- i) Fill in the blanks.
- ii) Match the columns.
- iii) Complete the lines.
- iv) Choose the correct answer.

Home Assignment

Assigning the home work is the final stage of the lesson plan. Home assignments are the basis for retaining of learning. It can be given in different forms:

- i) Use the new words in their own sentences.
- ii) Make a list of words related with particular group/topic.
- iii) Remember the spelling of new words.
- iv) Write the answer for the given questions.
- v) Some project work may also be

IV - TEACHING OF VOCABULARY

Introduction: Vocabulary

Vocabulary is the set of lexical items in a language, it is also called the '*lexicon*'. The term lexicon is known in English from the early 17 century, when it referred

language's words and meanings, arranged in alphabetical order. The term itself comes from Greek 'lexis' word. It has taken on a more abstract sense, especially within linguistics, referring to the total stock of meaningful units in a language, not only the words and idioms, but also the parts of words which express meaning, such as the prefixes and suffixes.

Words are referred to as 'the building blocks of language'. These are powerful tools. We need a rich supply of words so that we can select the correct tools for the job as we would with any other task we tackled. We need a good vocabulary. A good vocabulary is that which (a) fills our needs, (b) gives us confidence, (c) helps us to understand, (d) is varied and (e) is exact.

Types of Vocabulary

On the basis of its application, vocabulary is divided into two types: 1. **Active Vocabulary** and 2. **Passive Vocabulary**.

Active Vocabulary

Active vocabulary consists of those words over which one can use in his speech and writing. He knows the meaning of those words accurately. Active vocabulary refers to the productive side of language. It consists of the words one uses confidently because he understands their meanings and usage. In order to give the proficiency in spoken and written language, words must continuously be added to the active vocabulary of the students. Active vocabulary of a language calls for:

1. The use of right word in right place.
2. The spontaneous recall of words.
3. Grammatical accuracy i.e., use of correct tenses, inflections and word order.
4. In speech, fluency and ability to reproduce correct sounds, pronunciation, intonation, rhythm etc.

Passive Vocabulary

The Passive Vocabulary consists of those words, meaning of which can be understood when they appear in speech or writing of others but which we cannot use in our own speech and writing because we are not fully conversant with them. In passive vocabulary, the person does not know the precise meaning of a particular word and he does not make use of those words in communication. Sometimes he can understand the meaning of that word only to a certain extent depending on the context. Passive vocabulary refers to the receptive side of language. Passive vocabulary calls for:

1. A recognition of vocabulary in speech or writing.
2. An acquaintance with major grammatical items or forms.
3. The skill of stimulating rapidly the sense of large word groups.

It is observed that an undergraduate student has 3000 to 5000 active vocabulary whereas the same student has 5000 to 10,000 passive vocabulary.

A good communicator tries to turn passive vocabulary into active vocabulary. It is obvious that words from passive vocabulary shift to active vocabulary after some years. There is no hard and fast rule of acquiring active vocabulary. The one and only requirement is the student's enthusiasm and effort with some proper directions.

The teaching of vocabulary has not been accorded a place of prominence in the syllabus at any stage of education. It has been relegated to a secondary status in favor of syntax of the university level. The undergraduate student must have enough foundation both in terms of vocabulary and syntax. Of the two, vocabulary is more fluid and hence it should be given as much importance as the choice of structures in the English curriculum. Vocabulary teaching is very essential especially where students are from regional medium schools and have limited exposure to English.

A language teacher must know the techniques of teaching vocabulary which he should apply in the classroom. Before applying the techniques of teaching vocabulary, a language teacher must know the principles of vocabulary teaching. These principles are,

1. To find out the frequency of the word.
2. To find out the applicability of words related to different contexts – selection of vocabulary items is very important.
3. An easier word should be taught first.
4. Sequencing or gradation or ordering of items is necessary.
5. Improvement or enrichment of vocabulary refers to both active and passive vocabulary.
6. Guessing the meaning from the context or acquaintance with the usage.

Techniques of Teaching Vocabulary

There are a good number of techniques of teaching vocabulary some of which are discussed below:

1. Showing pictures or using Audiovisual aids: To a certain extent, the language teacher should have the mastery over the skill of drawing so as to teach vocabulary. He should produce some picture of animals, birds, fruits, vegetables etc. The teacher can also use some other audiovisual aids to teach vocabulary properly.
2. Showing real objects or models: The objects which the teacher can easily bring in the classroom should be shown to the students. For example, stick, stone, maps, clock etc.
3. Miming or performing an action: To teach some words, the teacher should actually perform the action like walking, writing, laughing etc. in the class.
4. By framing illustrative sentences: These sentences should be such that meaning of the words flashes from the context clear as crystal. For example, the train left the station at 7.55. I could not catch it. I missed the train. It should be always kept in mind that this type of sentences should be simple in structure.

5. By associating with other words: The teacher should try to associate a new word with the word that is already known to the students. This can be done by asking and giving examples of synonyms and antonyms. Referring to a thesaurus is, too, a useful method.
6. Identifying the lexical set: Ability to identifying the lexical set is very essential in teaching vocabulary. For example, accelerator, breaks are the words of the some lexical set.
7. Breaking words into component units: The meaning of words should be explained by breaking words down into their component units and providing the meaning of each unit separately, and then giving the combined root + affix meaning. For instance, words such as ‘inject’, ‘eject’, and ‘deject’ could be explained as follows:
Inject = in (inside) + ject (throw) = to insert, as in ‘inject a syringe’.
Eject = e (away) + ject (throw) = to throw out, as in ‘eject oneself from an airplane’.
Deject= de (down) + ject (throw) = to throw down’ to make low in spirits.
Despite some limitations, the analytical method will at least give us the core meaning from which other meanings have diverged.
8. Exposure of different contexts: Learners should be exposed to different kinds of contexts in which a word may be used, to ensure its proper usage. One context does not ensure mastery of the word. The teacher should give proper guidance to the students to work with the new words actively, regularly and systematically.
9. Selecting the bases and their order of presentation: The selection of bases and their order of presentation should be made in accordance with their frequency of use and proliferation, i.e., those that are more prolific should be introduced first. It has been asserted that more than 240 words have sprouted out of the Latin word ‘spectare’ meaning to ‘see’.
10. To give some importance on word formation: The teacher should teach the different affixes (prefixes and suffixes) and their functions should be taught in order to give proper interpretation of a new word. Words can be grouped into clusters on the basis of their affixes. Knowing the meaning of a prefix or a suffix will definitely help learners to understand the meaning of a word.
11. Crossword puzzles: Crossword puzzles help in studying vocabulary. Almost all the English newspapers have crossword puzzles. The teacher should produce adequate crossword puzzles for the sake of teaching vocabulary. This is a useful tool in building one’s vocabulary.
12. Word games: Sometimes the teacher should conduct some word games among the students in the classroom. This will help the students a lot because the process of learning vocabulary becomes an entertaining work.

13. Giving equivalents in mother tongue: Most of the students may not be acquainted with all the terms in the target language. But those terms can be taught through the medium of their mother tongue. The barrier of understanding the meaning of some specific words can be removed in this way.
14. Encourage the students to use a dictionary: Students should be always encouraged to use a dictionary. It is always beneficial to use a monolingual dictionary. To get a wide exposure to the language, it is an essential act which the students should be advised to perform.

These are the basic techniques of teaching vocabulary.

A teacher can use various innovative techniques at his will while teaching vocabulary. The vocabulary teaching will become unfruitful until and unless the teacher creates a cozy atmosphere in the classroom.

Effective Strategies for Teaching of Vocabulary

Because vocabulary knowledge is critical to reading comprehension, it is important that those working with young readers help foster their development of a large “word bank” and effective vocabulary learning strategies. There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.

Explicit Vocabulary Instruction

Pre-teaching Vocabulary Words

One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Adults (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult to not only tell the child(ren) what the word means, but also to discuss its meaning. This allows the child(ren) to develop an understanding of the word’s connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the child(ren) understands the word. After pre-teaching vocabulary words, the child(ren) should read the text.

Repeated Exposure to Words

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding.

Keyword Method

Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a “word clue” to help him understand it. This “word clue” or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word’s meaning that the reader can access efficiently during a reading experience.

Word Maps

The word map is an excellent method for scaffolding a child’s vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades 3 - 12.

Root Analysis

While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word’s definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

Restructuring Reading Materials

This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly ch

easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Implicit Vocabulary Instruction

Incidental Learning

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skills.

Context Skills

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words. Adult modeling and practice are key for helping children develop this important reading skill.

Conclusion

Vocabulary is one of the major problems confronting EFL learners. Because of, the anemic vocabulary, one cannot communicate his ideas as clearly as he would like to and he cannot grasp the ideas transmitted to them. The listening comprehension, writing and reading abilities are hampered by their limited vocabulary. Therefore, there is a need of systematic vocabulary building program me which should come under the curriculum of language teaching. The importance of knowing the meaning of words is attested by the inclusion of a separate vocabulary component in college and scholarship tests such as TOEFL and GRE.

V - TEACHING OF POETRY

Coleridge defined poetry as “*The best words in their best order*”. Poetry embodies the beauty of form, beauty of thoughts and beauty of feelings.

Allen Poe calls poetry as “*The rhythmical creation of thoughts*”.

Poetry has tremendous appeal for children and it is the way of exciting their love of language. It lays the foundation for the appreciation of the language. It educates their emotions and enhances their power of imaginations. The rhythm of poetry helps the student

According to **Prof. Subramanyam**, “Poetry leads to an all-round development of the whole personality of pupils particularly emotional, imaginative, intellectual, aesthetic and intuitive sides”.

Aims of Teaching Poetry

Poetry is taught for sheer pleasure and enjoyment. It further lays the foundation for an adequate appreciation of English poetry. Therefore, the aims of teaching poetry should be different at different levels. The aims of teaching poetry can be classified into two aspects like 1. General Aims and 2. Specific Aims.

1. General Aims

i) At Primary Level:

To enable the pupils to recite the poem with proper rhythm and intonation.

To enable the pupils to enjoy the recitation of the poem.

To realize them about the emotions of the poet.

To develop love for poetry reading and writing.

ii) At Secondary/Higher Secondary Level:

To enable the pupils to appreciate the poem.

To enable them to understand the thoughts and imagination contained in the poem.

To appreciate the rhyme & rhythm and style of the poem.

To realise the emotions, feelings and imagination of the poet.

To develop their aesthetic sense.

To create love for English poetry.

2. Specific Aims

Specific aims of teaching of poetry differ from poem to poem. They depends largely on situation, scene, feelings and thoughts depicted in the poem. The specific aims of teaching poetry are as follows,

- i) To enable the pupils to recite the poem namely “-----“with proper rhyme with rhythm.
- ii) To enable the pupils to enjoy the recitation of the poem “-----”.
- iii) To understand the central theme/idea of the poem.
- iv) To communicate the exclusive message of the poem to the pupils.
- v) To enable them to appreciate the beauty and images depicted in the poem.

Procedure of Teaching of Poetry

The procedure of teaching poetry involves the following steps:

1. Preparation
2. Presentation
3. Comprehension/Appreciation
4. Home Assignment

Preparation

Under preparation the following points are to be considered,

I General Aim

II Specific Aim

III Teaching Resources (Aid/Materials)

The suitable resources can be used depend on the theme and content of the poem.

IV Previous Knowledge

The teacher should know the previous knowledge of the pupils related to the theme of the poem to be taught. It is on the basis of the previous knowledge that the new lesson is to be introduced in the class.

V Introduction

Teaching of the poem should begin with a beautiful introduction about the poem and the poet. This will arouse the interest of the pupils and create the appropriate environment for teaching the poem.

Introduction of the poem can be done in different ways:

- i) Parallel poem that depicts the similar theme/emotion may be read.
- ii) By giving a brief summary of the poem pertaining to the background and general theme of the poem and asking few questions on it.
- iii) By giving a life-sketch, poetic style and characteristics of the poet.
- iv) If the poem is descriptive, a picture can be shown and few questions on the picture can be asked.

VI Statement of the Aim

After introducing the poem and the poet, the teacher should announce the aim of teaching the poem.

Presentation

According to **Ryburn**, “*A good poem is a complete whole*”. Therefore, the poem should be taught in one unit, in case the poem is too long, it can be divided into units in such a way, so that it may not lose its rhythm, music and emotional effect. The presentation should be consisted with the following points,

i) 1st Model Recitation by the Teacher

Recitation is the soul of poetry. Reading a poem with proper rhythm, intonation and stress is of vital significance. The model recitation by teacher helps the pupil to experience/feel the poem in its totality without going into other details. Therefore, the teacher should recite with proper rhythm, stress and intonation. At this time, the pupils should listen to the teacher carefully with their books closed.

ii) IInd Model Recitation of the Teacher

According to **Ryburn**, “*One reading, of course, is not enough. It must read twice or thrice*”. To have a greater effect, the teacher recites once again with proper rhythm and rhythm with apt stress and intonation. This time the pupils are asked to open their books and follow in it.

iii) Imitation Reading by Pupils

The teacher asks two or three pupils one by one to recite the poem in the same manner, as he/she has recited. This requires a lot of practice on the part of the students and helps the pupils to enjoy the recitation and feels the beauty and music of its language.

iv) Meaning of Unfamiliar Words

The expositions of words are not done in detail while teaching of poetry. Those words and phrases will create hindrance in comprehension of the poem should be explained.

v) Silent Reading of the Poem by Pupils

During this step, the pupils may be asked to read the poem silently and grasp the central theme of the poem. At primary stage, silent reading can be avoided.

vi) Chorus Recitation

At the primary stage, the pupils enjoy the recitation of the poem in chorus. It helps them in overcoming their shyness/nervousness. At this stage, the teacher can read the poem line by line that shall followed by the pupils collectively.

Comprehension/Appreciation

After several readings of the poem, the teacher puts some questions to test their comprehension of the theme of the poem. The questions should be simple and short. Appreciation questions are asked on the appreciation of beauty of language, thoughts, emotion and images of the poem. The pupils may be asked to,

- pick out the rhyming pairs.
- complete the lines.
- explain the central idea of the poem.

Home Assignment

Home assignment in poetry teaching is not much of importance. Pupils can be asked to memorize the poem or do some creative work or write the gist of the poem in their own words.

VI - TEACHING OF GRAMMAR

Grammar is the study of the organization of words into a sentence which is based on certain rules. According to **Prof. Nelson Francis**, “Grammar is set of formal pattern in which the words of a language are arranged in order to convey meanings. It gives the pupils ability to speak and write correctly and enables them to use formal language patterns properly for describing a thing”. The acquisition of the grammatical system of language remains the important element in learning a language.

Aims of Teaching Grammar

The aims of teaching grammar are as follows,

- i) To develop students insight into the structure of English language.
- ii) To enable the students for understanding about the rules of English grammar through use and practice.
- iii) To enable the students to assimilate the correct patterns of the language without rote memorization.
- iv) To enable the students to speak and write correctly.
- v) To develop a scientific attitude towards the language.

Methods of Teaching Grammar

There are four main methods in teaching of grammar as follows,

1. The Traditional Method
2. The Informal Method
3. The Reference or Correlation Method
4. The Inductive – Deductive Method

The Traditional Method

In this method, the grammar is taught with the help of a grammar book, which contains definitions, rules, examples and exercises. For example,

Definition of Noun: A noun is a name of a person, place or thing.

Examples: Tagore, Chennai, Book.

Exercise: Underline the noun in the following sentences,

Selvan lives in Chennai. My father presented me a pen.

The main procedure in this method is from rule to method. It emphasizes on rote learning of rules and definitions. Students also find it least interesting and monotonous.

The Informal Method

This method advocates the teaching of grammar not by rules but by usages. By continuous practice of using words, while speaking, reading and writing grammar can be learnt. This method proves useful at the early stage when students start to learn a language by lot of oral practices. This method demands a lot of practice and time for learning grammatical items on the part of the students. The students do not get systemized knowledge of grammar.

The Reference or Correlation Method

This method is called as incidental method as grammar is taught incidentally in this method. Grammar is taught while teaching a text book lesson or composition. The sentence pattern, sentence structure etc. that are used in the text book lesson or composition are taught during the text book lesson. For example, while teaching a text book lesson, teacher instructs the students to note all the examples of the present tense and past tense separately. After noting the different sentences of present tense and past tense, the grammatical rules are discussed in it.

application of the rules and their usage. It is not considered a complete method as grammatical items are taught only incidentally. It can interfere with the normal teaching in the class.

Inductive and Deductive Method

This method is considered to be the best method as it follows certain educational principles, from known to unknown, from general to particular, from concrete to abstract etc.

Inductive means to proceed from observation to law and rules.

Deductive means to proceed from the laws and rules to observation and examples.

So this method has two processes as given below,

1. Inductive Method
2. Deductive Method

Inductive Process

i) Presentation of Examples in a Systematic way

In the first step, the teacher gives the examples of the grammatical items to be taught in a systematic way.

ii) Observation and Analysis of Examples

The teacher asks the students to observe the examples and analyze them with the help of students.

iii) Generalization/ Generation of Rule or Definition

After analysis of the examples, they come to certain conclusion or generalization to draw a certain rule or definition.

Deductive Process

i) Presentation of Rules or Definitions

In this step, the teacher points out the rule or the definition.

ii) Verification and Application of the Rules

The teacher gives several other example to verify the rules or definition. The teacher gains motivate the students to observe and analyze the examples and apply the rule of definition.

iii) Practice for the Application of Rules

The teacher gives ample practice for the application of rule and definition.

Inductive and deductive methods are based on psychological maxims of learning and makes the active participation of the students. It has no place for rote memorization as the rules and definitions are discovered by the students themselves. Thus it stimulates their thinking and reasoning power. It is advisable that grammar should be taught informally at the early stage with inductive and deductive method and incidental method at the middle stage and with the traditional method at the higher stage.

VII - TEACHING OF COMPOSITION

Composition is the expression of thoughts, feelings, ideas, observations and experiences in written form. It refers to the collecting of thoughts or information and arranging them in a sequence and expressing them in accordance with recognised standard form.

An essay, a story, a letter, a poem and a description are some of the form of composition. Proper organization, clarity and effectiveness of subject matter are some of the important points to be kept in mind while writing composition.

Aims of Teaching Composition

General Aims

- i) To encourage the pupils to express their ideas in an organised and systematic way.
- ii) To enable them to develop their skill of writing.
- iii) To enable them to use appropriate vocabulary in writing various forms of composition.
- iv) To enable them for logical presentation of thoughts and ideas.
- v) To develop their communicative competence.

Types of Composition and Its Teaching

There are two types of composition as follows,

- 1. Oral Composition
- 2. Written Composition

They are further divided as,

- i) Guided Oral Composition and Guided Written Composition
- ii) Free Oral Composition and Free Written Composition

Oral Composition

Oral composition should begin with a power of speech. It should be oral, long before it is written, as it paves the way for written composition.

Aims of Oral Composition

To give practice for using graded structures and sentence patterns orally.

- i) To enable the pupils to express ideas, interest and feelings freely.
- ii) To create suitable situations in the classroom to make them speak on their own.

Teaching of Oral Composition

Following stages can be adopted for teaching of oral composition at early stage.

- a) Asking the pupils to repeat the sentences which the teacher speaks. For example,

Tr.: I am writing

Stu. I am writing

- b) The teacher can ask some questions by showing objects and performing actions. For example,

Tr.: What is this?

Stu. This is a pen.

Tr.: What is this?

Stu. This is a paper.

Tr.: What am I doing?

Stu. You are writing.

- c) The teacher can ask some questions on a picture after describing it. For example,

Tr.: What is she?

Stu. She is a girl.

Tr.: What is she doing?

- d) The teacher can ask the students to read out the substitution table and make various sentences.

For example,

	gets up	
He/She	reads	in the morning.
	takes bath	
	goes to play	

- e) The teacher can ask some questions from the text book.
f) The teacher can narrate the simple story and ask questions on it.
g) The teacher may have a conversation with students on various topics of general interest.
h) The teacher can ask the students to play a simple drama.

Guided Oral Composition

Guided composition is also known as controlled or directed composition. In the guided composition, the students are supplied with the necessary vocabulary and structures to be used to speak and write. At the early stage, the students should be strictly guided because they should proceed from imitation to improving, from reproduction to original expression. Thus, guided composition paves the way for free composition. Guided oral composition can be done by the following exercises,

- a) Repetition of sentences and structures.
- b) Substitution Table.
- c) Transformation of sentences.
- d) Reproducing a situation.
- e) Reproducing a picture description.
- f) Reproducing a story.

Free Oral Composition

As the students gain mastery over the guided and controlled vocabulary and structure, they are encouraged to use new words and sentences in their own and express themselves freely. It promotes them think freely. Free oral composition should be introduced at late stage when the students have done lot of practice in guided and controlled composition.

The teacher can adopt various teaching methods in teaching of free oral composition at later stage.

- a) The teacher can ask the students to describe a picture or an object their own.
- b) The students can ask the teacher to describe the important incidents and events.
- c) Debates, extempore and speech may be organized on various topics in their range of experiences.
- d) Conversation can be arranged in the classroom itself in a pair or group on familiar situations.
- e) Short drama and one act paly can be enacted in the classroom.

Written Composition

Written composition should follow the oral composition when the students have gained sufficient knowledge of English vocabulary, structures and spellings. The aim of written composition are as follows,

- a) To develop their writing ability
- b) To enable them to write correctly
- c) To enable them to express their ideas and thoughts in their writing in an organised way

There are two types of written composition as follows,

- a) Guided written composition
- b) Free written composition

Teaching of Written Composition

Guided written composition is usually to be introduced at early stage. The teacher guides the students to write with the help of controlled vocabulary and structures. It lays the foundation for free composition. Guided written composition can be done by the following practices,

- a) By giving dictation
- b) By giving certain words and asking them to write their own sentences by using those words
- c) By giving substitution table to make various sentences
- d) Writing description of a picture or an object with the help of key words
- e) By asking them to complete the story or a passage by filing the gaps (Note-making)
- f) By giving some sentences from the text book and asking them to write the parallel sentences
- g) By reproducing the gist of the story
- h) By reproducing the description of a picture
- i) Expansion of the topic based on the given outlines.

In free composition, there is no restrictions on the students regarding use of vocabulary, structures and lengths of composition. The students are free to tackle the topic on their own freely. They are encouraged to think freely and express themselves freely.

Types of Free Composition

There are five types of free composition as follows,

a) Narrative Composition

It deals with the description of an event like visit to any monuments/historical places/ zoo, a journey by train/bus etc. Before making the students to write a narrative composition on a given topic, the teacher can refresh their memory by discussing the event or the incident and ask them to write on their own words.

b) Story Type Composition

In this composition, the teacher can present a picture or series of pictures before the students and ask them to write a story. The teacher may give certain hints and some sentences and ask them to develop the story.

c) Reflective Composition

It includes the essay writing and letter writing application etc.

1. Essay Writing

At the early stage, the teacher should give a simple topic for essay writing, whereas, at higher level, the students can be gives all types of topic to write in their own words and style. The students should be made clear about the parts of the essay i.e. introduction, main body and conclusion.

2. Letter Writing

It can be divided into two categories as, i) Formal Letter and ii) Informal Letter.

The students should be made familiar with the various parts of the formal and informal letters along with different styles of writing it. Initially. The may be given the format of particular letter and ask them to complete it.

d) Imaginative Composition

The teacher can give some imaginary situation or topic to the students to write on it by using their own imagination. For example, 1. If I were a prime minister! 2. When I trapped in heavy traffic!

e) Literary Composition

Literary Composition involves abstract writing and explanation writing.

Conclusion

Thus, this unit describes various skills and its components in teaching of second language and also writing of mini-teaching lesson plan. It additionally, explains about the methods of teaching prose, poetry, grammar and composition and enriching of vocabulary.

Questions for Discussion and Reflection

1. Write a model mini-lesson plan.
2. Discuss the strategies for enriching vocabulary among school students.
3. Differentiate the methods of teaching with reference to prose, poetry, grammar and composition in English.

UNIT – IV: TEACHING AND TESTING LANGUAGE SKILLS

MEANING OF LISTENING SKILL

Listening is an important skill and must be learnt and taught carefully. Unlike hearing, listening is always purposeful. Jane Willis writes, “Listening is receptive rather than productive, but it is an equally important skill.

Listening involves the formation of proper auditory images of phonemic components such as the use of vowel and consonant sounds, stress, accent, pitch, pause, juncture, intonation and the rhythm of language.

TYPES OF LISTENING

A. Intensive Listening

Intensive listening aims at detailed comprehension of meaning and linguistic exercises. Here the teacher makes use of the following types of questions:

- (i) Comprehension questions involving
 - Factual questions.
 - Inferential questions.
 - Personal questions.
- (ii) Summary questions (students are asked to listen to a passage and summarize what they have heard).
- (iii) Logical questions.

B. Extensive Listening

According to Peter Hubbard et.al, “With extensive listening, the students do not reinforce or practice a grammar point which is linked to the rest of the course work. Extensive listening exercises are those where a student is primarily concerned with following a story, or finding something out from the passage he is listening to.

GOALS OF TEACHING LISTENING

According to the modern language teaching experts, the goal of teaching listening is to produce students who can understand the communication situation without needing help from the other people, even if they do not have completely master the grammar or vocabulary.

The goals of teaching listening are:

- i) To produce students who can use listening strategies to maximize their Comprehensions of aural inputs.
- ii) To produce students who can identify relevant and non relevant information.
- iii) To produce students who can tolerate less than word by word comprehensions.

SUB-SKILLS OF LISTENING

Listening refers to a skill by which a person pays attention to what someone is saying. In a listening situation, listeners passively receive an aural inputs.

Language learning requires international listening that employee's strategy for identifying sounds and making meaning for them.

The comprehension of message is a major goal of listening comprehensions.

To comprehend a message in a listening situation, listeners use two sub skills of listening.

The two sub skills of listening are:

Listening for perception

Listening for comprehension

1. Listening for perception

This is the first stage in comprehending a listening text. Listening for perception involves two sub skills.

Identification:

First, the listener recognizes or discriminates specific aspects of the message, such as sound, categories of words, morphological distinct (the smallest unit of meaning in an language).

Orientation:

Second, the listeners determine the major facts about a message, such as topic, text type, setting.

2. Listening for comprehension

Listening for comprehension involves three sub – skills.

Main idea comprehension: The listener identifies the higher – order ideas.

Detailed comprehension: The listener identifies supporting details.

Replication : The listener reproduces the message orally

Teachers can help students/listeners achieve these two sub –skills of listening by selecting and giving practice in appropriate listening strategies.

THREE STAGES OF LISTENING:

Listening is important language learning and teaching. It is essential for language teachers to help their students become effective listeners.

The process of listening involves three phases. While the speaker speaks, the listener is usually engaged in:

- **Receiving :** In this phase, the listener receives the message from the speaker and then attends to what is said.
- **Understanding:** In this phase, the listener tries to understand what exactly the speaker says.
- **Responding:** In this phase, the listener retains and recalls what the speaker says and responds or does not respond.

STRATEGIES FOR TEACHING LISTENING

While teaching listening, the teacher can and must:

- (i) Select and present a listening text which serves his / her purpose,
- (ii) Introduce the topic and say something about it in brief,
- (iii) Instruct the class what they have to do while listening (e.g., ask them to take notes or complete a flow – chart, etc.,)
- (iv) State his / her (teacher's) aim (e.g., to give them (class) the general idea about...),
- (v) Make predictions(e.g., ask the class whether they know something about the topic selected),
- (vi) Revise the previously taught listening skill (e.g., intonation patterns, link words, etc.),
- (vii) Prepare the class to listen and give them necessary instructions,
- (viii) Ask comprehension questions,
- (ix) Ask the class to summarize what they have heard.

TYPES OF LISTENING STRATEGIES

Listening strategies can be classified depending on how the listener processes the listening input. They are:

1. Top down strategies

Top down strategies are listener – based. In the top – down strategies, the listener is engaged in :

- Listening to the main idea
- Predicting
- Drawing inferences
- Summarizing

2. Bottom – up strategies

Bottom – up strategies are text – based. The listener depends on the language in the message he has hear. In the bottom – up strategies the listener is engaged in:

- Listening for specific details
- Recognizing cognates(linguistic words)
- Recognizing word – order pattern

LISTENING MATERIAL

A listening material is also known as a listening text. A listening material or text is a message prepared for the purpose of developing the listening comprehension skills of students A listening material provides aural message or listening input to the students.

A listening text may be in the form of a printed passage or audio for listeners.

In a listening a text, the information may be organized / presented as a storyline (the events in chronological order), narrative or instructions to follow..

Characteristics of the listening text

1. Neither too easy nor too difficult: The listening text should not be too easy or too difficult to comprehend. It should be short, simple messages easier to process.
2. Organized presentation: The information in the listening text must be well organized and easier to follow – that is, the text must present the main ideas first, details and examples second.
3. Background knowledge: The background knowledge in the listening text should be familiar to the students.

4. Redundant information: The listening text for the students at the lower level of proficiency should not have redundant information.
5. Clearly differentiated individuals or objects: The listening text should be based on clearly differentiated individuals or objects.
6. Visual support: The listening text should offer visual support to aid the interpretation of what the listeners hear. Visual aids such maps, diagrams, pictures or the images in a video help contextualize the listening input and provide clues to meaning.

USING A TAPE RECORDER AS A LEARNING MATERIAL

Meaning

A tape recorder is an electrical equipment that can record sound on tape and play it back. Anything that has been recorded with a tape recorder is called a tape recording.

Usually, conversations, teacher talks, lectures, speeches, short stories, or music or songs are recorded on a tape recorder.

These recording can be heard again and again when they are played on a tape recorder.

Using the tape / video as a Listening material

Tape recordings can be used as a listening material. The tape recordings such as conversations, teacher talk, lecture, and speech, short – story or song can be used as a listening material in class.

The information on tape can be used for developing listening skill. In class, students use a listening material for four purposes:

- Listening for specific information
- To have a general understanding
- To deduce meaning
- Listening for opinion and attitude

Intensive listening to audio tapes and watching the contents of the video can be done part by part by rewinding the video or using fast forward to play segments of the tape.

STUDENTS LISTENING ACTIVITIES

In a listening exercise, the class can / should:

- (i) Take notes
- (ii) Draw pictures etc.
- (iii) Talk in reply
- (iv) Discuss for or against the topic
- (v) Complete a flow – chart
- (vi) Say ‘True or False’
- (vii) Continue the dialogue
- (viii) Fill in a table
- (ix) Write
- (x) Think
- (xi) Select (a, b or c)
- (xii) Discriminate (e.g., ship or sheep)
- (xiii) Place in correct order (e.g., pictures or pieces of information).

Dictation

Dictation has been used in language learning for several hundred years, and methodologists have often made pedagogical claims for its value. Davis and Rinvulcri write that "Decoding the sounds of [English] and recoding them in writing is a major learning task" (1988) and Frodesen writes that dictation can be "an effective way to address grammatical errors in writing that may be the result of erroneous aural perception of English.... Dictation can help students to diagnose and correct these kinds of errors as well as others

Values of Dictation

- **Improve students listening skill**
- **Improve their writing speed**
- **Improve their pronunciation when they listen to what the teachers say or read**
- **Fix spelling of words that they already learnt**

Advantages of Dictation

1. Dictation can help develop all four language skills in an integrative way.
2. As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.
3. Dictation helps to develop short-term memory. students practice retaining meaningful phrases or whole sentences before writing them down.
4. Practice in careful listening to dictation will be useful later on in note taking exercises.
5. Correcting dictation can lead to oral communication.
6. Dictation can serve as an excellent review exercise.

FOLLOWING A ROUTE

Meaning

It is an activity for listening practice that enables students to develop listening comprehension in English.

Procedure

The teacher prepares a big picture chart of a place / village / town or city.

The picture will include the landmarks such as a post office, railway station, airport, supermarket, park, multi – storied building, university, pond, star hotel, etc. Instead of using direct instruction, teacher's instructions recorded on tape can also be used. This can be played on the computer, too.

LISTENING TO A TELEPHONE CALL

Meaning

Speaking on the phone is not a face – to – face conversation. Real conversation takes place face – to – face. In real conversation, both the speaker and the listener can look at each other while speaking.

While listening to the phone call, the listener solely relies on the language being spoken, because the speaker is at a distance.

In the classroom:

The practice by students in telephonic conversation can improve their speaking and listening skills. Telephonic conversation practices can be frequently given to students in class.

LISTENING TO COMMENTARIES

A commentary is a spoken description of an event, given while the event is happening, especially on television or radio. The audio commentary is given on radio. The video commentary is heard and seen on the T.V

Commentaries are short, first-person stories that clearly express an individual's opinion or world view and why it matters to the outside world. At Youth Radio, commentaries offer an opportunity for young people to share their perspectives on an issue they're passionate about, and to become effective communicators.

LISTENING TO INSTRUCTIONS:

Listening to instructions is a listening task in which the teacher gives a set of instructions to a student and the student carries out the instructions correctly. By doing this exercise or practice, the listener demonstrates his listening comprehension. Listening to instructions and responding to them correctly enable the students to become successful listeners or learners in class.

In the classroom

In this practice, the teacher usually gives some instructions orally. For these instructions, the student gives his responses physically.

Some simple verbal instructions

- Laugh loudly.
- Look up.
- Show me your photo.
- Open your mouth.
- Shut your eyes.
- Cry like a crow.

- Stand near the window.
- Close the doors.

Jigsaw listening

Jigsaw is a puzzle in which a picture is cut up into many pieces and a person has to succeed in fitting the pieces together correctly.

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Advantages of jigsaw

Jigsaw is a well-established method for encouraging group sharing and learning of specific content. This technique can be used as an instructional activity across several days and is best to use when there is a large amount of content to teach.

Jigsaw helps students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. Subsequently, this strategy helps to improve listening, communication, and problem-solving skills.

Developing Listening Skills

Monitoring each student's participation within the groups provides teachers with information about how much the students already know about the topic. This allows teachers to tailor instruction accordingly.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

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

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

The listening skill can be developed in students in three ways.

- Through dialogues
- Through cassette – recorder
- Through guessing.

TEACHING LISTENING SKILL

Teachers use two types of activities for developing listening ability of students.

- Pre – listening activities

- While – listening activities

1. Pre – listening activities

The pre – listening activities are tasks or exercises chosen for preparation for listening. Pre-listening activities are not directly related to the listening text.

Sample pre – listening activities

- Looking at pictures, maps, diagrams, or graphs
- Reviewing vocabulary or grammatical structures
- Reading something relevant
- Predicting the content of the listening text

Teacher's role in the pre – listening activities

Assess students' background knowledge of the topic and linguistic content of the text.

Provide students with the background knowledge necessary for their comprehension of the listening passage.

2. While – listening activities

The while - listening activities are the tasks or exercises designed by the teacher for developing listening proficiency of students.

The while – listening activities are directly related to the instructional goal, the listening purpose, and students' proficiency level.

Some sample while – listening activities

- Listening with visuals
- Filling in graphs and charts
- Following a route on a map
- Checking off items in a list

Points for planning while – listening activities

Teacher should keep these points in mind when planning while – listening activities.

1. Pay attention to the listening task
2. Keep writing to a minimum during listening

3. Guide listeners through the text
4. Use review questions
5. Encourage students to predict the text / the topic/ the events
6. Give immediate feedback.

TESTING LISTENING

Testing listening refers to assessing the listening proficiency of students. Listening proficiency refers to the comprehension of a listening text or input. It is also called a listening assignment or tape assignment.

Some examples: After listening to a weather report, one might decide what to wear the next day.

Checklists for testing listening

Modern language teaching experts, especially communicative language teaching experts suggest that teachers can select or design or structure some post – listening tasks or activities to evaluate each students' comprehension of specific parts of the aural text. For this purpose, they suggest that teacher can use checklists or rubrics.

Testing Receptive skills: Listening and Reading

The two skills – listening and reading are called receptive skills. Listening skill is important, because it is helpful for understanding spoken English on radio and television.

Similarly, reading is important, because it is helpful for study purposes (books, journals, etc), and for understanding written instructions in English.

Characteristics of Tests related to Receptive skills

- Students should not be asked to write too much. Otherwise the test will be unfair to students whose comprehension is good but who are bad at writing.
- The students should not be able to guess the correct answer without understanding the text.

TEACHING SPEAKING SKILL:

Purposes of Teaching Speaking skills

Speaking is a productive skill. It is only through speaking that we get many things done for us. Speaking means communicating. In real life situations we can't live without speaking. When we talk of the four basic language skills such as LSRW, we don't want to say that we learn these skills one by one. In fact it is not so. The truth is we listen and speak. We read and write. Listening and speaking go hand in hand and reading and writing go together. For instance, when a teacher is teaching something in the class, the class is listening.

Speaking involves the articulation of all the components referred to above and development of communicative competence at the productive level.

To John Munby, the sub – skills of speaking are as follows:

1. Articulating sounds in isolate forms.
2. Articulating sounds in connected speech.
3. Articulating stress pattern within words.
4. Manipulating variation in stress in connected speech.
5. Manipulating the use of stress in connected speech.

DEVELOPING SPEAKING SKILL:

- (a) Pupils should speak the language in meaningful situations.
- (b) There should be sufficient repetition and variety to facilitate habit formation without creating boredom in the class.
- (c) Correction should be selective and should mainly be based on drilling in the correct form. Persistent crucial errors should be dealt with in a separate remedial lesson.
- (d) Speaking activities should be properly graded to suit the level of the pupils.
- (e) The ultimate aim of all oral drills is to enable the pupils to make a free choice in an actual communication situation. Therefore, once the pupils have mastered a structure, they should practice it in situations where their attention is focused on the thread of meaning rather than on the structure.

The practice in speaking may be started by the teacher with dialogues. For such a practice dialogues on simple, contextualized situations may be tried between pair of students. In this the teacher should play the role of a guide and must not curb the freedom of expression.

STRATEGIES AND TECHNIQUES FOR DEVELOPING SPEAKING SKILL:

Various strategies and techniques can be made use of keeping in view the level and needs of the learners.

Some of the things the teacher can use in the classroom are as follows:

1. Asking questions to the learners on the topics of their interest.
2. Asking the learners to say the model dialogue.
3. Asking the class to converse with each other.
4. Making use of 'Information – gap activities'.
5. Using role – play, simulation, dramatization, communication games, guessing games, etc.
6. Using 'substitution table', discrimination exercises, substitution drills, conversation drills, pictures – cues, indirect questions, correction techniques, etc.
7. Using pair work and group work techniques.

CONVERSATION CLASS

Conversation is a talk between two or more people. It is usually a private or informal one. People usually have a conversation about private or informal matters. The subject / topic of conversation may be common one such as books, games, sports, motives, serials on TV or politic.

Conversation stresses the need to see language as a dynamic, social, interactive phenomenon.

Principles related to conversation

- Conversation is a highly structured activity.
- Speaker and listener follow a set of basic conversations.
- Conversations are having an opening, a middle, and an end game.

Types of conversation

1. Teacher – dominance free conversation
2. Teacher free conversation.

Conditions for making conversational session successful

The teacher can conduct conversational sessions in the class. To make it successful, the participants should feel that they are contributing something to it and are getting something out of it. For this to happen certain conditions must apply.

Role of teacher in conversation session

1. No teacher dominance
2. Teacher is a co – communicator
3. Teacher as a facilitator
4. Restraining criticism

THE TOPIC – BASED DISCUSSION CLASS.

In conversation, two students usually talk about any common issues .But in the topic – based group discussion students in the whole in a small group give their ideas or opinions about a topic / subject.TA

TASKS – CENTERED FLUENCY PRACTICE

Students can be engaged in selected learning activities

1. Take a short story
2. Building up a story
3. Telling a story by chaining method
4. Getting everyone to speak
5. Arguments between neighbors

Tasks for developing speaking skill

Traditionally, classroom speaking practice has been given in the form of drills in which one asks a question and another gives an answer. In fact, such drills only demonstrate the ability to ask and answer the question, not the speaking ability.

The purpose of teaching speaking skill is to produce competent speakers who will be able to use English for multiple forms of expression.

INDIVIDUAL, PAIR AND GROUP WORK

Learning to speak a second language is a challenging task. Speaking ability is regarded as the measure of knowing a language. Students learn to develop and express their speaking ability by participating in speaking activities, such as individual, pair or group work.

Pair work

In pair work, the teacher divides the whole class into pairs. Every student works with his or her partner, and all the pairs work at the same time . This is not the same as 'public' or 'open' pair work, with pairs of students speaking in turn in front of the class.

Group work

In group work, the teacher divides the class into small groups to work together. Pair work and group work are not teaching ‘methods’. But they are ways of organizing the class. They can be used for many different kinds of activity, and are naturally more suitable for some activities than for others.

Activities for pair / group work

1. Retelling stories
2. Describing a picture
3. Two – minutes debat

DEVELOPING SPEAKING SKILLS

Speaking means conveying the message through the words of mouth. This skill is also called ‘Oral Skill’ or ‘Communicative Skill’.

1. The students need intensive practice. Speaking practice is usually done in pair & group work.
2. Types Of Class Activities Language experts have organized oral skills into four distinctive

Types. i. Drills or Linguistically Structured Activities ii. Performance Activities iii. Participation Activities IV. Observation Activities

3. Drills or Linguistically Structured Activities Teacher provide a particular structure and the Students practice it by repeating it.
4. Performance Activities Students prepare himself beforehand and delivers a message to a Group. E.g. Student’s Speech
5. Participation Activities Students participates in some communicative activity in a “natural Setting”. E.g. Discussions on some topics.
6. Observation Activities Students observe something, writes a brief summary and present his finding to the class.

Activities

8. Short Speeches• students may be given some easy topics• Prepare them in verbal or written form• Come to stage or deliver a lecture or speech for given time frame before the class

9. An interview or self introduction is an activity of this kind.□ One person has some information which the other person does not have. Gap Activity It is a form of a Dialogue.

10. This activity will remove the students hesitation. In this way information gap is fill. Gap Activity

11. Students may be asked to play different roles in the form of a drama.

Students play different roles. Role Play This is also a form of dialogue.

Improving oral fluency:

Students will work in pairs to practice telephone scenarios. Then the students practice the conversation for the class. The class can then discuss the different scenarios.

1.) Class Discussion: Ask the students about telephone calls that they currently make. Brainstorm and make a list of various telephone tasks such as making an appointment, calling a friend, etc.

2.) Go over any vocabulary that the class may need to learn or review.

3.) Divide the class into pairs. Give each pair a set of Telephone Conversation Scenario Cards

4.) Together the partners will practice the conversation based on the information on their cards. If possible, spread out the chairs so that there is some space between pairs. For each pair, arrange the chairs back to back so that they can't see each other when they talk. If you can't move the chairs, put a notebook or folder between the students to block their vision, or ask students to stand back-to-back while they practice their role plays. This helps the students practice their conversation without relying on body language, similar to speaking on the telephone.

5.) Circulate among the pairs and listen to their role plays. Provide any suggestions or help where needed.

6.) If the students in your class feel comfortable, ask them to practice their role plays again in front of the whole class. If your class is too big or the

students don't feel comfortable, ask them to practice their role plays in small groups.

7.) After each scenario, ask the class about the conversation. Let students ask questions or add comments to the conversation. Use this time to point out any details that are relevant for each scenario, such as cultural norms, common phrases to use, leaving messages, differences in talking to a supervisor versus a friend, etc.

8.) For review, pass out the Scenario Cards again, but make sure each pair has a different scenario from their first practice. Now they have the opportunity to apply what they have just learned from the class discussion. Circulate and listen to the role plays.

PARALLEL STRUCTURE IN A SENTENCE

Parallel structure in a sentence refers to two or more words, phrases, or clauses that are similar in length and grammatical form. Parallel structure means using the same pattern of words to show that two or more words are of equal importance. This is also called parallelism. In parallel grammatical form, a noun is listed with other nouns, an – ing form with other – ing forms, and so on. Failure is called faulty parallelism.

DIALOGUE

A dialogue is a literary technique in which writers employ two or more characters to be engaged in conversation with each other. In literature, it is a conversational passage or a spoken or written exchange of conversation in a group or between two persons directed towards a particular subject.

Types of Dialogue

There are two types of dialogues in literature:

- **Inner Dialogue** – In inner dialogue, the characters speak to themselves and reveal their personalities. To use inner dialogue, writers employ literary techniques like stream of consciousness or dramatic monologue. We often find such dialogues in the works of James Joyce, Virginia Woolf and William Faulkner.
- **Outer Dialogue** – It is a simple conversation between two characters used in almost all types of fictional works.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Role plays are used to allow students to practice speaking in a conversational situation, build confidence and fluency, assess progress and put learning into action.

Dramatization

Drama in the ESL classroom, its usefulness as a powerful teaching tool. Apart from the obvious development of communication skills, it encourages leadership, team work. Drama is a powerful language teaching tool.

Play reading

Using play with language learners can improve their reading and speaking skills, encourage creativity, Help them experiment with language tone of voice.

- ✓ Improve their reading, speaking skill.
- ✓ Encourage creativity
- ✓ Help them experiment with language, tone of voice, body language and their own line. If they are involved in writing the play.

GROUP DISCUSSION:

Discussion, like role play, is a communicative output activity. Teachers should prepare students to be successful in discussions.

To succeed with discussion

- Prepare the students
- Offer choices
- Set a goal or outcome
- Use small groups instead of whole – class discussion
- Keep it short
- Allow students to participate in their own way

- Do topical follow – up
- Do linguistic follow - up

Storytelling:

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

- Promote a feeling of well – being and relaxation
- To get the main idea or plot.
- It provokes curiosity
- It builds vocabulary, comprehension story sequencing.
- It improve listening and oral communication skills.
- It is an interactive and co – operative process.
- It helps the listeners to remember.

Narration

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Description

Description is a piece of writing or speech that gives details about wha someone or something is like.

Student can be encouraged to develop their speaking skill by describing a person or place or thing or an event in the picture.

COMMUNICATIVE GAME

A communicative game is a pair or small – group learning activity that has fun. Communication games are spoken English games. They are simple activities designed for enjoying

the learning process while playing games. Communication games can be conducted to develop listening comprehension and speaking ability of students.

DEBATE

A class debate can be a fun and challenging way to encourage class interaction, review vocabulary, and develop speaking fluency. With a solid lesson plan and good moderating skills, your debate will be a success, and well-appreciated by the students.

Topic: Make it Interesting – Teaching Speaking Skills with Debates

Choose a topic that your students will likely be interested in (Something that affects their lives directly). Draw upon their common experiences: school, work, family, technology, language-learning, etc. Don't choose a dull topic just because your students have a lower level; one can form an opinion on a variety of issues without sophisticated vocabulary. A little controversy is a good thing here, but mind the potential cultural differences of your class and don't risk deeply offending anyone. Choose a topic that easily generates a lot of ideas, and think about your topic yourself before the class.

INTERVIEW

In the classroom context, an interview is an activity or role play for students to improve their spoken communication or speaking skill.

An interview consist of two persons.

1. An interviewer :The person who asks questions in the interview
2. An interviewee: The person who answers the questions in an interview.

Interview technique can be used in the class as a learning task for practicing speaking skill.

EXTEMPORE SPEECH

An extempore speech is a classroom performance in which a student talks about a particular topic without any prior preparation or practice.

Speaking without any preparation of any kind in front of class makes a student feel nervous or frightened. In actual real life communication, students are expected to speak out of their knowledge and without any previous preparations.

COMMON BARRIERS TO EFFECTIVE COMMUNICATION

The use of jargon. Over-complicated, unfamiliar and/or technical terms.

Emotional barriers and taboos. Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo.

Lack of attention, interest, distractions, or irrelevance to the receiver.

Differences in perception and viewpoint.

Physical disabilities such as hearing problems or speech difficulties.

Physical barriers to non-verbal communication. Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective.

Language differences and the difficulty in understanding unfamiliar accents.

Expectations and prejudices which may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.

Cultural differences.

The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.

Communicative Output Activities

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information Gap Activities

Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same ti

The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container open.

kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are *role plays* and discussions .

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Do topical follow-up: Have students report to the class on the outcome of their role plays.
- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

- Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- Do topical follow-up: Have students report to the class on the results of their discussion.
- Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

Testing Speaking:

Speaking skills are tested by oral tests. Oral tests focus on the students' speaking skills.

Types of Oral tests

- Continuous assessment
- Short oral tests

TEACHING READING SKILL:

Aims of teaching reading

Reading is an essential part of language teaching at every level. Learning to read is a language skill but this is very difficult to learn. According to traditional approach, the purpose of reading is to understand the meaning of words, grammar and sentence.

Nature of Reading

By reading, we give thought and sound value to the printed or the written page. The abilities involved in reading are:

- Comprehension
- Recognition of the symbols.

Purposes of reading

- To gain information to verify existing knowledge.
- To critique a writer's idea or writing style for enjoyment.
- To enhance knowledge for the language being read.

Here, the reader selects textbooks according to his purpose of reading.

Reading as a process

Reading is an interactive process which goes on between the reader and the text resulting in comprehension.

A reader's knowledge, skills, and strategies include:

- Linguistic competence.
- Discourse competence.
- Sociolinguistic competence.
- Strategic competence.

TYPES OF READING

Reading Aloud

We start teaching reading to the students by teaching them reading aloud first. The teacher reads out certain sentences from the flash cards or the blackboard and the students speak after him. For this purpose it is important that the teacher's own reading is really a model one.

Reading aloud has the following purposes:

1. It provides practice in acquiring correct stress, rhythm and intonation.
2. It tests the student's knowledge of words and phrases and whether he knows how to pronounce them correctly. It provides practice as well as a test.
3. It enables the teacher to find out the mistakes of the students and correct the same.
4. It develops in the students the art of reading with feeling and expression.
5. Reading aloud is the basis of silent reading.

Reading aloud is essential for the first three, four years of teaching English.

SILENT READING

The advantages of silent reading are:

1. It keeps the whole class busy at the same time. In reading aloud whereas one student is busy in reading the lesson, the others are passive listeners.
2. It is quicker and saves time. It takes more time to read aloud a passage than to read it silently.
3. Students are able to work on their respective paces
4. Students are able to concentrate their attention on meaning rather than on pronunciation. Thus silent reading helps in greater assimilation of information.
5. It prepares the students for independent reading
6. It inculcates love for reading and is pleasurable. It gives the students a feeling of power and achievement.

Both reading aloud and silent reading have their place in learning English. They have different purposes. Whereas the chief purpose of reading aloud is to improve the pronunciation of the learner, the chief purpose of silent reading is to enable him to read with comprehension and speed. So

reading aloud should be emphasized in the first three, four years of teaching English, and silent reading later on.

Comparison of Skimming and Scanning

Skimming is a reading strategy used for developing reading skill. By using skimming strategy, students quickly survey the text to get main idea.

Scanning is similar to skimming, a reading skill used for developing reading by using scanning students make quick survey of the text “to find specific information”.

Intensive reading involves students in reading detail with specific learning aims and tasks. It is to learn the content of the subject. The learners read any information with concentration.

Extensive reading is reading for pleasure and gaining extra knowledge. For example, reading the story and reading books in library.

METHODS OF TEACHING READING

The following are the main methods of teaching reading:

1. The Alphabetic Method.
2. The phonic Method.
3. The word Method or the Look and the Say Method.
4. The Phrase Method.
5. The Sentence Method.

The Alphabetic Method

This is the oldest method used in India to teach reading. The method consists in teaching the students the names of the various letters of the alphabet in the very order.

This method has been criticized on the following grounds:

1. English is not a phonetic language, that is, the pronunciation of a word is not the combination of the sounds of the various letters constituting it. Consider: knowledge.
2. The method is dull and monotonous as the letters of the alphabet do not stand for anything.

The Phonic Method

In this method, the phrase is the unit of approach. The method is based on the belief on that phrases are more interesting than words.

The limitations of the phrases Method are:

1. A phrase does not express a complete idea. So it lacks interest.
2. It is time-consuming to start learning reading through phrases as finally they have to be blended into sentences.

The Sentence Method

In this method, the sentence is the unit of approach. The advantages claimed for the sentence Method are:

1. It lays the foundation of all the attitudes and skills for good reading.
2. It helps to prevent word by word by word reading. It encourages correct habits or eye-span.

We notice that all the methods have certain merits and demerits. The present trend is in favour of the Sentence Method. In actual practice, this method combines certain good features of the Phonic Method and Look and Say Method.

Criteria for selection of English Reader

1. **Subject matter:** It should be suitable for the students for whom the book is meant.
2. **Style:** In the matter of style simple style should be used. Graded vocabulary and sentences should be there.
3. **Form:** The form should be a model of composition with a beginning, middle and an end. There should be some illustrations and pictures.
4. **Exercises:** Notes and exercises must follow the lesson proper. Note should be short and suggestive.
5. **Price:** The price of the book should be affordable.

Reading for perception and comprehension:

Reading for perception involves recognition of words and sentences and also their meanings. Reading for perception can be developed by Phonics instruction, fluency instruction and vocabulary instruction.

Reading for comprehension:

It involves grasping the main concept of the passage. First students perceive the words and use their higher level mental skills to find the meaning. Comprehension is a reason for good reading. It can be developed by explicit instruction, cooperative instruction and by helping the readers to use strategy flexibility.

DEVELOPING READING ACTIVITIES

1. Reading Activities
2. Pre-reading activities
3. While reading activities
4. Post-reading activities

TESTING READING

Testing reading means assessing reading proficiency of students. Assessment of reading ability depends upon the purpose of reading.

Methods of assessing reading proficiency

- Reading aloud
- Comprehension questions
- Authentic assessment

TESTING READING

Reading comprehension can be tested by four question types:

True or false: Here the teacher frames true or false questions to check the understanding of the students. Eeg: Teak tree grows in India. True/ False.

Multiple choice: Students choose their responses from the multiple choice questions given.

Open-ended questions: Teachers prepare open-ended questions to check students' understanding of concept.

Information transfer: Instead of answering a question, the students have to record information from the text in a different form. Eg: By completing a table or by drawing a diagram.

TEACHING OF WRITING SKILL

Writing is one of the important skills to be developed in a language. Students learn to write words and sentences after knowing how to read them.

Teaching writing

Writing skill is an effective tool of communication. It helps students develop imaginative and critical thinking abilities.

MECHANICS OF WRITING

Mechanics of writing include:

1. Knowing how to make strokes with proper hand movement.
2. Knowing how to make letters of the right shape and size.
3. Knowing how to have the right spacing between (i) letters, (ii) words and (iii) lines.
4. Knowing how to use capital letters and marks of punctuation correctly.
5. Knowing how to have a fluent hand movement from left to right.

Writing is more permanent than speaking and requires more careful organization.

Sub Skills in Writing

Visual Perception

The vision skills that we need to understand, analyse, and interpret what we see are called visual perception.

Syntax

Syntax refers to the study of the rules that govern the ways in which words combine to form phrases, clauses and sentences. Syntax is one of the major components of grammar.

Organization

When students write a topic or text, they should organize their ideas logically into proper paragraphs.

1. Grammar

When students write a text, they should write it with correct sentences choosing correct words and following the rules of English grammar.

2. Content purpose

Good writing has a clearly defined purpose.

3. Relevance

The ideas or themes in a piece of writing should be relevant to a audience or readers.

Importance of writing

- Writing is communicating with words. Students, while writing translate their thinking into words and sentences as ideas.
- Writing is the primary basis on which students' learning
- Writing expresses who a student is as a person.
- Writing helps a student express ideas and it helps refine his ideas when others give feedback.
- Writing helps students understand how truth is established in a given discipline/ subject.
- Writing is very important component of our life.

Writing skills

A good writing involves four important skills:

1. Mechanical skills

Mechanical skills refer to the ability to use punctuation, spelling, capitalization, etc correctly.

2. Grammatical skills

These skills refer to the ability to write English in grammatically correct sentences choosing appropriate words.

3. Judgment skills

Judgment skills refer to the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

4. Discourse skills

There are two types of discourse skills. One is conversational and another is textual. The textual discourse refers to understand and write different types of texts such as narratives, prose texts, expository texts, persuasive texts, descriptions and others.

Characteristics of good handwriting

The following are the essentials of good handwriting:

1. **Distinctiveness.** It means that each letter should be completely distinct so as to avoid the possibility of its being mistaken for another.

2. **Letters of moderate Size.** Each letter should be of moderate and even size.
3. **Proper spacing** the words should be neatly spaced, no word being connected by a stroke with the following word or separated by it by too wide an interval.
4. **Writing in straight line.** The writing should be in straight lines. The interval between lines should be even and sufficient to prevent intersection of loops and tails.
5. **Simplicity.** Handwriting should be simple flourishes and superfluous strokes should be avoided.
6. **Legibility.** A legible handwriting is one that is easy to read and causes no difficulty.
7. **Speed.** Speed is another characteristic of good handwriting will naturally look attractive.
8. **Attractiveness.** Attractiveness is another quality of good handwriting. If the essentials mentioned above are properly attended to the handwriting will naturally look attractive.

Improvement of Handwriting

The following are some suggestions to improve the handwriting of the students:

1. Great attention needs to be paid to handwriting right from the beginning. Correct habits of writing should be cultivated in the students at the early stage.
2. Students should sit in the proper posture.
3. Students should use calligraphy. Note-books. They will thus have practice in writing whatever material is traced out in the note – books.
4. For written work during the first three years of English, students should use four-lined exercise books. Such exercise books will provide them practice in writing letters of uniform size.
5. The teacher should point out to the students the direction of movement in the formation of various letters.
6. While the students are writing, the teacher should go round the class to ensure that the students are making the correct movements.

Specimens of good handwriting should be displayed in the class.

COMMON PROBLEMS IN WRITING

- Spelling Mistakes
- Incorrect word orders

- Forming paragraphs
- Organizing ideas
- Lack of ideas and opinions

TESTING WRITING SKILLS

- Language Use
- Mechanical Skills
- Treatment Of The Content
- Stylistic Skills
- Judgement Skills

REMEDIAL TEACHING AND CORRECTING

Mistakes in writing

Students often commit mistakes in two areas of writing when they write a text a text or message. They are:

1. Grammatical mistakes

In grammar, students commit two types of errors:

- Morphological errors : Errors that the student makes in forming words. These are... (correct). That are (wrong). He writes; He plays; He sings (correct). He applys; He supplys (wrong).

2. Semantics errors

In semantic, students commit two types of error:

- Lexical errors: These are the mistakes students commit in writing words or phrases (vocabulary). The common lexical errors are spelling mistakes.

Examples:

Receive (correct)

Recieve (lexical error)

Written (correct)

Wirtting (lexical error).

Disorder of written expression

Meaning

Disorder of written expression is a type of learning disability in which a student's writing ability is substantially below the normal standard.

Poor writing skills interfere significantly with academic progress or daily activities that involve written expression- spelling, grammar, handwriting, punctuation, word usage.

Symptoms of poor writing

A Student's learning disorder in writing can be identified with the following symptoms.

- Multiple spelling mistakes:
- Errors in grammar and punctuation
- Exceptionally poor or illegible handwriting
- Sentences that lack cohesion

Cause of Poor writing

The causes may be due to the individual or collective effects of physical, psychological, or environmental factors.

Remedies

Remedies or Motivation, Remedial teaching and health service. These will help the students to improve handwriting.

Questions for discussion and reflection

1. What are the activities can be given to enhance listening skill?
2. Write an essay on spoken skill activities.
3. Differentiate between intensive reading and extensive reading.
4. What are the mechanics of writing skill?

Unit – V: METHODS OF TEACHING ENGLISH

Objectives:

After completion of this unit, the learners will be able to,

1. get familiarized with various methods in teaching of English.
2. adopt different kinds of approaches in teaching of English.
3. hand on utilizing various teaching resources/aids.
4. comprehend the recent trends in teaching of English.

Introduction

This unit deals with various methods of teaching English as a second language and its significance in teaching and learning of English.

Grammar –Translation Method

Grammar should be taught deductively that is grammar should be at first presented and studied and then practiced through a translation exercise. The vocabulary selection is based solely on the reading texts used and words taught through bilingual words lists, dictionary study and memorization. There should be much emphasis on accuracy. Students are expected to attain high standards in translation. The students native language is the medium of instruction. It is used to explain new items and to enable comprehension. In this method development of reading and writing skills should be the major focus.

Bilingual method

The bilingual method is a method of language teaching developed by C.J Dodson (1967 / 1972) to improve the audio-visual method which was advocated in the 1960s. In the bilingual method, a lesson includes three stages of teaching:

- Starting with the reproduction / performance of a basic dialogue.
- Moving on to the variation and recombination of the basic sentences.
- Application of the previous dialogues / sentences in a new communicative work.

Well- ordered activities in the bilingual method take the students up to a conversational level in the shortest possible time.

Direct method

Since the grammar –Translation method was not very effective in preparing students to use the target language communicatively, the direct method gained popularity. The direct method has one very basic rule: no translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be connected directly with the target language without going through the process of translating into the students' native language. The method aims at intense oral interaction in the classroom, so as to develop oral communication skills of the student.

Audio Lingual Method

The term 'audio lingual' was coined by professor Nelson Brooks in 1964. The army programmes was to make the students attain conversational proficiency in a variety of foreign languages. At that time there were exciting new ideas about language and learning emanating from the disciplines of descriptive linguistics and behavioural psychology. These ideas led to the development of the Audio-Lingual Method. New vocabulary and grammatical structures are presented through dialogues. Drills are conducted based upon the patterns present in the dialogues.

Dr. West's New Method

Dr. Michael West has laid a great deal of importance to Reading. He has said that for Indian pupils Silent reading is important, no doubt, but Loud Reading is equally important. In this method a good deal of importance has been attached to the art of speaking and reading together as they are interrelated. But so far as teaching is concerned, both these things should be taught separately. He holds that it shall be easy for the teacher to give the students the practice of these two things separately.

Other Methods in Teaching English

1. Silent way method:

The silent way is a method of language teaching devised by Caleb Gattegno. The method is based on the premise that the teacher should be silent as much as possible in the classroom, and the learner should be encouraged to produce as much language as possible. This method of teaching is an initial reading in, which sounds are coded by specific colours. The learner discovers or creates rather than remembers and repeats what is to be learnt.

2. Total physical response:

In total physical response (TPR), the teacher gives the students commands in English and the students act out those commands using whole-body-responses.

3. Dogme language teaching:

Dogme language teaching is a communicative approach to language teaching and encourages teaching without published textbooks and instead, focusing on conversational communication among the students and the teacher.

4. Pimsleur language learning method:

This method is based on the research and programme models of teaching developed by American language teacher Paul Pimsleur. This method involves recorded 30- minute lessons to be done daily, with each lesson typically featuring a dialogue, revision, and new material. Students are asked to translate phrases into English, and occasionally to respond in English to lines spoken in English.

5. Michel Thomas method:

Michel Thomas method is an audio-based teaching system developed by Michel Thomas, a language teacher in the USA. It was originally done in person. Since his death it is done via recorded lessons. The instruction is done entirely in the student's own language. But students have to give their responses only in English. There is no listening practice, and there is no

reading or writing. The syllabus is ordered around the easiest and most useful features of the language.

Computer Assisted Language Learning

Only a computer or a number of computers in LAN mode are used for this purpose the arrival of multimedia CALL, multimedia language centres began to appear in educational institutions. While multimedia facilities offer many opportunities for language learning with the integration of text, images, sound and video, these opportunities have often not been fully utilized. One of the main promises of CALL is the ability to individualized learning but, as with the language labs that were introduced into educational institutions as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial **interactive** element.

Learning by teaching:

Methods used for instruction to be implemented by teachers to achieve the desired learning by students. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. The approaches for teaching can be broadly classified into teacher centered and student centered. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction.

Mixed ability group:

“Mixed ability grouping”, refers to grouping together students of different abilities. Usually this kind of grouping occurs when the group consists of students with different ages with one or two years span. The term “mixed aged grouping” or “heterogeneous grouping” is used for this case but we prefer to use the more general term of “mixed ability grouping” since the basic criterion for grouping is ability and not necessarily age. However within the framework of MUSE the actual implementation of mixed grouping in multigrade classroom is going to be based on mixed age grouping. In mixed ability groups there are some students that are more mature and experienced than other ones and thus they have more advanced ability to acquire knowledge. The main aim of setting up mixed ability groups is not to produce homogeneity of ability in a group as this is the case in ability grouping, but to increase interaction across students with different abilities.

APPROACHES

Structural Approach

Structural approach in teaching of English means approaching English on the basis of structures. For this purpose, the structures are well made to teach English. That is called structural approach. In this Approach, the structures are taught by creating situations. That makes the teaching, learning more effective. The structural approach is not a method but it is an approach which quickens the process of

learning a language. In this approach students are able to understand the subject matter fully because teaching is conducted by creating meaningful situations.

Situational Approach

In this approach English is basically taught in the same way in which the child learns his own mother tongue. Whatever the students understands and expresses is connected with his own life. The situations in which the students learn are repeated again and again. In this approach English should also be taught by forming a link between new words and real situations. The situational approach indicates how a teacher can create real situation in the classroom. The situational approach makes great demand upon the teacher. The teacher must have ready invention, be quick to see where there is comprehension and where there is the need for revision.

Communicative Approach

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

For example, practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication. In the classroom, Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials

Recent trends in communicative approach

The teaching of second and foreign languages emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”It describes a set of very general principles grounded in the notion of communicative competence. There is no single or a set of practices that characterize current communicative language teaching.

Content based instruction

Learning a new language can be difficult. Content-based instruction is a powerful tool for language instruction. **Content-based instruction** focuses on content rather than language. However, the goal is language instruction. Simply stated, the language becomes a tool for learning new things instead of the topic. Students make logical connections between ideas, words and objects. Proponents of content-based learning believe that this approach is the most effective method for language acquisition. Content used to refer to the methods of grammar–translation, audio-lingual methodology and vocabulary or sound patterns in dialog form. Recently, content is interpreted as the use of subject matter as a vehicle for second or foreign language teaching/learning.

Task based Instruction

TBI claims that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use spe

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.

Text based Instruction

The second level of learning that occurs with **text-based instruction** is that of learning content through interaction with **texts**. Students learn through the guidance and support of the teacher. The teacher's role, in addition to scaffolding, is to select materials and sequence the curriculum. The objectives in a TBI curriculum depend on **text** that is used in the learning experiences. Text-Based Instruction (TBI) employs the use of different genres of text in a social context to encourage language development. This post will discuss the assumptions and curriculum development of this method. TBI is a unique approach to language teaching that focuses on reading to develop the other three skills of language. This approach is particularly useful for people who prefer to learn a language through reading rather than in other forms.

Eclectic Approach

Eclectic approach means the collections of all the good points of different methods and then using them for teaching something. In teaching English, different methods and approaches have been popular. Each method has some good points and few draw backs also. Naturally any one method does not serve the purpose of teaching well for all times and in all types of teaching situations. Moreover a good teacher does not become subordinate to any single method. The teacher is expected to handle the methods as per his/her liking. The teacher is the master of the teaching situation and the methods of teaching are tools in his hands.

Recent trends in teaching English

Learner-centered teaching model:

In the learner-centered model, both student and teacher are active participants. They both share responsibility for the students learning. Teacher and students work together to identify how students expect to use the language. The teacher models correct and appropriate language use, and students then use the language themselves in practice activities that stimulate to real communication situation. The active, joint engagement of students and teacher results in interactive and dynamic classroom environment I which teaching and learning a language becomes rewarding and enjoyable.

Resources in teaching English

Teacher made Aids

Flash cards:

Cards containing letters, words, phrases, sentences etc., are a very useful and inexpensive aid in teaching English. The letters in the cards should be sufficiently large so that when the teachers put up a card the pupils on the last benches can read it without difficulty. Whenever necessary, the cards can be stuck to a cork board (a board with a layer of worksheet on the top) or to the wall by one of the techniques suggested for putting up cut-outs. These flash cards are usually flashed on flannel boards just for a moment and taken off. They help the students promptly and quickly recognize the words and read the sentences.

Pictures:

Large pictures showing, for example, a street scene, a market place, a playing field, etc., can be very effective for oral practice and for writing connected sentences. A series of such pictures can also be used to narrate a story in the manner of the popular comics. Wall-pictures are available in the market, but a teacher can easily make his own. The picture need not be perfect. Figures can be traced from magazines or drawing books. Even cut-outs can be pasted on a large sheet of paper to make a wall-picture. Use of variety of colours will make the picture attractive. Pictures enliven the class. Students pay greater attention to the pictures. Pictures are useful in the creation of an English atmosphere in the classroom.

Charts:

Charts are the collection of pictures on large sheets of heavy paper or cloth, used like large maps. Charts can include diagrams, graphs, chronological tables, list of words, substitution tables, scientific facts, etc. Charts are very useful to oral practice. These enhance students' attention in class and stimulate their mental activity. Charts can be easily prepared with the help of the students. Students can be asked to make charts on various topics and thus encourage them "do-and-learn".

Models:

A model may be larger, smaller, or the same size as the object it represents. Models can range from insects to airplanes and they can be made or purchased for classroom use. Assembling of objects helps sharpen both cognitive and psychomotor skills. The language teacher can make use of models

when realism is essential to learning. Tasks that require identification by size, shape or colour, hands-on practice-all the three involve realism and models are used in such situations,

Blackboard:

The blackboard is a large black or green surface fixed to a classroom wall for writing on with chalk. Each classroom has at least one blackboard for teaching purpose. The blackboard helps students visualize scenes, actions, situations and objects that cannot be brought into the classroom. A talented language teacher draws pictures, sketches and diagrams on the board. The blackboard should be neat and clean. Both teachers and students can use the blackboard for learning English in class.

Mechanical Aids

Overhead Projector:

Overhead Projectors are used to reflect what the teacher has written on a transparent plastic film before the class begins. The teacher need not turn back and write everything on the blackboard. This saves time and makes the teaching effective and innovative. The teacher gets enough time to plan, prepare and present his lesson. The overhead projector can be used to teach formation of comparative and superlative adjectives, to point out words that are often misspelled, to explain different modal verbs and to present important points of lectures, lessons, papers etc.

Tape recorder:

The cassette recorder is one of the useful educational aids to increase listening skill. It provides a variety of voices and makes the class lively. We can record whatever we want to listen and again we can listen to it whenever we get time. We till we understand it. Thus it encourages intensive listening. Tape recordings can be effectively used to give practice in listening. Teachers should be very careful in selecting well-recorded tapes for giving practice .

Radio:

Streaming radio stations online works better than the traditional radio because students can listen to any station worldwide. The radio helps learn English intonation and listening much better with native speech. Radio programmes have many different topics, from sports to science. So students choose something that interests them, if you're really intend to learn English with radio. You should find a radio station that has the news, weather or that gives advice and make time every day to listen to the radio.

Television:

Television is great for learning English. The pictures make it easier to understand than radio and because you see who's talking, you get a better idea of what people mean. English television is normally aimed at native English language speakers. Programmes often include difficult words and expressions. If the programme you're watching is full of unknown words, just concentrate on understanding the general meaning.

Language lab:

'A language laboratory' is a specially designed room where students may practice speaking and listening with the aid of tape-recorders, earphones, microphones and/or other sound equipment chiefly as an audio-lingual supplement to the class work. In a language laboratory, students practice the second languages they are studying. It is a place mainly for improving listening skill through 'audio-machinery'. The language laboratory provides good models of the speech in English language for imitation and manipulation by the students.

Power point presentation:

Power point presentation is one of the multimedia technologies. It is presentation software(PS) that easily offers a complete presentation graphics package. It is a computer- based instruction that combines texts, graphics, images and sound. Power point slides are used as visuals to supplement the words the teachers say. It is an instructional tool helps the teacher teach vocabulary, grammar and language games. The sophisticated software used in the PowerPoint presentations attracts the attention of students and helps them learn the language skills and concepts easily and quickly.

Websites for teaching English:

English teaching websites are just like teachers. They are unique; some websites offer services, some offer information, some offer resources for English teachers. They are genuinely useful. Website promotes language teachers in effective and quality language teaching and learning. Website is a vast resource of materials for teaching English as a second language. It includes English lesson plans, dialogues ideas, articles, cross-word puzzles, colour pictures, texts for reading or gap filling, vocabulary and grammar exercises and class management.

Multimedia:

Multimedia is a combination of computer hardware and software that allows a person to integrate video, animation, audio, graphics and test resources to

affordable desktop computer. Using multimedia, our teachers do not want to solve simple teaching problems relating to the grammar, or vocabulary, or spelling, but they want the real language and the real language atmosphere. Multimedia is an auxiliary/ supplementary one, and not the only method for whole teaching. The multimedia can provide the students with certain scenes or situations for understanding the cultural backgrounds necessary for students.

Internet for teaching English:

The internet or World Wide Web is a computer system that allows millions of computer users around the world to exchange information. The internet is very useful for teaching English. On the internet, the language teachers can find resources to help students improve their four skills of English language. There are many language materials on the internet and students can use them to study English. The resources available on the internet may be in the form of articles or activities. Teachers and students can use these resources to motivate students and reinforce language skills. Students can gain a better understanding of writing and grammar and they can build up their confidence and expand their language skills.

Newspaper articles in language class:

Newspaper is much more current than course books. There is also a lot of information in newspapers which make teachers an excellent springboard for lessons. Newspapers are day-to-day curriculum for students to learning English. One aim of reading newspaper should be to encourage the students to read outside the classroom. Teaching with a newspaper allows learners to select an article that interests them, work on it and report back to other learners. If the learners dip into English newspapers then their reading skills, writing skills and vocabulary will improve. Students should feel they are reading faster or better by using newspapers.

Mobiles to learn English:

Mobile learning (or M-learning) is the ability to learn anytime, anywhere using a portable electronic device. Learning English with the assistance of mobiles is known as ‘mobile learning of English’. There are hundreds of mobile apps available for English language students. Mobile devices and apps are changing the very way people learn English. Mobile devices help students study ‘on the go’. They enable them to incorporate self-study into their busy lives, accelerating their progress and guaranteeing better results.

Films in learning English:

Language teachers have been using films in their classes for decades. Film is an excellent tool for learning English. Learning from films is motivating and enjoyable. Films and TV shows are an integral part of students' lives. Film, as a motivator, makes the language learning process more entertaining and enjoyable. Film provides students with examples of English used in 'real' situations outside the classroom, particularly the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech.

English clubs:

English clubs/English literary association provides students with opportunities for further recreational activities. They help the students gain extra-knowledge in English language. English clubs are useful in conducting language games, language plays, language competitions, making discussions, making teaching aids, poem recitals etc. The clubs can organize discussions, poet's meet, and lectures that develop interest in English language. Students develop originality, creativity and imagination.

Qualities of a good English language textbook:

The English reader is as important as a language teacher, as it provides the contents of teaching. It helps teachers revise and strengthen the language material already taught. The textbook is the most important tool in the hands of the language teacher.

1. The language teachers must know the criteria of a textbook.
2. The subject matter should be suitable to the students for whom the book is meant.
3. The presentation of the subject matter should be popular style.
4. The introduction of the vocabulary will be graded and systematic.
5. The form of each lesson will be a model of composition, with a beginning, middle and an end.

Professional competencies of a language teacher:

Teaching is a profession. Professional competence of a teacher refers to the ability to teach a subject well or effectively. The English language teaching is a field of educational specialization and it requires a specialized knowledge base. The specialized knowledge in teaching is obtained through both academic study and practical experience. Professionalism is related to the continuous attempts to develop standards for English language teachers. An English language teacher means becoming part of world-wide community of professionals.

Programmes for professional development of English teachers:

An English teacher is continuously improving his professional knowledge by updating and renewing his language teaching skills by participating in various professional development programmes such as seminars, workshops, panel discussions and undertaking field works / field trips and projects. Teacher's quality and student learning are directly related. Teachers' quality can be improved through 'professional development'. The professional development means a comprehensive, sustained, and intensive approach to improving teachers' and participants' effectiveness in raising student achievement.

Questions for Discussion and Reflection

1. Analyse various methods and approaches in teaching of English and its pros and cons.
2. Write an essay on teaching resources in teaching-learning of English as a second language.
3. Discuss the recent trends in teaching of English in 21st century.

Unit – VI: TESTING AND EVALUATION IN ENGLISH

Objectives:

After completion of this unit, the learners will be able to,

- 1.get knowledge about test and evaluation patterns.
- 2.comprehend about test and its various types.
3. get familiarized with construction of test and steps involved in planning it.
4. how to prepare blue print and marking scheme and scoring key.

Introduction

This unit speaks about testing and its importance along with various types of tests and procedure to administer. In addition, it deals with the evaluation patterns and its significance of assessment.

The value of testing

Teachers need to test the performance of his students. Tests results are critical, not only because they affect careers, but because of the influence they exercise on motivation to learn. A language teacher must be aware of different testing techniques, because they give useful information to both the teacher and the students. Tests tell the teacher what the students can and cannot do, and therefore how successful the teaching has been. Tests tell the students how well they are progressing, and where they need to focus their attention as learners.

Focus of testing

Tests are used in language class for two purposes:

1. To test linguistic skills

Tests are used to find out what students can 'do'. For example:

- Listening
- Reading
- Speaking
- Writing

2. To test linguistic components

Tests are used to find out what students have 'learnt'. For example:

- Grammar
- Vocabulary
- Spelling
- Pronunciation

Different kinds of test

1. Achievement test:

Achievement tests determine how much of a particular content or subject-matter has been mastered. These are commonly used at the end of school terms.

2. Aptitude test:

Aptitude tests try to predict how well a student will succeed in learning the second language. These tests focus on specific kinds of activity, for example, sound imitation, pattern matching. They provide data about individual difficulties.

3. Proficiency test:

Proficiency tests assess how well or how skillfully the students perform the four language skills – listening, speaking, reading, and writing. Usually a student's proficiency in listening and speaking are assessed by oral tests.

4. Diagnostic test:

Diagnostic tests aim to find out what a student still has to learn in a language. The results of this test provide feedback for a teacher by displaying the learner's strengths and weaknesses.

Types of tests in English

For measuring student's language skills and knowledge in English, the following types of tests can be used:

1. Objective-type tests
2. Short-Answer type tests
3. Essay-Type tests

Objective tests:

Objective test items are useful for measuring many specific skills and items of knowledge. Objective-type tests are objectivity-based tests. That is, the objective tests do not attempt to test the student's

self-expression which is subjective. They attempt to test student's recognition or comprehension skills. Objective test items however are difficult to construct. Framing a good objective test requires a good deal of time and thought. The answers in the objective tests are often single-worded. More often the students are required only to put some mark at a right alternative out of the given several ones in the test.

Construction of objective-type questions:

a) Underline the correct option.

1. Dogs **is/are** nice pets.
2. Sheep **eat/eats** grass.

b) Choosing the correct options.

1. Arun----- to Amala.
a) isn't listening b) not listening c) don't listen
2. Everyone at the party.
a) Are dancing b) dancing c) is dancing

c) Fill in the banks with correct answers.

1. I ----- 12 years old. (be /am /is)
2. They ----- in the garden. (be / am / are)

Error recognition:

Error recognition is a type of objective test that helps students learn to analyze structures and grammar patterns. They are also effective means of learning new vocabulary. In doing error recognition exercises, students learn the part of a sentence that is grammatically incorrect. In this test, the student has to read a sentence with four words or phrases underlined. He must choose the underlined word or phrase which is incorrectly written. For example, identify the underlined word or phrase that should be corrected or rewritten. In other words, each question has one grammar mistake. Choose the underlined portion that has the mistake.

(E.g.)

1. I think there are any resources that we have left untapped.
a) are b) any c) that d) untapped

The student has to select (B) as answer to the question.

The word 'any' in this sentence is incorrect because 'any' is usually used in a negative or interrogative sentence. This is one is an affirmative sentence.

Written tests:

1. Short – Answer Tests

Short – answer type test is a kind of test in which the student has to answer a question in a few sentences. In language testing, short – answer questions are set for testing the reading comprehension of students. Short – answer type tests are specific. But at the same time, they require the students to write or express their own answers with their own ideas.

2. Paragraph tests

In paragraph tests, students explain their answers in a paragraph about a specific idea, concept or theme.

Example:

- What is descriptive grammar?
- Distinguish between structural words and content words.
- What is an oral approach? Give an example.

3. Essay tests

Essay-type tests are the most common tests in our schools. This type of question is very useful to test the power of expression of the students. They also test the student's originality, and also test whether he has ability to organize his material and to present in his own words and style.

Teacher made achievement test

Construction of a good test

Tests serve the purpose of improving learning. The teacher-made achievement test is improving learning. The teacher-made achievement test is constructed to assess the student's achievement in a particular unit / content in a subject.

Steps in planning and constructing a test

Test construction requires a systematic and organized planning. The following are the steps in planning a test.

1. Listing the major objectives
(reading comprehension, writing skill, grammar)
2. Defining each objective
(objectives for testing reading, objectives for testing writing, objectives for testing grammar)
3. Writing a table of specifications / Blue print
4. Constructing the test items
5. Arranging the test items
6. Writing clear directions
7. Constructing the answer keys

8. Discussing the test items
9. Making necessary notifications
10. Administering the test
11. Doing item- analysis

Marking scheme and scoring key

The marking scheme provides general guidelines to reduce subjectivity and increase objectivity while the answers of the students are evaluated. The marking scheme also provides uniformity in awarding marks to the answers in the test papers if students. The marking scheme provides instructions on the method of awarding marks to the answers of the students.

Item analysis:

Item analysis in test construction is a process by which we can determine:

- The difficulty level of an item and
- The discriminating power of the item.

Item analysis is done to improve the efficiency, reliability and validity of test items in a scientific manner.

The difficulty level of an item:

The item difficulty indicates whether an item is too easy and too difficult for students to answer.

The formula for item difficulty is:

$$D = \frac{R}{N} \times 100$$

Where,

D = the difficulty index

R = the number of high- scoring (the top 27% of the students) and low-scoring students (the bottom 27% of the students) who choose the correct response.

N = the total number of students in both groups.

The discriminating power of an item indicates whether an item indicates whether an item differentiates between the high-scorers and the low- scorers. The formula for item discrimination is:

$$D = \frac{R1-R2}{N} \times 100$$

N

Where,

R1 -the number of right response given by the high-scoring students (the top 27%)

R2 -the number of right responses given by the low scoring students (the bottom 27%)

N - Number of students in each group.

Conclusion

Thus, this unit deals with testing and evaluation in English, by elaborating its significance and evaluation pattern in English.

Questions for Discussion and Evaluation

1. Debate on the pros and cons of existing examination and evaluation system.
2. Discuss the various types of test in English.
3. Draw a blue-print of IX Standard.

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