PEDAGOGY OF LANGUAGES

Units: 1 to 20

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CONTENTS

Sessional Work \ Activities

Marks= 5 (Under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher \ PCP co-ordinator . The activity will carry 5 marks.

1. Prepare any one self-made working (3- dimensional) teaching model from locally available resources for teaching of Languages at Senior Secondary stage.

2. Power point presentation on any one topic of Languages subject of standard VI to X.

3. Any other activity \activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

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UNIT-1
Meaning and Functions of Teaching Languages

Structure

1.1   Introduction

1.2   Objectives

1.3   Meaning of language

           Self- Check Exercise (1)

1.4   Functions of Language

           Self- Check Exercise (2)

1.5   Summary

1.6   Glossary

1.7   Answers to Self- Check Exercises

1.8   References\ Suggested Readings

1.9   Terminal Questions

1.1 Introduction

Human beings have the remarkable ability to communicate with one another, allowing us to share knowledge, beliefs, opinions, desires, warnings, commands, gratitude, promises, declarations, and emotions—limited only by our imagination. We express ourselves in various ways: laughter can convey amusement, joy, or even disrespect; a smile can indicate pleasure, approval, or bitterness; a shriek may signal anger, excitement, or fear; clenched fists can express determination, anger, or a threat; and raised eyebrows might suggest surprise or disapproval. However, our primary mode of communication is language.

This book will explore language in depth, but as an initial definition, language can be described as a system of communication that relies on words and their combination into sentences. Communication through language is known as linguistic communication, whereas other forms—such as laughing, smiling, shrieking, or gesturing—fall under non-linguistic communication. While many non-human species exchange information, none possess a communication system as complex as human language. Most animals rely on non-linguistic means similar to our facial expressions, gestures, or vocalizations.

For instance, chimpanzees, gorillas, and orangutans communicate through different shrieks, facial expressions, and hand or arm gestures, but they lack words and sentences. Bees, through specific movement patterns, can inform their hive about the location of honey, yet their communication appears limited beyond that. Birds sing various songs, primarily to defend their territory or attract a mate. While these forms of communication serve essential functions, they do not match the complexity and versatility of human language.

1.2 Objectives

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

➢ Define Language

➢ Explain the Functions of Language

1.3 Meaning of Language

Language is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. Language may be defined as verbal, physical, biologically innate, and a basic form of communication.

When we define language we have to be careful not to exclude symbols, gestures, or motions. This is because if we exclude these from our definition, we will be denying the language of the deaf community.

All human languages share basic characteristics, some of which are organizational rules and infinite generativity.

Infinite Generativity is an ability to produce an infinite number of sentences using a limited set of rules and words.

A system for communicating. Written languages use symbols (that is, characters) to build words. The entire set of words is the language's *vocabulary.* The ways in which the words can be meaningfully combined is defined by the language's *syntax* and *grammar.* The actual meaning of words and combinations of words is defined by the language's *semantics*.

Self-Check Exercise (1)

1.   The study of the way where sequences of words are ordered into phrases, clauses & sentences is called:

   a) Phonology.

   b) Morphology.

   c) Syntax.

   d) Semantics.

2. The study of elementary speech sounds is called:

   a) Phonology,.

   b) Morphology.

   c) Syntax.

   d) Semantics.

3. The old term used to designate the study of language is called:.

   a) Philology.

   b) Haplology.

   c) Phonology.

   d) Semi logy.

4. Which is not a branch of linguistics?

   a) Phonology.

   b) Morphology.

   c) Semantics.

   d) Philology.

5. Which among of the following is not an aim of linguistics?

   a) To study the nature of language.

b) To establish a theory of language.

c) To profound stories of the origin of language.

d) To describe a language & all languages.

6.   Which among the following does not constitute the scientific nature of linguistics?

a) Systemic gathering & analysis of data.

b) Determination of causal relationship between facts.

c) Chronological presentation of data.

d) Verification, verification & generalization.

1.4   Function of Language

Language as a Means of Expression

Verbal communication allows us to meet various needs by expressing ourselves. We use it to ask questions, seek information, and describe people, objects, and ideas. Language enables us to inform, persuade, and entertain—three key purposes of public speaking. It also plays a crucial role in forming and maintaining personal relationships. At its core, language is expressive, helping us convey observations, thoughts, feelings, and needs.

Expressing Observations

When we share observations, we report sensory experiences without making judgments or drawing conclusions. A prime example is eyewitness testimony, where witnesses must relay only what they saw, heard, or experienced without adding interpretations. For instance, a witness might say, *"I saw a white Mitsubishi Eclipse leaving my neighbor's house at 10:30 pm."*

Expressing Thoughts

Expressing thoughts involves drawing conclusions based on our experiences. This process is similar to interpreting information, where we assess observations and assign meaning to them. Our thoughts are shaped by beliefs (what we consider true or false), attitudes (what we like or dislike), and values (what we perceive as right or wrong). In a courtroom, jurors analyze observations to form thoughts, such as: *"The neighbor who saw the car leaving the crime scene seemed credible, and the defendant's past is questionable—I think he's hiding something."* Sometimes, people mistakenly express thoughts as feelings. For example, saying, *"I feel like you're too strict with your attendance policy,"* is not actually expressing an emotion but rather making a judgment about someone's behavior.

Expressing Feelings

When we express feelings, we communicate emotions. This aspect of verbal communication can be complex due to social norms that dictate when, where, and how emotions should be expressed. Cultural factors, age, and gender influence these norms. For example, young children tend to express emotions freely, while older boys are often socialized to show emotional restraint. While individual differences exist, societal expectations generally encourage women to be more emotionally expressive than men.

Expressing Needs

Expressing needs helps us achieve goals by communicating what is necessary for us. Since others may not always be aware of our needs, it is essential to articulate them clearly. This can be crucial in professional settings or personal

relationships. Failing to communicate needs may lead to frustration, resentment, or misunderstandings. For instance, instead of vaguely saying, *"I think we're moving too fast in our relationship,"* a more effective approach would be, *"I need some time to reconnect with my hometown friends this weekend. Would you be okay with me going home alone?"* It's also important to avoid expressing needs in a way that includes judgment or evaluation. Saying, *"I need you to stop suffocating me!"* conveys more of a thought-feeling mixture rather than a clear need.

Language as a Tool for Relationships

Verbal communication is essential in forming, maintaining, and ending relationships. Our initial conversations with potential friends or romantic partners help us determine whether to pursue a connection. Once relationships are established, we use language to reinforce emotional bonds and check in with others. Conversely, verbal communication also plays a role in ending relationships when negative feelings persist or other circumstances arise.

Language as Action (Performative Language)

Some forms of language go beyond conveying information and function as actions. Statements like *"I promise," "I guarantee,"* or *"I pledge"* communicate commitment and intent rather than just meaning. These types of utterances, known as **commissives**, indicate that the speaker is bound to a certain course of action. Some verbal expressions hold official weight—saying *"I do"* can signify entering a legal or religious marriage, taking an oath in court, or assuming an official position. In the right context and in front of the appropriate authority, these words carry obligations that may have legal or social consequences. Thus, language is far more than just words—it has the power to create reality.

Language as a Means of Control

While the word *control* often has a negative connotation, it can be used in both positive and neutral ways. Verbal communication can reward and reinforce positive behaviors through praise and encouragement. Conversely, it can also be withheld or used in critical or aggressive ways as a form of negative reinforcement.

Self- Check Exercise (2)

1. Which of the following is not a criteria of listening?

    a) Recognizing words.

    b) Recognizing stress, rhythm, tone and intonation.

    c) Avoiding distractions.

    d) Being attentive but avoiding eye contact.

2. Henry Sweet defines language as:

    a) Expression of thoughts by means of written symbols.

    b) Expression of thoughts by means of speech sound.

    c) Inborn capacity to understand language.

    d) All of the above.

3. We use language for communicating_____.

    a) Ideas.

    b) Requests, orders and promises.

    c) Information.

    d) All of the above.

4. Human beings can talk about their present, past & future. This property of language is called_____.

    a) Displacement.

b) Cultural Transmitting.

c) Voluntarily.

d) Social Phenomenon.

5. Language has two layers called:

a) Meaning & Idea.

b) Meaning & Spelling.

c) Meaning & Sound.

d) Sound & Spelling.

6. Interactional function of language involves:

a) Only me.

b) Only you.

c) You & me.

d) None.

1.5   Summary

In this lesson we learned about language, function of language, principles of language objectives of language. Language a body of words and the systems for their use common to all people
who are of the same community or nation, the same geographical area or the same cultural traditions.

1.6   Glossary

- Communication: The act of sharing and exchanging information, ideas or feelings.

- Generativity: It is the ability to produce an infinite number of sentences using a limited set of rules and words.

1.7   Answers to Self- Check Exercise (1)

1.c 2. a 3 a 4 d 5 c 6 c

Answers to Self-Check Exercise (2)

1. d 2. b 3. d. 4.a 5. c 6.

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1.9   Terminal Questions:

1. What do you understand by language?

2. What are the different functions of language?

UNIT-2

Principles and Objectives of Teaching Languages

Structure

2.1   Introduction

2.2   Objectives

2.3   Principles of language

      Self- Check Exercise (1)

2.4   Objectives of Language

      Self- check Exercise (2)

2.5   Summary

2.6   Glossary

2.7   Answers to Self- Check Exercises

2.8   References\ Suggested Readings

2.9   Terminal Questions

2.1   **Introduction**

     Human beings possess a remarkable ability to communicate with one another, enabling us to share knowledge, beliefs, opinions, desires, warnings, commands, gratitude, promises, declarations, and emotions—limited only by our

imagination. We express ourselves in various ways: laughter can signify amusement, joy, or even disrespect; a smile can convey pleasure, approval, or bitterness; a shriek may indicate anger, excitement, or fear; clenched fists can represent determination, anger, or a threat; and raised eyebrows may suggest surprise or disapproval. However, above all else, our primary system of communication is language.

While many non-human species exchange information, none possess a communication system as intricate as human language. Most animals rely on non-linguistic signals, similar to our facial expressions, gestures, or vocalizations. For instance, chimpanzees, gorillas, and orangutans communicate through varied shrieks, facial expressions, and hand or arm gestures, yet they lack words and structured sentences. Bees can perform specific movement patterns to inform their colony about the location of nectar, but their communication seems limited to that purpose. Similarly, birds sing different songs primarily to mark territory or attract a mate. While these forms of communication serve essential functions, they do not match the complexity, flexibility, and depth of human language.

2.2 Objectives

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

➢ Explain the main Principles of language

➢ Discuss the main objectives of Language

2.3 Principles of Language

- **Teaching Language Through Basic Sentence Patterns:** Students should begin by memorizing fundamental sentence structures commonly used in daily conversations. Starting with short phrases allows them to gradually progress to more complex sentences. When learning their mother tongue, students naturally retain longer sentences compared to a foreign language. However, developing proficiency in a foreign language through this approach helps learners expand their understanding of sounds and vocabulary.

- **Developing Language Patterns as Habits:** True language proficiency comes from habitual use rather than simply knowing about the language. To achieve fluency, students should engage in extensive practice of language patterns in diverse situations. They must learn to use sentence structures and vocabulary naturally and at a normal conversational pace. Prioritizing the habitual use of frequently occurring patterns is more effective than merely accumulating vocabulary.
- **The Role of Imitation:** Imitation is a fundamental principle of language learning. No learner invents a language independently; instead, effective communication is achieved by imitating good speech models. These models should be clear and comprehensible. Mastery of a language system is reinforced when imitation is combined with intensive practice.
- **Controlled Vocabulary:** Vocabulary should be carefully selected and taught in meaningful contexts. Words should only be introduced and practiced within real-life situations to enhance understanding and retention. This method ensures that meanings are clarified and reinforced effectively.
- **Graded Learning of Language Patterns:** As R. Lado states, *"To teach a language is to impart a new system of complex habits, and habits are acquired slowly."* Language patterns should be introduced progressively in a structured manner. Each new pattern should build upon previously learned ones. New language structures should also be introduced alongside familiar vocabulary to support comprehension and ease of learning.
- **Selection and Organization of Language Material:** Effective language teaching begins with carefully selecting appropriate language materials. This selection process should consider grammatical structures, vocabulary, and sentence patterns to ensure a logical and structured learning experience.

Self- check Exercise (1)

1. Which principle of language teaching considers practice and drill necessary for language learning?

   a) Principle of phonology.

   b) Principle of language aptitude.

   c) Principle of imitation.

d) Principle of learning by doing.

2. The teacher should try to expose students to environment loaded with foreign language. By doing so he\ she is following the:

    a) The principle of naturalness.

    b) The principle of exposure.

    c) The principle of interest.

    d) The principle of interest.

3. According to which principle of English oral situation and social and functional aspects will move together in learning a language?

    a) Principle of proper order.

    b) Principle of selection.

    c) Principle of multi line approach.

    d) None of the above.

4. The curriculum and content of language teaching is decided through

    a) Principle of graded patterns.

    b) Principle of proper order.

    c) Principle of Selection.

    d) Principle of naturalness.

5. Which principle of English implies brevity?

    a) Principle of phonology.

    b) Principle of creativity and Self- Expression.

    c) Principle of accuracy and correctness.

    d) Principle of reinforcement.

6. According to which principle " The subject matter should be related to customs, traditions of the particular society to which the student belongs" ,

    a) Principle of correlation with life.

    b) Principle of cultural approach.

    c) Principle of purpose.

    d) Principle of gradation.

7. Which principle suggests that students should work with more extensive or complex definitions or explanations of word meanings.

    a) Principle of multiple approach.

    b) Principle of proper order.

    c) Principle of vocabulary.

    d) Principle of selection.

2.4   Objectives of Language

Language objectives are specific goals within a lesson that define the type of language students need to learn and use to successfully achieve the lesson's overall objectives. These objectives align with content knowledge and skills outlined in academic standards while addressing key aspects of language development that support students' understanding of grade-level concepts.

Language objectives encompass the four essential language skills—**speaking, listening, reading, and writing**—but may also include:

- **Language functions** relevant to the lesson topic (e.g., justify, hypothesize).
- **Key vocabulary** necessary for students to fully engage in the lesson (e.g., axis, locate, graph).
- **Language learning strategies** that enhance comprehension and aid in language acquisition.

Self- check Exercise (2)

1. Selection means?

   a) When to teach.

   b) How to teach.

   c) What to teach.

   d) Why to teach.

2. Which of the following is not the criteria for the principle of selection?

   a) Familiarity.

   b) Frequency.

   c) Range.

d) Coverage.

3.   Motivation is an important factor in language learning. For example in class vi,_____ may be done.

   a)   Memorization and use of necessary vocabulary.

   b)   Systematic analysis and use of structures.

   c)   Use of visual devices and game- like exercises.

   d)   Use of the another tongue as the 'medium'.

2.5   Summary

In this lesson, we explored various aspects of language, including its definition, functions, principles, and objectives. Language is a structured system of words and rules used for communication among people within the same community, nation, geographical region, or cultural background.

We examined the **functions of language**, which include expressing thoughts, feelings, observations, and needs, as well as facilitating relationships and performing actions. The **principles of language learning** emphasize the importance of structured teaching methods, imitation, habit formation, controlled vocabulary, and graded learning. Additionally, we discussed the **objectives of language learning**, which focus on developing essential language skills—speaking, listening, reading, and writing—while integrating relevant vocabulary, functions, and comprehension strategies.

2.6 Glossary

- **Syntax:** The set of rules that govern the structure and arrangement of words within a sentence in a given language.
- **Directives:** Statements or commands intended to prompt someone to take a specific action. They can range from polite requests to firm instructions.

2.7 Answers to Self- Check Exercise (1)

1.c   2. b 3. c 4. c 5. c 6. a 7. c

Answers to Self - Check Exercise (2)

1. c 2. a 3. c

2.8   References\ Suggested Readings

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2.9 Terminal Questions:

1. What are the main principles of language?

2. What is the objective of language?

UNIT-3

Distinction of Language and Role of Language

Structure

3.1   Introduction

A significant portion of what is known as **Communicative Language Teaching (CLT)** is grounded in a **nativist perspective** on second language (L2) acquisition. This perspective assumes—either explicitly or implicitly—that learning an L2 should resemble the process of acquiring a first language (L1). However, this belief is **overly idealistic** and stems

from a **fundamental misunderstanding** of both L1 and L2 learning. The cognitive and social processes involved in acquiring a second language differ significantly from those of first-language acquisition, making it unrealistic to expect L2 learning to follow the same natural path.

3.2   Objectives

After going through this lesson, you should be able to:

➢ Differentiate between the first language and second language

3.3   Distinction Between First Language and Second Language

First Language (L1)

- L1 acquisition is **biologically driven** and occurs during the most critical stage of a child's cognitive development.
- The **syntactic system** of a language develops naturally and unconsciously, meaning that children acquire complex, rule-governed structures without being aware of them. Most L1 speakers use their language effortlessly without realizing its intricacies.
- L1 is typically learned **before puberty**, alongside other essential life skills, making it a fundamental part of cognitive growth.
- Children do not resist L1 acquisition; just as they naturally learn to walk, they instinctively acquire their first language.
- With even minimal exposure to language during early development, children **inevitably** acquire the L1 of their social environment. Even those with cognitive impairments often develop full grammatical competence in their native language.
- In summary, L1 acquisition is an **innate and necessary** process that is deeply embedded in human development during the crucial early years of life.

Second Language (L2)

- L2 learning is **not biologically triggered**, except in cases where a child grows up bilingual—where the process closely resembles L1 acquisition rather than traditional L2 learning.
- The **syntax of an L2 is not acquired unconsciously** in the same way as L1. Most L2 learners do not develop the same intuitive understanding and automatic use of grammar that they have in their first language.
- L2 learning is **not an inherent part of cognitive development** and is not essential for survival or daily functioning as L1 is.
- Learners often experience **conscious or unconscious resistance** to acquiring an L2, making the process more challenging.
- Even highly intelligent individuals with strong learning abilities may struggle with L2 acquisition. Many learners reach a stage of **fossilization**, where their progress stagnates despite regular use and exposure to the language.
- Unlike L1, **L2 learning is not a biologically-driven process** but rather an additional skill, often learned in structured environments such as classrooms or workplaces, where it competes with other responsibilities and demands.

Self Check- Exercise(1)

1. The process by which human acquire the capacity to perceive and produce and use words to understand and communicate is:

    a) Language learning.

    b) Language acquisition.

    c) Language diversity.

    d) Language policy.

2. Arrange the steps of language acquisition by new born or infants:

a) Show sign of comparison such as turning when they hear their name.

b) Cries give way to coos and babbles.

c) Their vocabulary start to grow.

d) Start to combine words.

e) Infants become toddlers who say " bye bye".

3. In which language, a particular action does not give a particular reaction:

a) Creatures.

b) Human.

c) Both.

d) None.

4. Which among the following factors have no impact on language acquisition:

a) Cultural and environmental.

b) Geographical and climatic.

c) Racial and regional.

d) All of the above.

5. A child's language acquisition is in according to their:

a) Own surrounding.

b) Socio- economic bases.

c) Psychologically bases.

d) All of the above.

6. Select the factors influencing acquisition of second language:

a) Motivation and regular practice.

b) Playfulness and willingness to make mistakes.

c) Emotional involvement.

d) All of the above.

7. Associating the sound of a word with images and smell could be more effective than just reading the word in a dictionary is an example of:

a) Emotional involvement.

b) Regular practice.

c) Humble approach.

d) Playfulness.

8. A playful approach to language learning can be highly rewarded because:

a) It allows to say anything.

b) It is boring and less receptive.

c) It is ineffective in schools.

d) All of the above.

9. Which approach of second language acquisition starting from the basic:

    a) Humble approach.

    b) Motivational approach.

    c) Emotional approach.

    d) None.

10. Student's age, stage, previous knowledge, length of time, capability, determination all are factors influence the acquisition of learning of:

    a) First language.

    b) Second language.

    c) Third language.

    d) Fourth language.

3.4   Summary

In this lesson we learned about the language. So language plays a very important role in child development and school curriculum also.

3.5   Glossary

- Informationally Encapsulated: It means that the children are not even aware of developing a complex, rule-governed, hierarchical system.

- Receptive Language: It refers to the ability to decode and understand spoken language.

- Expressive Language: It refers to the ability to use language to speak or write as the child gets older and communicate needs, emotions and express thoughts.

3.6   Answers to Self- Check Exercise

1. b2.b, a, e, c, d3. b 4. d 5. D 6. d   7. a   8. a 9. a 10. b

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3.8   Terminal Questions

1. Describe the role of any language in curriculum and life.

2.   Differentiate L1 & L2.

UNIT- 4

Role of Language in Child Development

Structure

4.1   Introduction

4.2   Objectives

4.3   Role of English in child development

    Self - check Exercise(1)

4.4   Place of language in school curriculum.

    Self- Check Exercise (2)

4.5   Summary

4.6   Glossary

4.7   Answer Self- Check Exercises

4.8   References \ Suggested Readings

4.9   Terminal Questions

4.1   Introduction

English has been taught as a second language in India . English came to India with the British. It came to India from a foreign country. The question arises whether English should be taught as a foreign language or as a second

language. A foreign language is mainly learnt to know about the life of the people of that country. On learning the foreign language, learner will not have the chance to use the language in his life situation. so, on learning a second language the learner should be able to use the language in all his situations. As English is understood in all parts of India, it should be taught as a second language. The very basic objectives of teaching English are to prepare students to use English globally, in other words, to use English in all situations that we encounter.

4.2 Objectives

After going through this lesson, you should be able to:

- ➢ The role of English in child development

- ➢ Different roles of English in present life

- ➢ Place of language in School Curriculum

4.3 Role of English in Child Development

Language is an important skill that allows a person to communicate. A child begins to develop language even before she can use words, as seen by a baby who cries to get her needs met. A delay in language skills can cause frustration for a child as well as miscommunication about what she may be trying to convey. Language development is important to a child in order to adequately exchange information with others in a meaningful way. Most children develop speech and language skills effortlessly, but some are slow to develop these skills and then go on to struggle with literacy and academic skills throughout their schooling. It is the first few years of life that are critical to their subsequent performance.

Language and the ability to use language symbolically sets humans apart from the rest of the animal world. It allows people to express thoughts, ideas and emotions, and communicate with others. New research conducted by scientists at the Institute for Learning and Brain Sciences at the University of Washington reveals that early language development begins in the womb and continues throughout a life time.

Receptive language refers to the ability to decode and understand spoken language. Children's receptive language begins developing as they listen to the world around them and begin to understand language. Parents and caregivers that immerse children in an environment rich in language help the child develop strong receptive language skills. This includes speaking directly to the child, as well as providing opportunities for the child to observe conversations between adults and/or other children. It also includes reading aloud to children. Children typically understand many words long before they are able to verbalize them. This prepares the child for spoken language.

Expressive Language:

Expressive language refers to the ability to use language to speak -- or write, as the child get older -- and communicate needs, emotions and express thoughts. Encouraging your child to ask for what he wants, instead of meeting his needs immediately, and routinely talking with your child, helps him build expressive language skills. Children who development good expressive language skills are prepared to communicate effectively when they enter school or encounter the outside world.

Reading:

Children with good receptive and expressive language skills understand the nuances of language and are generally better able to tackle reading skills. Those with experience with books already understand that the written word contains information that must be decoded. Learning to read follows the natural progression of language development. Reading opens the child's world and allows him to access information and ideas from around the globe. Reading can become a source of entertainment and enjoyment, but also serves as an effective means of gaining knowledge.

Writing:

Learning to express herself in written language is an important skill that takes years to master. Encouraging and rewarding your child with praise when she makes her first initial attempts sets the stage for developing effective writing skills. As your child matures and tackles more complex writing tasks throughout her school years, she will master the art of written language as a means to communicate thoughts and desires, and convey information to others.

Self- Check Exercise (1)

1. To develop language functions, the teaching of speaking skills for younger children will include:

   a) Greeting informal, requests, asking for personal information.

   b) Telephonic chat.

   c) Debates and declamations.

   d) Short project presentations.

2. When we want to test speaking skills, we test the ability of the students:

   a) To use proper punctuation marks.

   b) To narrate incidents or events.

   c) To make conclusions from the given extract.

   d) To understand the main thought.

3. To narrate a story with proper stress and intonation is a sub-skill of:

   a) Listening skill.

   b) Speaking skill.

   c) Reading skill.

   d) Writing skill.

4. Punctuation of students can be understand through_____ type.

a) Essay.

b) Objective.

c) Short answer.

d) Oral.

5. Transactional listening

    a) Lays emphasis on conveying information.

    b) Lays information on harmonious communication in the social context.

    c) Does not require careful attention to details and facts.

    d) Is interactive by nature.

4.4   Place of Language in School Curriculum

The inclusion of language, particularly English, in the Indian school curriculum is a significant aspect of modern educational principles. In the 21st century, English is no longer seen as a colonial remnant but rather as a tool for growth and opportunity. Below are some key points highlighting its importance:

- **A Gateway to Higher Education** – English should retain its prominence in the secondary school curriculum to ensure that students acquire a strong working knowledge of the language. Proficiency in English at this stage makes it easier for students to pursue higher education without language barriers.
- **Fundamental for Employment** – Many students enter the workforce immediately after completing secondary school. A strong command of English enhances their employability, as many jobs require effective communication skills in English.

- **Career Advancement** – English plays a crucial role in career development. Those who pursue higher studies in English can build careers as teachers, lecturers, or professionals in fields where English proficiency is essential.
- **Enhancing Subject Knowledge** – At the secondary level, many subjects are enriched with content available in English. A solid foundation in English enables students to access extensive resources and gain deeper insights into various subjects.
- **Global Academic Opportunities** – Many students aspire to study abroad, where English is often the primary medium of instruction. A strong foundation in English at the school level ensures they can communicate, write, and learn effectively in international academic environments.

Self- Check Exercise (2)

1.   The teacher should try to expose students to an environment loaded with foreign language. By doing so he \ she is following the:

      a) The principle of naturalness.

      b)   The principle of exposure.

      c)   The principle of interest.

      d)   The principle of motivation.

2.   Human beings can talk about their present, past and future. This property of language is called:

      a)   Displacement.

      b)   Cultural Transmitting.

      c)   Voluntarily.

      d)   Social Phenomenon.

3. When Child uses language to express their needs and wants is called:

    a) Personal function of language.

    b) Heuristic function of language.

    c) Instrumental Function of Language.

    d) Imaginative function of language.

4. The importance of English in the academic set- up is apparent from the fact that____.

    a) English is compulsory at the graduate level.

    b) English is compulsory at senior secondary.

    c) English is compulsory at post- graduate level.

    d) English is compulsory at Primary level.

5. A Language is :

    a) A broad term simply referring to human patterned.

    b) A set of specific rules for generating speech.

    c) Another word for a dialect.

    d) Scientific study of communication.

4.5 Summary

In this chapter, we explored the role of English in children's development and its significance in the school curriculum. English plays a crucial role in education by facilitating higher studies, enhancing career opportunities, and providing access to a vast range of knowledge. It also helps students secure better job prospects and prepares them for global academic and professional environments. English, therefore, remains an essential part of the curriculum, shaping students' futures and broadening their horizons.

4.6   Glossary:

Receptive language: It refers to ability to decode and understand spoken language. Children's receptive language begins developing as they listen to the world around them and begin to understand language.

- Expressive language: It refers to the ability to use the language to speak -- or write, as the child get older -- and communicate needs, emotions and express thoughts.

4.7   Answers to Self- Check Exercise (1)

1. a 2. d 3.b 4. d 5. b

Answers to Self- Check Exercise(2)

1. b 2. a 3. c 4 a 5. b

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4.9   Terminal Questions

1. Explain the role of English in child development.

2. Discuss about the place of language in school curriculum.

UNIT- 5

Policies and Recommendations of NPE (1986) and NCF (2005) about the Position of English and Hindi Languages in India

Structure

5.1   Introduction

5.2   Objectives

5.3   Recommendations of NPE(1986) about English and Hindi

     Self -Check Exercise(1)

5.4   Recommendations of NCF (2005) about English and Hindi

     Self-Check Exercise(2)

5.5   Summary

5.6   Glossary

5.7   Answers to Self-Check Exercises

5.8   References \ Suggested Readings

5.9   Terminal Questions

5.1   Introduction

In a democratic nation, the democratization of education is essential. To achieve the goal of education for all, the Government of India has undertaken numerous initiatives and efforts. Through policy formulation, the government establishes guidelines for future actions aimed at achieving specific objectives. In a democratic society, these objectives revolve around various aspects of public welfare. Education has been a key focus for the progress of Indian society at both national and local levels. Even in ancient Indian history, education played a role in government policies. The modern approach to educational development can be traced back to the British colonial era, which has been discussed in previous units. Post-independence, such efforts have continued. This unit will highlight one of the significant initiatives taken by the Government of India to promote educational democratization—the National Policy on Education, 1986, and its revised version, the Programme of Action, 1992.

5.2   Objectives

After end of this lesson, you should be able to:

- Explain the recommendations of the National Policy on Education (NPE), 1986.
- Describe the recommendations of the National Curriculum Framework (NCF), 2005.

5.3   Recommendations of NPE (1986) about English and Hindi

The **National Policy on Education (NPE)** was adopted by the Indian Parliament in May 1986. To review the policy and suggest modifications, a committee was established under the leadership of **Acharya Ramamurti** in May 1990, which submitted its report in December 1990. Subsequently, at the request of the **Central Advisory Board of Education (CABE)**, another committee was formed in July 1991 under the chairmanship of **Shri N. Janardhana Reddy**, then Chief Minister of Andhra Pradesh. This committee reviewed the recommendations of the Ramamurti Committee along with other relevant developments and submitted its report in January 1992. In the **CABE meeting held on May 5-6, 1992**, the recommendations were discussed, and while the **NPE was broadly endorsed**, a few modifications were suggested.

Over time, the NPE has remained relevant, as it was formulated based on a **national consensus and a comprehensive review** of the education system. However, developments in recent years and experiences in policy implementation have necessitated certain modifications. These modifications are outlined in the **Revised Policy Formulations** document, which was presented in Parliament alongside the CABE Committee's report.

Role of Languages in Education

Languages play a **central role in education**, and the policy must clearly define their usage and development. Given India's **linguistic diversity**, this task is complex. Census data highlights the vast linguistic landscape of the country:

- **1652 mother tongues** are spoken in India.
- Over **100 languages** are spoken by **662 million people**.
- **90 languages** are spoken by at least **10,000 people** each.
- **96% of the population** speaks languages listed in the **Eighth Schedule of the Constitution**.
- These languages belong to four major language families: **Indo-Aryan, Dravidian, Austro-Asiatic, and Tibeto-Burman**.
- **67 languages** are currently used as **mediums of instruction** in schools.

Three-Language Formula at the Secondary Level

The policy emphasizes the implementation of the **three-language formula** to ensure linguistic unity and national integration:

- In **Hindi-speaking states**, students should study:
    1. **Hindi**
    2. **English**
    3. A **modern Indian language**, preferably from southern India.
- In **non-Hindi-speaking states**, students should study:
    1. **Their regional language**

2. **Hindi**
3. **English**

Additionally, universities and colleges should offer **suitable Hindi and English courses** to enhance students' proficiency up to the required academic standards.

Challenges in Implementing the Three-Language Formula

Several issues have arisen in implementing the formula:

- Some states **offer optional languages** beyond the prescribed three, leading to deviations from the original policy.
- In **Hindi-speaking states**, Sanskrit is often chosen instead of a modern Indian language from the South.
- **Different motivations** exist for learning languages—Hindi is often learned for **economic reasons**, while **southern languages** are studied for **cultural understanding**, leading to inconsistency in learning objectives.
- **Linguistic minorities** struggle to receive education in their mother tongue at the primary level, as commitments to provide such facilities are often not met.
- Since **every state is multilingual**, accommodating multiple minority languages within the formula poses additional challenges.

Despite these issues, the three-language formula has **stood the test of time**, and **revisiting or altering it is not considered advisable**.

Measures for Uniform Implementation

To ensure a **standardized and effective** implementation of the three-language formula, the following steps are recommended:

1. **Collaboration Among Key Institutions**

- o The **Kendriya Hindi Sansthan (KHS)**, **Central Institute of English and Foreign Languages (CIEFL)**, and **Central Institute of Indian Languages (CIIL)**—which are responsible for developing **Hindi, English, and modern Indian languages**, respectively—should collaborate.
  - o They should work with **CBSE, NCERT, and state governments** to create guidelines for uniform language competency in schools.
2. **Language Learning Guidelines**
   - o Define **clear objectives** for teaching different languages.
   - o Set **proficiency levels** for each language.
   - o Specify the **starting class and duration** for teaching the three languages.

Self- Check Exercise (1)

1. The first NPE was promulgated in 1968 by?

   a) Rajiv Gandhi.

   b) Indira Gandhi

   c) Sonia Gandhi.

   d) Narendra Modi.

2. Operation Black board programme was introduced by _____ & to improve_____.

   a) NEP,1986; Teacher Education.

   b) NEP,1986; Primary Education.

   c) NEP, 1986; Secondary Education.

   d) NEP,1986; Higher Education.

3. The first National policy on Education in free India was launched in the year

   a) 1947.

   b) 1964.

   c) 1968.

   d) 1986.

4. Which of the following has been the basis for introduction of yoga in Teacher Training courses?

   a) NEP,1968.

   b) NEP,1986.

   c) NCF,2005.

   d) NEP,2020.

5. Navodaya Vidyalaya and use of IT in education were started under which act?

   a) NPE, 1986.

   b) NPE, 1968.

   c) POA,1992.

   d) NPE, 2020.

6. NPE,1986 is developed by:

   a) Prime Minister.

b) Defense Minister.

c) Education Minister.

d) None of the above.

7.   Establishment of DIETs was the result of one of the recommendations of:

a) Indian Education Commission.

b) Secondary Education Commission.

c) University Education Commission.

d) National policy on Education(1986).

5.4   Recommendations of NCF (2005) about English and Hindi

National Curriculum Framework 2005

A curriculum is a dynamic and evolving framework that serves as a guiding document rather than a rigid structure. It represents a vision for education. The National Curriculum Framework (NCF) 2005, having undergone thorough discussions and evaluations by various bodies, including the Central Advisory Board of Education (CABE), stands as an official document outlining the needs of India's school system while aligning with the principles of the Indian Constitution.

The curriculum discussions of 1968, 1986, and 2000 provided platforms for extensive engagement, leading to the formulation of these documents. The 2005 framework was drafted after analyzing various inputs and deliberating with numerous organizations, including NGOs and higher education institutions. The primary aim of this initiative was to reduce curriculum overload, address systemic inconsistencies, and develop a consensus-based curriculum. The new syllabi introduced a thematic and structured approach to knowledge, marking a significant departure from previous educational practices in India and beyond.

India – A Linguistic Giant

India's linguistic diversity has led researchers to describe it as a "sociolinguistic area," a "linguistic giant," and a "language laboratory." The country's multilingual and multicultural nature underscores the need for multiple languages to foster national unity, cultural integration, and social mobility. Each language plays a complementary role in this system, much like a "salad bowl," where each retains its unique identity while contributing to the nation's linguistic richness.

- The Indo-European language family dominates north and central India, with 54 languages spoken by three-fourths of the population.
- The Dravidian language family, comprising 20 languages, is spoken primarily in South India.
- In Assam, 20 languages are spoken.
- The Northeast region has a total of 118 languages, with 98 languages spoken in the Northeast alone, despite its lower population density.

In this multilingual context, Hindi and English play crucial roles in communication, education, and governance. Despite the vast linguistic diversity, Indian languages continue to evolve and gain prominence through influences such as tourism, media, and digital platforms.

NCF 2005: A New Direction for Language Education

NCF 2005 provides fresh momentum to language education with the following key recommendations:

- Renewed efforts should be made to effectively implement the three-language formula.
- Children's mother tongues, including tribal languages, should be prioritized as the best medium of instruction.
- Schools should encourage proficiency in multiple languages, including English.
- Reading skills should be reinforced throughout primary education.

Language and culture are deeply interconnected, and NCF 2005 advocates for an interdisciplinary approach. However, teachers across different subjects rarely engage in discussions about language learning. Since language is central to education, it should be integrated across subjects to enhance children's learning experiences.

The three-language formula aims to strengthen multilingualism and promote national integration by ensuring that students learn languages beyond their regional or home language.

Home Language, First Language, Regional Language, and Mother Tongue

Primary education should be conducted in the child's home language(s), as it is crucial to respect and preserve linguistic diversity. Article 350A of the Indian Constitution states that every state and local authority must ensure that children belonging to linguistic minority groups receive education in their mother tongue at the primary level.

- In non-Hindi-speaking states, students are expected to learn Hindi.
- In Hindi-speaking states, students should study a non-Hindi language.
- Sanskrit may also be studied as an additional modern Indian language.

It is essential to respect and value children's home languages, without immediately correcting linguistic differences. Language learning is a natural process, and children refine their skills over time when provided with rich, engaging, and challenging linguistic input.

While children often enter school with basic interpersonal communication skills, they need to develop advanced cognitive language skills. Since higher-level language proficiency is transferable, strengthening Indian language learning at school is vital for overall academic growth.

Second Language – English

The second language curriculum has two key objectives:

1. Helping students attain basic proficiency, similar to natural language acquisition.

2. Developing language as a tool for abstract thinking and knowledge acquisition through literacy.

Improving literacy skills in one language enhances proficiency in others, whereas poor literacy skills in the first language can negatively impact second-language learning. Additionally, other Indian languages must be valued to prevent the overemphasis on English as the dominant language.

Home Language vs. School / Standard Language

Children naturally acquire their home language through interactions with family, community, and the broader social environment. Research indicates that Indians have an innate ability to learn multiple languages, as seen in domestic helpers, multilingual street vendors, spelling bee champions, and everyday communication.

- By the time children enter school, they often already know two or three languages, but these linguistic resources are not fully utilized in the education system.
- Languages carry cultural identity, shaping memories and knowledge. Recognizing children's linguistic potential is crucial, as languages evolve through socio-cultural influences.

There is a distinction between dialects and languages. The language spoken at home may differ from the standard language taught in schools. For example, standard Hindi has evolved from Khari Boli, while languages like Avadhi, Brij, Maithili, and Bhojpuri, once fully developed, are now considered dialects.

When children enter school, it is often assumed that their home language matches the school's standard language, which may not be the case. This creates confusion as students must navigate between home and school languages. For instance, a child may speak Brij at home but learn standard Hindi at school, which differs in structure and usage. Similarly, subjects taught in Hindi-medium schools use standardized Hindi, creating further linguistic gaps.

Self- Check Exercise(2)

1. In the NCF 2005 under the heading examination reforms, which of the following reforms has been suggested?

a) Open Book Examination.

b) Continuous & Comprehensive Evaluation.

c) Group Work Evaluation.

d) All of the above.

2. NCF 2005 talks of major shift from:

a) Knowledge as given & fixed as it evolves and is created.

b) Educational focus to disciplinary focus.

c) Learner - centric to teacher-centric.

d) None of these.

3. The National curriculum framework 2005 drives its understanding from:

a) Behaviorism.

b) Constructivism.

c) Cognitive theories.

d) Humanism.

4. NCF 2005 encourages:

a) Learning by doing.

b) Rote method.

c) Solving the problem.

d) All of the above.

5. In NCF 2005 multilingualism is advocated to be used as a resource because

a) It is a way of ensuring that every child feels safe.

b) No one is left behind on account of linguistic background.

c) It will encourage children to believe in themselves.

d) All of the above.

6. Teacher as per NCF 2005 is:

a) Boss.

b) Facilitator.

c) Leader.

d) All of the above.

7. The chairperson of the NCF 2005 national steering committee was:

a) Professor Yashpal.

b) Professor Krishna Kumar.

c) Professor Arvind Kumar.

d) Professor Gopal Guru.

5.5   Summary

In this lesson, we explored the recommendations of the National Policy on Education (NPE) 1986 and the National Curriculum Framework (NCF) 2005. Privatization of education offers several benefits, including providing children with more individualized attention. On the other hand, free education contributes to a more educated and productive workforce.

The National Curriculum Framework (NCF) 2005 serves as a foundation for designing syllabi, textbooks, and teaching practices within India's school education system. The framework draws policy insights from earlier government reports, such as Learning Without Burden and the National Policy on Education (1986-1992), as well as extensive focus group discussions.

Following extensive deliberations, 21 National Focus Group Position Papers were developed under the NCF-2005 initiative. These state-of-the-art position papers provided essential inputs for shaping the NCF-2005 document, ensuring it effectively addresses contemporary educational needs.

5.6   Glossary

- English-400: A package which facilitates teaching and learning of English in 400 hours spread over 3 years.

- Salad bowl: It means each language has its characteristic features and contributes to the richness of the overall pattern.

5.7   Answers to Self -Check Exercise(1)

1. b 2. b 3.c 4.b 5. a 6.a 7. d.

Answers to Self -Check Exercise (2)

1. d 2. a 3. b 4. a 5. d 6. b 7. a

Answers to Self- Check Exercise (3)

1. a. May, 1986. 2. c. Acharya Ramamurthi. 3. c. 1652. 4. a. 8th. 5. b. 67. 6. c. Kathmandu, Moscow & Tehran. 7.a.To promote multilingualism and national harmony. 8. b. Interdisciplinary.9. a. Khari-Boli. 10. b. Sanskrit. 11. a. Central Institute of English and Foreign Language.

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5.9 Terminal Questions

1.   What were the main recommendations of the NPE 1986?

2.   What were the main recommendations of NCF 2005 about language?

UNIT-6

Curriculum and Learning Resources in Languages

Structure

6.1   Introduction

6.2   Objectives

6.3   Curriculum concept

         Self- Check Exercise (1)

6.4   Principles of curriculum constructions; Selection and Organization of content; Factors affecting change in language

         curriculum

         Self-Check Exercise(2)

6.5   Summary

6.6   Glossary

6.7   Answers to Self -Check Exercises

6.8   References \ Suggested Readings

6.9   Terminal Questions

6.1   Introduction

While the term curriculum can encompass a broad range of educational and instructional practices, educators often use it in a specific and technical sense. Teachers dedicate significant time to studying, discussing, and analyzing curriculum, with many developing specialized expertise in curriculum design. This involves structuring, organizing, and delivering lessons in a way that enhances and accelerates student learning.

To those outside the education field, curriculum materials may appear simple or straightforward—such as a list of required readings. However, these materials often reflect a deep and sophisticated understanding of the subject matter, as well as the most effective strategies for knowledge acquisition and classroom management.

6.2   Objectives

After completing this lesson, you will be able to:

- Explain the concept of curriculum.
- Discuss the principles of curriculum construction.
- Analyze the factors influencing curriculum development.

6.3   Curriculum Concept

  The term **curriculum** refers to the **lessons and academic content** delivered in a school, course, or educational program. While dictionaries often define it as the **set of courses offered by a school**, in practice, the term is used in a more specific way within educational settings.

Curriculum typically encompasses:

- The **knowledge and skills** students are expected to acquire.
- The **learning standards and objectives** they must achieve.
- The **units, lessons, assignments, and projects** designed by teachers.

- The **books, materials, videos, and readings** used in instruction.
- The **assessments and evaluation methods** used to measure student learning.

An individual teacher's curriculum consists of the **specific learning standards, lessons, assignments, and instructional materials** they use to organize and teach a particular subject.

Development and Implementation of Curriculum

Teachers often design their own **curricula**, refining them over time. However, many educators also:

- Adapt lesson plans and syllabi developed by others.
- Use **curriculum templates** and guides to structure their courses.
- Purchase **prepackaged curricula** from educational providers.
- Follow **school-mandated curriculum packages**, particularly in subjects like mathematics.

Different Perspectives of Curriculum

Curriculum can be viewed from multiple perspectives:

- **Intended Curriculum** – What a society **values as essential learning** and outlines in **official documents** (also known as the **written** or **official** curriculum).
- **Implemented Curriculum** – How the **intended curriculum is actually delivered** in classrooms, which may be modified based on real-time teaching interactions.
- **Achieved Curriculum** – The actual **learning outcomes and competencies** demonstrated by students.
- **Hidden Curriculum** – The **unintended development** of personal values, beliefs, and attitudes influenced by the learning environment, including social interactions and implicit messages within the curriculum.

Curriculum developers must consider all these dimensions when designing an effective curriculum. While the **written curriculum** does not encompass the entire meaning of curriculum, it is essential as it represents the **societal vision** for

education. Therefore, it should be documented clearly in **curriculum frameworks, subject syllabi, textbooks, teacher guides, and assessment materials** to support effective teaching and learning.

Self- Check Exercise (1)

1. The school curriculum should be planned to agree with:

    a) The Goals, Purposes & interests of the pupils.

    b) Available text-books in various subjects.

    c) College Entrance requirements.

    d) Training & interests of teachers.

2. The main purpose of co-curricular activities is to:

    a) Facilitate Pupil development.

    b) Provide progressive school.

    c) Keep pupils from dropping out.

    d) Meet the demands of the community.

3. What is curriculum?

    a) Overall activities of an institution.

    b) Objectivity.

c) Classroom.

d) Affective.

4.   A curriculum is that totality of a school efforts to influence a child_____?

a).   Course.

b).   Behavior.

c).   Design.

d.) Logical Sequence.

5.   Important factor of a curriculum is to achieve the:

a) Education.

b) Objectives.

c) Values.

d) Job.

6.   Detailed contents of the subjects for a class are called:

a) Course.

b)Behavior.

c) Design.

d)Logical Sequence.

7.   The concise oxford dictionary defines curriculum as a:

   a) Course of learning.

   b)   Chariot racing.

   c) Course of study.

   d) None.

8.   Components of curriculum are:

   a) Objectives.

   b) Evaluation.

   c) Teaching strategies.

   d) All of these.

9.   Curriculum is supposed to:

   a) Achieve the objectives.

   b) Be organized by the school.

   c) Both.

   d) None.

10.   The importance of curriculum in the system of education is just like a :

   a) Constitution of the country.

b) Provision of latest knowledge.

c) Preparation of students for service.

d) None.

6.4   Principles of Curriculum Construction

1. **Child-Centered Approach:**
   Since modern education emphasizes a child-centered approach, the curriculum should also be designed with the child at its core. It must consider the child's needs, interests, abilities, aptitude, age, and overall circumstances. The curriculum's primary aim is to foster the child's development in a way that enables them to adapt successfully to life.
2. **Community-Centered Approach:**
   While the child's growth is a crucial aspect of curriculum development, their social development is equally important. Education should balance individual progress with social responsibility, preparing students to contribute positively to society. As society evolves with rapid advancements, the curriculum must also adapt to reflect the changing values, skills, and attitudes of the community.
3. **Activity-Based Learning:**
   A well-designed curriculum should focus on a variety of activities that cater to students' interests and developmental stages. It should include creative, hands-on, and project-based learning experiences. For younger children, play-based activities should be incorporated. Both in-class and extracurricular activities should be structured to provide meaningful experiences that encourage positive behavioral changes.
4. **Diversity and Flexibility:**
   A broad and inclusive curriculum should accommodate the varying needs of students with different backgrounds, abilities, and interests. For instance, the needs of students in rural, urban, and mountainous regions differ, as do the educational requirements of boys and girls. These factors must be considered in curriculum design.
5. **Integration and Coherence:**
   The curriculum should not be fragmented into isolated subjects but should be integrated in a way that aligns with

the overall goals of education. Different subjects and activities should be interconnected to ensure a holistic learning experience that supports a student's overall growth.

6. **Cultural Preservation:**
   Education plays a significant role in preserving and passing on cultural heritage, which includes traditions, customs, values, and knowledge. However, curriculum designers must carefully select cultural elements that hold educational value and align with students' developmental stages.

7. **Practical Relevance and Utility:**
   The curriculum should be practical and functional rather than merely traditional. It should include subjects that provide real-world applications, such as technical and vocational education, ensuring students gain skills that will benefit them beyond school.

In constructing a curriculum, national and regional contexts must be considered, along with principles that contribute to achieving educational goals.

Selection and Organization of Content

When selecting and structuring curriculum content, the following guiding principles should be considered:

- **Validity:** The curriculum should align with national education standards and fulfill the course's intended learning objectives.
- **Significance:** The content should be meaningful and relevant to students' needs and interests.
- **Balance:** Learning materials should include not only facts but also concepts and values, ensuring a well-rounded education that incorporates cognitive, psychomotor, and affective elements.
- **Self-Sufficiency:** The content should cover essential knowledge in depth rather than being broad but superficial.
- **Student Interest:** Teachers should consider students' interests, developmental stages, and cultural backgrounds when designing curriculum content.
- **Practical Application:** Content should have real-world utility beyond examinations, ensuring students gain knowledge that will serve them in everyday life.

The curriculum should integrate cognitive (knowledge), skills (practical application), and affective (values) learning components.

- **Cognitive Learning:** Includes factual knowledge, concepts, and principles derived from research.
- **Thinking Skills:**
  - *Divergent Thinking* – Encourages creativity, originality, flexibility, and elaboration.
  - *Convergent Thinking* – Involves narrowing down multiple ideas to identify the best solution.
  - *Problem-Solving* – Helps students define and solve problems effectively.
- **Values and Interaction:** Teaching values connects facts, skills, and concepts to real-life situations, fostering well-rounded individuals who balance intellectual and emotional development.

Factors Influencing Changes in the Language Curriculum

Curriculum innovation is a complex process influenced by various factors, including teacher training and adaptation to new educational methods. Successful curriculum changes require well-trained educators who can implement new approaches effectively.

In many countries with a national curriculum, teacher education programs include all essential components of school curricula. However, challenges arise when changes in school curricula outpace updates in teacher education, creating a gap between classroom practice and teacher training.

Lewin and Stuart argue that teacher education should **lead educational change**, ensuring new teachers are well-equipped for updated curricula. Cochran-Smith highlights the lack of policies that specifically address the education of teacher educators, making it challenging to prepare teachers for 21st-century learning demands.

Factors Affecting Language Learning

The speed and ease with which students acquire a new language depend on various **internal and external factors**, including:

- **Motivation:**
  - *Intrinsic Motivation* – Students who enjoy language learning and take pride in their progress tend to excel.
  - *Extrinsic Motivation* – External factors, such as the need to pass exams, study abroad, or communicate in a new environment, can drive language acquisition.
- **Previous Experiences:**
  - Students with exposure to multiple cultures and languages have a stronger foundation for learning additional languages.
- **Cognitive Abilities:**
  - Intelligence and innate language-learning ability influence the speed of language acquisition.
- **Native Language Influence:**
  - Learners whose native language shares similarities with the target language often find it easier to learn. For instance, a Dutch student may find English easier to learn than a Japanese student due to linguistic similarities.

Self- Check Exercise (2)

1. The word 'Curriculum' is derived from the _____ language.

    a) English.

    b) French.

    c) Greek.

    d) Latin.

2. Curriculum is basically derived from a Latin word which means:

    a) Contents.

    b) Objectives.

c) Runway.

d) Subjects.

3. The major concern of curriculum is :

a) Personal satisfaction.

b) Preparation for career.

c) To get employment.

d) Change in individual behavior.

4. The number of basic elements of curriculum are:

a) 2.

b) 4.

c) 6.

d) 8.

5. The loosely connected set of ideas, values, and rules that governs the conduct of inquiry is called:

a) Essentials.

b) Components.

c) Foundations.

d) Paradigm.

6. Syllabus is a part of:

   a) Coarse.

   b) Classroom.

   c) Curriculum.

   d) Culture.

7. The foundations of curriculum concerned with student's needs and interests is called:

   a) Economical.

   b) Historical.

   c) Psychological.

   d) Sociological.

8. The philosophical foundations of curriculum is concerned with:

   a) Economy.

   b) History.

   c) Ideas.

   d) Society.

9. The two important functions performed in curriculum design are:

a) Planning and development.

b) Objective and Contents.

c) Subject area and course.

d) Analysis and curriculum creation.

10. The philosophical foundations which emphasized on culture and skills is called:

a) Essentialism.

b) Perennialism.

c) Progressivism.

d) Reconstructionism.

11. A plan of action for preparing a curriculum is termed as:

a) Curriculum plan.

b) Curriculum design.

c) Curriculum implementation.

d) Curriculum evaluation.

12. The total process of designing, implementing and evaluating is termed as:

a) Curriculum construction.

b) Curriculum design.

c) Curriculum development.

d) Curriculum implementation.

13. The curriculum which is more emphasized for ' primary grades' is:

a) Teacher - centered curriculum.

b) Subject- centered curriculum.

c) Integrated curriculum.

d) Core curriculum.

14. The main purpose of integrated curriculum is:

a) Increase in student enrollment.

b) Increase in number of books.

c) Decrease in dropout.

d) Decrease in number of books.

15. The activities, which are not planned by the school, college, or university but actually happen and affect students' behavior are termed as:

a) Intended curriculum.

b) Hidden curriculum.

c) Learned curriculum.

d) Taught curriculum.

16. The learner has no option but study the prescribed or compulsory courses to move to the next level, is related to:

   a) Core curriculum

   b) Hidden curriculum.

   c) Subject curriculum.

   d) Taught curriculum.

6.5   Summary

In this lesson we learned about the curriculum, concept constructive principles and factor affecting curriculum. When developing or reviewing curriculum we need to ensure that learning resources support the learning activities and/or the evaluation and assessment planned for the course. They also need to align with the needs, interests and abilities of the learners.

Learning materials may be developed or selected from existing resources. As developments in cognitive science have helped us understand more about how learners construct knowledge, there has been a growing trend towards the greater use of raw data, primary sources and manipulative and interactive learning resource materials.

6.6   Glossary

- Curriculum: The term Curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, *curriculum* is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools.

- Divergent: It includes fluent thinking, original thinking, flexible thinking, and elaborative thinking.

- Cognitive: Fact, an idea or action that can be verified. Concept a categorization of events, places, people, ideas. Principle relationship(s) between and among facts and concepts. These are arrived at when similar research studies yield similar results time after time.

6.7   Answers to Self-Check Exercise (1)

1. a 2. a 3. a .4. b 5. b 6. a 7. a 8. a 9. c 10 a

Answers to Self-Check Exercise(2)

1. d 2. c 3. d 4. d 5. d 6. c 7. c 8. c 9. d 10. b 11. b 12. c 13. c 14. d 15. b 16. c

6.8   References \ Suggested Readings

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Valdmen., (1987) "Trends in Language Teaching, New York, London Mac Graw Hill.

6.9 Terminal Questions

1. What do you understand by curriculum? Explain its concept and principles.

2. In which ways curriculum affected by various factors?

****

UNIT -7

Language Learning Resources

Structure

7.1 Introduction

A rich language learning environment offering a variety of carefully chosen, well-presented and easily accessible resources will allow learners to work according to their individual interests, needs and learning styles. It will provide a context in which learners can develop a range of language and transferable skills and which will complement classroom-based teaching.

Learners will obviously be able to learn most effectively if they are able to choose activities and materials which best accord with their dominant learning style but care must be taken with the choice available.

7.2 Objectives

After going through this lesson, you should be able to:

➢ Explain the meaning of learning resources

➢ Explain the need of learning resources

➢ State the importance of language learning resources

➢ Discuss the importance of organization of field visits

➢ Explain the exhibitions

7.3 Meaning of Language Learning Resources

Languages for instruction (including the teaching of the language/s of a host university to non-native speakers), where the target language is normally used as the language of instruction. For many institutions in the EU this will often relate to the teaching of courses through the medium of English.

Learning resources are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by provincial or local curricula. Before a learning resource is used in a classroom, it must be evaluated and approved at either the provincial or local level. Evaluation criteria may include curriculum fit, social considerations, and age or developmental appropriateness.

Self- Check Exercise (1)

1. TLM stands for?

   a) Teaching Learning Material.

   b) Technology Learning Machines.

   c) Technology Learning Material.

   d) Teaching Learning Material.

2. Which of the following resource is least useful?

   a) Motion Picture.

   b) Exhibits.

   c) Field Trips.

   d) Demonstrations.

3. Which is the most useful resource out of the following?

a) Contrived Experiences.

b) Dramatic Participation.

c) Field Trips.

d) Direct Purposeful Experiences.

4. Which of the following learning resource is more concrete?

a) Dramatized Experience.

b) Motion Pictures.

c) Recordings.

d) Text.

5. What is the purpose of using teaching learning material?

a) Concept Formation.

b) Making learning fun.

c) Practical applications.

d) All of the above.

6. Which of the following is not an audio teaching -Learning material?

a) Telephonic Conversations.

b) Audio -disc.

c) Gramophone record.

d) Comic strips.

7. Which of the following is a visual teaching learning material?

   a) Textbook.

   b) Models.

   c) Film strips.

   d) All of the above.

8. Which of the following is non - projected 2D teaching learning material?

   a) Model

   b) Globe.

   c) Comic strips.

   d) Overhead head projector.

9. Which of the following teaching learning material is projected?

   a) Models.

   b) Film strips.

   c) Diorama.

   d) Globe.

10. Which of the following is audio-visual teaching learning material?

   a) Motion picture film.

   b) Television.

   c) Video disc.

   d) All of the above.

11. Which of the following is only a visual teaching learning material?

   a) Radio broadcast.

   b) Drawing charts.

   c) Motion picture film.

   d) Multimedia.

12. In a class a teacher wants to show climate, soil, forest areas to the students. which kind of map she would use?

   a) Physical map.

   b) Political map.

   c) Economic map.

   d) Social map.

13. It is the combination of various elements like text, colour, graphics, animation, audio and video?

   a) Multimedia.

b) Textbooks.

c) Animation videos.

d) None of the above.

7.4 Need of Language Learning Resources

The provision and effective use of high-quality learning resources facilitates students' construction of understanding through inquiry so they are better able to explore, question, identify, organize, analyze, synthesize, and evaluate information. These processes and skills enhance deeper understanding of subject matter and promote information literacy and lifelong learning.

A variety of learning resources is needed to support individual and group instruction, to permit both teacher-directed and student-directed activities, and to meet the varying needs of students and educators. The ministry advocates resource-based learning, and therefore evaluates several media formats including fiction and non-fiction print, audio-visual resources, electronic resources – both online and in physical format, multi-resource packages, manipulatives, and games etc.

Importance of Language Learning Resources

The learning environment plays a crucial role in shaping and enhancing the learning process. Well-designed learning spaces and diverse resources create meaningful opportunities for students to explore ideas, collaborate, solve problems, and develop essential knowledge and skills.

The effective implementation of the **New School Model** relies on utilizing a wide range of instructional materials that support student learning. These resources may include books, guided and independent reading materials, writing programs, e-learning tools, technological resources, hands-on manipulatives, and other specialized materials that align with subject matter and learning objectives.

Teachers incorporate engaging and dynamic materials to bring curriculum concepts to life, ensuring that students are actively involved in their education. Over time, both students and parents observe a transition from traditional textbook-based learning to a standards-based approach, aligning educational practices with globally recognized best practices.

Within the **New School Model**, schools create an environment that invites students to explore, investigate, learn, and collaborate. This setting fosters meaningful student engagement and interaction, making learning an active and immersive experience.

Flexible instructional spaces encourage student participation, while learning is made visible through the display of student work. Showcasing student projects not only celebrates their achievements but also informs visitors about the type of learning taking place within the space.

Both indoor and outdoor learning environments contribute to students' **physical, social, and cognitive development**. These spaces are thoughtfully organized to provide varied learning opportunities, such as collaborative thinking, artistic exploration, focused instruction, and teamwork.

Curriculum resources are designed to reflect students' familiar experiences while also introducing **new and innovative learning approaches** that help them grasp complex and abstract concepts.

Digital technology is carefully integrated into the learning process, allowing students to **connect with global resources** and develop new ways of thinking. Technology-rich environments and multi-sensory learning tools cater to different learning styles, maximizing student engagement and fostering a lifelong love for learning.

Self- Check Exercise (2)

1. Which of the following is non - projected 2D teaching learning material?

    e) Model

    f) Globe.

g) Comic strips.

h) Overhead head projector.

2.   Which of the following teaching learning material is projected?

e) Models.

f)   Film strips.

g) Diorama.

h) Globe.

3.   Which of the following is audio-visual teaching learning material?

e) Motion picture film.

f) Television.

g) Video disc.

h) All of the above.

4.   Which of the following is only a visual teaching learning material?

e) Radio broadcast.

f) Drawing charts.

g) Motion picture film.

h) Multimedia.

5.   In a class a teacher wants to show climate, soil, forest areas to the students. which kind of map she would use?

   e) Physical map.

   f) Political map.

   g) Economic map.

   h) Social map.

6.   It is the combination of various elements like text, colour, graphics, animation, audio and video?

   e)   Multimedia.

   f)   Textbooks.

   g) Animation videos.

   h) None of the above.

7.5   Summary

In this lesson we learned about the different types of learning resources and their need and importance. With a greater number if "digital natives" in our college classrooms, the expectation for interactive and multimedia learning resources is growing. For a long time textbooks were the major learning resource in most college courses. With the growth of multimedia and other resource materials teachers need to decide what place textbooks will have in the teaching of a course. Here are some sites that might help you choose the right textbook for your course or program.

7.6 Glossary

- Language Learning Resource: Languages for instruction (including the teaching of the language/s of a host university to non-native speakers), where the target language is normally used as the language of instruction.

- Field Trip: It is a visit to a place outside the regular classroom which is designed to achieve certain objectives, which cannot be achieved as well by using other means.

- Exhibition: refers to projects, presentations, or products through which students "exhibit" what they have learned, usually as a way of demonstrating whether and to what degree they have achieved expected learning standards or learning objectives. An exhibition is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

7.7 Answers to Self-Check Exercise (1)

1. a 2. a 3. d 4. a 5. d 6. d 7. d 8. c 9. b 10. d 11. b 12. a 13. a

Answers to Self-Check Exercise (2)

1. The target language is used as the language for instruction.

2. Individual and Group- instruction.

3. Zoos, museums, theater, supermarket.

4. Hands-on Experiences.

5. Progress and Achievement.

6. Think critically and public speaking.

7. Ideas and Knowledge.

8. Life-Long.

9. Abstract.

10. Social- awareness.

7.8   References \ Suggested Reading

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Valdmen., (1987) "Trends in Language Teaching, New York, London Mac Graw Hill.

7.9   Terminal Questions

1.   What do you understand by learning resources?

2.   Organize a field trip and explain the various experiences.

UNIT-8

Language Learning Resources

Structure

8.1   Introduction

A rich language learning environment offering a variety of carefully chosen, well-presented and easily accessible resources will allow learners to work according to their individual interests, needs and learning styles. It will provide a

context in which learners can develop a range of language and transferable skills and which will complement classroom-based teaching.

Learners will obviously be able to learn most effectively if they are able to choose activities and materials which best accord with their dominant learning style but care must be taken with the choice available.

8.2 Objectives

By the end of this lesson, you should be able to:

- Define learning resources and explain their significance.
- Describe the need for learning resources in the educational process.
- Highlight the importance of language learning resources in enhancing language acquisition and development.
- Discuss the role of field visits in providing experiential learning opportunities.
- Explain the purpose and benefits of exhibitions in showcasing learning and fostering creativity.

8.3 Organization of Field Visits

A field trip is an educational visit to a location outside the traditional classroom setting, designed to achieve specific learning objectives that cannot be effectively met through other instructional methods. For example, if students are learning about "cheese-making," simply reading about the process may not be sufficient. A field trip to a cheese production facility provides hands-on experience, making the lesson more engaging and impactful.

Field trips allow students to step outside their usual learning environment and experience new concepts firsthand. Common destinations include zoos, colleges, museums, theaters, and other educational institutions.

Key Features of Field Trips

- **Enhancing Conceptual Understanding:** Field trips facilitate the learning of abstract concepts by providing students with real-world exposure to the subject matter.
- **Boosting Interest and Engagement:** These experiences increase student motivation, curiosity, and enthusiasm for learning, making lessons more dynamic and memorable.
- **Encouraging Social Interaction:** Field trips provide opportunities for collaboration among students, teachers, and even parents. They foster teamwork, discussion, and interaction through activities such as selecting the venue, preparing questions, and reflecting on experiences.
- **Developing Social Awareness:** Field trips make students more aware of learning opportunities in everyday settings. Visits to places like supermarkets or community centers can help students observe, question, and learn in real-life contexts.

Purpose of Field Trips

- **Enriching the Curriculum:** Field trips provide hands-on experiences that deepen students' understanding of classroom subjects.
- **Experiential Learning:** Firsthand experiences make learning more meaningful and help students retain information better.
- **Developing Practical Skills:** Activities like note-taking, report writing, and reflective discussions help students enhance communication and analytical skills.
- **Fostering a Positive Attitude Toward Learning:** These experiences break the monotony of regular lessons, making learning enjoyable and encouraging students to engage actively with their studies.
- **Connecting Theory to Practice:** Field trips help students see the relevance of classroom knowledge in real-life situations. For instance, students may learn how to determine blood type in a lab setting, but visiting a hospital can demonstrate the real-world importance of this skill in saving lives.

Advantages of Field Trips

- **Real-World Experience:** Students gain firsthand knowledge by visiting relevant locations. For example, a trip to a farm provides a tangible understanding of domestic animals, reinforcing textbook concepts.

- **Enhancing Education Quality:** Outdoor learning opportunities deepen student comprehension and make lessons more engaging.
- **Strengthening Social Bonds:** Working together on field trips fosters stronger relationships among students and between students and teachers. Group activities like cleaning up a natural site can also instill teamwork and responsibility.

Challenges of Field Trips

- **Time Constraints:** Organizing a field trip requires approvals, logistical planning, and alignment with the school's schedule, which can be time-consuming.
- **Lack of Administrative Support:** Budget constraints may limit the availability of resources, leaving students to bear the costs.
- **Student Behavior Issues:** Disruptive behavior or lack of discipline among students can negatively impact the success of the trip and hinder learning.
- **Resource Limitations & Venue Selection:** Schools may struggle to provide adequate materials, and students may not always have a say in choosing the destination.
- **Health and Safety Concerns:** Some students may experience motion sickness or other medical issues while traveling, requiring careful planning and supervision.

Self- Check Exercise (1)

1. Language Learning Resources refer to_____.

2. The need of language learning resources include_____.

3. The place for field trips can be_____.

4. Field trips are rich in_____.

5. Field- trips facilitate the learning of _____ concepts.

6. Field -trips develops _____.

Exhibitions

Exhibitions, whether international, national, or local, provide a platform to showcase students' ideas, projects, and creative work. They offer educators, parents, and the broader community an opportunity to engage with and reflect on students' learning journeys.

One notable example is *The Hundred Languages of Children* exhibition, which shares the educational experiences, research, and creativity of students, teachers, and parents from Reggio Emilia. This evolving project serves as a space for discussion, comparison of ideas, and deeper reflection on education.

In educational settings, exhibitions are used to present student learning outcomes, demonstrating the knowledge and skills they have acquired. They serve both as a learning tool and an assessment method.

Types of Exhibitions

1. **Culminating Exhibitions:** These serve as final-year projects or capstone presentations where students showcase their cumulative learning and intellectual growth.
2. **Performance-Based Exhibitions:** Used as summative assessments, these presentations evaluate student progress at the end of a course or unit.

Role of Exhibitions in Education

- **Encouraging Critical Thinking & Problem-Solving:** Students must analyze and present their ideas effectively.
- **Developing Key Skills:** Exhibitions promote oral communication, public speaking, research, teamwork, and goal-setting.
- **Interdisciplinary Learning:** They often require students to integrate knowledge from multiple subjects, fostering a broader understanding.

- **Connecting Learning to the Community:** Many exhibitions incorporate real-world issues and community-based projects, making education more relevant.

Exhibitions are typically assessed using standardized rubrics or evaluation criteria to ensure fairness and consistency. They may be reviewed by teachers, peers, or external experts, and in some cases, students present their reflections on their learning experiences. Some exhibitions are even open to the public, inviting broader community participation.

Through exhibitions, students gain valuable experience in presenting their knowledge and engaging with an audience, preparing them for future academic and professional challenges.

Self- Check Exercise (2)

1. Exhibitions are means of evaluating academic _____ & _____.

2. Exhibitions encourage students to _____.

3. Language learning resources provide opportunities to explore _____ & _____.

4. The Multi- sensory resources engaging students to become _____learners.

8.4   Summary

In this lesson we learned about the different types of learning resources and their need and importance. With a greater number if "digital natives" in our college classrooms, the expectation for interactive and multimedia learning resources is growing. For a long time textbooks were the major learning resource in most college courses. With the growth of multimedia and other resource materials teachers need to decide what place textbooks will have in the teaching of a course. Here are some sites that might help you choose the right textbook for your course or program.

8.5   Glossary

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- Field Trip: It is a visit to a place outside the regular classroom which is designed to achieve certain objectives, which cannot be achieved as well by using other means.

- Exhibition: A project, presentation, or product through which students showcase their learning, demonstrating the extent to which they have met expected learning standards or objectives. An exhibition serves as both an educational experience and an assessment tool for measuring academic progress and achievement.

8.6   Answers to Self-Check Exercise (1)

1. The target language is used as the language for instruction.

2. Individual and Group- instruction.

3. Zoos, museums, theater, supermarket.

4. Hands-on Experiences.

5. Abstract.

6. Social- awareness.

Answers to Self-Check Exercise (2)

1. Progress and Achievement.

2. Think critically and public speaking.

3. Ideas and Knowledge.

4. Life-Long.

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8.8 Terminal Questions

1. What do you understand by learning resources?

2. Organize a field trip and explain the various experiences.

UNIT-9

Importance and Qualities of Various Teaching Aid in Language Teaching

Structure

9.1   Introduction

Teaching aids play a crucial role in enhancing the learning experience by creating a more visual, interactive, and engaging environment for students. When students are actively involved, they are more likely to grasp and retain the

concepts being taught. Educators incorporate various teaching aids, including visual, audio, and hands-on tools, from the earliest stages of education. These aids can range from simple tools like blackboards and whiteboards to advanced audio-visual equipment such as DVD players and projectors.

Interactive teaching aids, such as computers, maps, and other hands-on resources, foster greater student participation and comprehension. By integrating these tools into the curriculum, teachers can enhance engagement and improve learning outcomes effectively.

9.2   Objectives

After going through this lesson, you should be able to:

➢ Explain the meaning of teaching aid

➢ Explain the importance of teaching aid in learning language

➢ Discuss the uses of language laboratory in developing linguistic skill

9.3   Meaning of Teaching Aid:

A teaching aid is a tool that educators use to facilitate the teaching and learning process in the classroom. It serves as a bridge between theoretical concepts and real-world applications, making lessons more engaging and relatable for students. Teaching aids bring the environment into the classroom indirectly, transforming abstract ideas into concrete experiences for learners. The ultimate goal is to create a connection between classroom learning and students' everyday lives.

Teaching aids encompass a variety of materials that help teachers convey concepts effectively. These can range from physical objects like counting beans for early math lessons to visual displays of historical figures and landmarks. Modern technology also plays a crucial role, with interactive whiteboards, tablets, and computers enhancing student engagement through virtual experiences. For example, a virtual tour of the Egyptian pyramids can make history come alive in ways that

a textbook cannot. Similarly, live video interactions with scientists conducting field research can immerse students in real-world learning.

Interactive tools, such as whiteboards connected to projectors, enable students to actively participate by manipulating objects on a touch screen. These hands-on experiences transform students from passive learners into active participants in the learning process.

Importance of Teaching Aids in Language Learning

The quality of teaching and learning is significantly influenced by the availability and use of teaching materials. Today, a wide variety of teaching aids, including audio recordings, videos, books, and digital resources, support effective instruction.

Teaching aids simplify complex topics, making them easier for students to understand. They serve as visual representations of lessons, especially when introducing unfamiliar concepts. For instance, teaching children in a remote village about different types of houses would be far more effective with pictures or videos, as they may have never encountered such structures before.

Various teaching tools have been proven to enhance learning outcomes. Educators who incorporate these resources, whether free or paid, often observe noticeable improvements in student comprehension and performance.

Key Benefits of Teaching Aids in Language Learning

- **Enhance Motivation** – Engaging teaching aids capture students' interest, encouraging them to learn more effectively.
- **Improve Clarity** – Visual and interactive aids help teachers explain concepts more clearly.
- **Discourage Rote Memorization** – By promoting understanding, teaching aids reduce reliance on rote learning.
- **Expand Vocabulary** – Exposure to diverse teaching materials enhances students' language skills.

- **Save Time and Effort** – Lessons delivered with teaching aids require less repetition, leading to more efficient learning.
- **Create an Active Classroom** – Teaching aids make lessons dynamic and interactive, preventing monotony.
- **Eliminate Dullness** – Engaging materials make learning more enjoyable and stimulating.
- **Provide Direct Experiences** – Teaching aids expose students to expert insights and real-world experiences.

The Need for Teaching Aids

- Help students retain concepts more effectively.
- Improve learning by fostering motivation.
- Enhance conceptual thinking through sensory experiences.
- Make lessons more interesting and engaging.
- Expand students' vocabulary.
- Support teachers in making learning more permanent and impactful.
- Provide students with direct, real-world experiences.

Self-Check Exercise(1)

1. "Lingua phone" is like a:

    a) Recorder.

    b) Gramophone.

    c) Television.

    d) None of these.

2. School television in India was started by:

    a) All India Radio.

b) BBC

c) CCTA.

d) All of the above.

3. _____ in language teaching is the major force today.

   a) Mechanical aids.

   b) Electronic aids.

   c) Technological aids.

   d) All of the above.

4. Teacher can use teaching aids for:

   a) The sake of its use.

   b) Time management.

   c) Making students attentive.

   d) Making teaching more interesting.

5. Television is superior to radio as a teaching aid because:

   a) It offers sound and sight in providing information.

   b) It has gained popularity and cheap.

   c) It has round the clock service and advertisements.

d)   It offers live casts & reality shows.

6.   Teacher use visual aids to make teaching:

a) Passive.

b) Quicker.

c) Complex.

d) Interesting.

7.   Which of the following statements about teaching aids are correct?

a) They help student learn better.

b) They enhance rote learning.

c) They enhance memorizing information.

d) All.

8.   Techniques used by a teacher to teach include:

a) Interactive lecture.

b) Lecture.

c) Group work.

d) All of the above.

9.   The use teaching aids is justified on the grounds of :

a) Attracting student's attention in the classroom.

b) Optimizing learning outcomes of students.

c) Effective engagement of students in learning tasks.

d) Minimizing indiscipline problem in the classroom.

10.   Which of the following learner characteristics are likely to influence the effectiveness of teaching?

a) Learner's percentage, socio- economic background, and performance in learning of the concerned subject.

b) Learner's maturity level, academic performance level and motivational dispositions.

c) Learner's family background, age and habitation.

11.   There are teaching aids which are centered on certain skills such as reading, listening, & pronunciation etc. such teaching aids are called as:

a) Scientific teaching aids.

b) General Knowledge teaching aids.

c) Skill- based teaching aids.

d) Audio- Lingual teaching aids.

12.   To select media to teach lesson to a class, teacher should consider objectives of the lesson, age group of student knowledge about media to be used &:

a) Teaching Aids.

b) Teaching methods.

c) Evaluation system.

d) Mass media.

13.   Which of the following is a teaching aid?

a) Tape recorder.

b) Green board.

c) LCD Projector.

d) All of the above.

14.   Instrumental aids are used by the teacher to:

a) Clarify the concepts.

b) Ensure discipline.

c) Glorify the class.

d) All of the above.

15.   An effective teaching aid is one which:

a) Is colorful & good looking.

b) Activates all faculties.

c) Is visible to all students.

d) Easy to prepare & use.

9.4   Uses of Language Laboratory in Developing Linguistic Skills:

Language learning is distinct from other academic subjects as it extends beyond passing exams or earning degrees. Mastering a language requires continuous practice in the four essential skills—reading, writing, listening, and speaking. Effective communication is a crucial asset, especially when seeking employment, as it involves attentive listening to understand meaning and responding with appropriate words and clear pronunciation.

The language laboratory plays a pivotal role in facilitating the language learning process. As a technological tool, it provides advanced features that enhance students' proficiency in a language, enabling effective communication. While its importance has grown significantly in modern education, it also presents certain challenges for both learners and educators. This article explores the significance of language laboratories and the obstacles they may pose.

For any learner, a strong command of language is essential for effective communication, with clarity and accuracy being key components. Achieving language proficiency depends on both the learning process and the methods employed.

In India's current educational system, laboratory sessions are primarily associated with science subjects, while arts subjects lack practical components. Consequently, language laboratories are a relatively new concept for Indian students. In contrast, Western countries commonly use language labs to enhance language acquisition from an early stage.

Advancements in technology have introduced innovative tools that support language learning. Digital multimedia controls, wireless headsets and microphones, and interactive response pads are just a few examples of resources that facilitate language education. These tools are designed not only to improve language instruction but also to aid in classroom assessments and remote learning.

One of the primary benefits of a language laboratory is its role in evaluating students' speech. The technical resources available allow learners to access high-quality pronunciation samples, aiding in the development of clear and accurate speech. The combination of electronic devices engages both auditory and visual senses, accelerating the language acquisition process.

Additionally, language laboratories provide a comprehensive collection of materials to support aural comprehension, oral and written proficiency, and cultural awareness. Learners can access broadcasts, television programs, web-assisted resources, and pre-recorded videos in the target language. These facilities offer an immersive experience akin to interacting with native speakers, significantly enhancing communication skills.

Given the increasing demand for effective communication, the language laboratory has become an essential component of language learning. It serves as a powerful tool for students to refine their linguistic abilities, making it an indispensable resource in today's educational landscape.

Self-Check Exercise(2)

1. Teaching- Aids are like the _____ of the lesson.

2. Teaching- Aids discourage the act of _____.

3. Teaching- Aid provides _____ of great _____ to the learners.

4. The _____ lesson allows students to manipulate objects on the screen.

5. Teaching -Aids provide complete example for_____ thinking.

6. Presentation refers to the communication of _____.

9.5 Summary

In this lesson, we explored the concept of teaching aids, their role in education, and the significance of textbooks. The textbook serves as a fundamental tool for language teachers, particularly those teaching foreign languages. While it is

possible to learn a language without a textbook, doing so may lead to unnecessary repetition, omissions, and inefficiencies in learning. Without a structured textbook, language instruction can lack organization, leading to wasted time and energy. However, when properly designed and utilized, a textbook becomes a valuable resource for both teachers and students.

Additionally, we examined the role of the language laboratory in language learning. In today's interconnected, multilingual, and multicultural world, technological advancements have transformed communication, making language learning more essential than ever. Language laboratories provide an effective means of utilizing technology to enhance communication skills. They are not limited to learning a single language but can be used for acquiring multiple languages efficiently. By offering high-quality audio samples of spoken language, the language laboratory helps learners develop an understanding of pronunciation, sounds, and rhythm, making it a crucial tool for language acquisition.

9.6   Glossary

- **Teaching Aids:** Teaching aids are tools that assist teachers in facilitating the teaching and learning process within the classroom. They help bring theoretical concepts to life by creating an interactive and engaging learning environment.
- **Language Laboratory:** A language laboratory is a technological learning aid equipped with advanced tools that enhance language proficiency and communication skills. It provides students with interactive resources to improve their listening, speaking, reading, and writing abilities effectively.

9.7   Answers to Self- Check Exercise(1)

1. b 2. a 3. c 4. d 5. a 6. d 7. a 8. d 9. c 10. b 11. c 12. a 13. d 14. a 15. b

Answers to Self- Check Exercise(2)

1. Picture.2.   Cramming. 3.   Direct- experience, Experts4.   Interactive. 5.   Conceptual.6.   Knowledge.

9.8   References \ Suggested Readings

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9.9   Terminal Questions

1. State the meaning and importance of teaching aid.

2. Explain the role of language laboratory in developing linguistic skill.

UNIT-10

Qualities of a Good Language Text Book

Structure

10.1   Introduction

10.2   Objectives

10.3   Qualities of a Good Text- book

      Self- Check Exercise

10.4   Summary

10.5   Glossary

10.6   Answers to Self- Check Exercise

10.7   References \ Suggested Readings

10.8   Terminal Questions

10.1   Introduction

English is a foreign language, and designing an effective language textbook is a complex, multi-dimensional task. It requires a deep understanding of language curriculum objectives, language learning theories, and their pedagogical implications. Additionally, textbook design must align with examination board requirements and government language policies.

To create a result-oriented language textbook, the author must bridge the gap between theoretical principles and practical curriculum development. A language textbook is not just a collection of texts from different genres; it embodies a specific pedagogical approach. This approach is determined by textbook designers who consider the broader educational goals set within a particular learning context.

The **presentation of subject matter** plays a crucial role in textbook writing. Presentation refers to how knowledge is communicated to learners. In most cases, teachers introduce new concepts directly or indirectly, making effective presentation essential. A skilled teacher can deliver lessons effectively regardless of the textbook being used. However, a well-structured textbook can greatly facilitate this process.

Modern language teaching has increasingly emphasized the **inductive approach** to grammar instruction. Instead of presenting rules first and then providing examples, this method introduces multiple examples from which students derive general rules. When evaluating a textbook, **contextualization** is a key factor in assessing its effectiveness. A good textbook does more than simply provide examples of grammatical structures—it ensures that those examples are meaningful to students. It is through meaningful context that students grasp linguistic concepts, rather than memorizing abstract rules in isolation.

10.2   Objectives

By the end of this lesson, you should be able to:

- Define and explain the meaning of a **textbook**.
- Identify and describe the **characteristics** of a textbook.
- Discuss the essential **qualities** of an effective textbook.

10.3   Qualities of a Good Text-Book

A well-designed textbook possesses several essential characteristics that enhance both teaching and learning experiences. Below are the key qualities that define an effective textbook:

- **Relevance to Students and Teachers** – A textbook should be beneficial to both students and teachers, catering to their respective needs in the learning process.
- **Psychological and Pedagogical Suitability** – The content should be structured to align with the psychological needs of students while also aiding teachers in delivering knowledge effectively and engagingly.
- **Manageable Size** – The textbook should be convenient to carry, particularly for younger students. It should not be excessively bulky, making it easy to handle.
- **Appealing Print and Design** – The book should have a visually appealing layout with clear, readable fonts that do not strain the eyes. The overall print quality should be high, ensuring accuracy and clarity.
- **Attractive Cover Design** – A well-designed cover encourages students to take interest in their books, especially at the primary level.
- **Alignment with Subject Goals** – The textbook should be developed in accordance with the educational objectives and the specific aims of the subject it covers.
- **Accuracy and Up-to-Date Content** – The information presented should be factually correct, relevant, and regularly updated to reflect the latest developments in the subject.
- **Appropriate Writing Style** – The writing style should cater to the cognitive level of the students. For primary learners, a story-based approach may be effective, while higher-level textbooks can adopt a more structured methodology.
- **Engaging and Lucid Presentation** – The content should be presented in a clear, simple, and engaging manner to maintain students' interest and facilitate comprehension.
- **Comprehensive Coverage** – A good textbook should include all essential information relevant to a particular stage of education, ensuring students gain a complete understanding of the subject.
- **Continuity Across Educational Stages** – Textbooks should be structured in a way that ensures progression from one academic level to another. For example, primary-level books should connect with junior high school textbooks to provide a seamless learning experience.
- **Unbiased Content** – The material should be objective, free from prejudice, and inclusive, ensuring fair representation of different cultures, societies, and perspectives.
- **Incorporation of Visual Aids** – The inclusion of charts, maps, diagrams, and illustrations is essential, particularly in subjects like Geography, where visual representation enhances understanding.

- **Incorporation of Latest Research** – In subjects that evolve rapidly, such as Geography and Science, textbooks should include the latest research findings to keep students informed of new developments.
- **Chapter-End Questions for Review** – Each chapter should conclude with a set of review questions to help students revise and reinforce key concepts.
- **Summaries for Quick Revision** – When necessary, textbooks should provide concise summaries at the end of each chapter to aid students in grasping the main ideas effectively.

Self- Check Exercise

1. Authentic materials refers to:

   a) Any text developed by text- book writers.

   b) Any text audio, video or object development or written

   c) contrived natural language and context.

   d) Any creative text written by literary authors and poets.

   e) Any text, audio, video , or object developed written in natural language and context.

2. The purpose of illustrations in the text- book at primary level is to

   a) Make the text-book attractive.

   b) Make the text -book colorful.

   c) Understand ideas and concepts.

   d) Understand the story.

3. In teaching of language the textbook is

a) The only means.

b) An important resource.

c) Not important.

d) The end of resource.

4. Which is Not a characteristic of a good textbook?

a) Adequate subject - matter.

b) Suitable structure.

c) Suitable vocabulary.

d) Frequently mis-spelt words.

5. A good English textbook should primarily:

a) Maintain the standard language.

b) Have contents in deductive order.

c) Consists of unique stories.

d) Provide comprehensive inputs.

6. The following is Not an intrinsic criteria of a good textbook?

a) Language and vocabulary.

b) Subject matter.

c) Style and planning.

d) Printing and binding.

10.4 Summary

In this chapter we studied about textbook, its qualities and characteristics. The most important things which should be checked in evaluating a book for good presentation is contextualization. It is not enough for an author to provide a dozen examples of how a grammatical construction works.

10.5 Glossary

- Textbook: A textbook is a book that contains comprehensive information about a course or a subject that a student needs, to get through the academic year. This has a set of chapters, question- answers, and exercises included in the curriculum to improve learning standards of a student.

10.6 Answers to Self- Check Exercise

1. d 2. c 3. b 4. d 5. d 6. d

10.7 References \ Readings Suggested

Baruah, T. C. (1993). The English Teacher's Handbook. New Delhi: Sterling Publishers.

Bose, K. (1979). Teaching of English Language A Modern Approach Doaba House Book Sellers and Publisher, New Delhi.

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10.8   Terminal Questions

1.   Explain the various characteristics and qualities of textbook.

UNIT - 11

TEACHING OF PROSE

Structure :

11.8   Terminal Questions

11.1   Introduction

Teaching prose is not easy as it used to be earlier. Prose is read intensively and extensively as well. Teaching of prose aims at presenting the language material for intensive reading. In intensive reading emphasis is given on how much we profit out of reading not how much we read. There is need of pre- planned lesson plan for teaching prose. The lesson plan should be based on the teaching learning principles of psychology.

11.2   Objectives

After studying this unit, you will be able to –

- Understand the steps of Teaching prose

- Enumerate the Aims and objectives of teaching prose

11.3   Teaching of Prose

According to Coleridge, "prose is words in their best order" Prose is meant for learning a language. Teaching prose means teaching reading with Comprehension. The learners are taught the skill of reading. Having taught the students how to read a language, the next logical step is to teach them reading with comprehension. Teaching prose enables the students to understand the passage, to read fluently, to enrich their vocabulary and to enjoy reading and writing. It enables the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills. It develops the ability of speaking English correctly and fluently.

The main aims of teaching of prose are:

- Literary enrichment and

- Content knowledge

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To achieve these aims of the teaching of prose should be intensive and extensive also.

Self-Check Exercise(1)

1.   Why is story telling most important in English language class at primary level?

    a) It is useful for developing integrated language skills.

    b) It develops moral values among the students.

    c) It improves student vocabulary.

    d) It creates fun in the class.

2.   What is the meaning of theme?

    a) A central topic.

    b) Story.

    c) Plot.

    d) None of these.

3.   A story may have:

    a) One theme.

    b) Several themes.

    c) No theme.

    d) None of these.

4. What is the meaning of point of view?

    a) A way of looking situation.

    b) A way of looking outside.

    c) A way of looking inside.

    d) None of these.

5. What is the meaning of sentence pattern?

    a) An arrangement of words.

    b) Sentence.

    c) An arrangement of events.

    d) None of these.

6. How many sentence patterns are:

    a) One.

    b) Two.

    c) Three.

    d) Four.

7. The 'tone' originally applied for:

    a) Wealth.

b) Music.

c) Health.

d) None of these.

8. What is anecdote?

    a) Medicine.

    b) Argument.

    c) Story.

    d) None of these.

9. What is an Aphorism?

    a) Imagine.

    b) General truth.

    c) False talk.

    d) None of these.

10. The function of humour is to:

    a) To please of audience.

    b) To hurt the audience.

    c) To show the path of reality.

d) None of these.

Intensive Reading:

Intensive reading or reading for accuracy involves approaching a text under the close guidance of a teacher, or through a task that forces the student to pay attention to the text. It involves a profound and detailed understanding of the , text not only in terms of 'what' it says but also ' how ' it says it . An intensive reading lesson is primarily concerned with the developing of reading strategies in the learners.

1. Judgment

2. Reasoning

3. Interpretation and

4. Appreciation

Generally, a short text, which can be finished in a lesson or two, is considered Suitable for scanning for information, paying attention to writer's intention arguments, ideas, style, etc. Students while reading a text do not simply look for any specific piece of information. They read it thoroughly so that they can pass their exam which, they know, will contain question involving their understanding of the text as a whole.

In all respects, intensive reading is more an exercise in accuracy. The text books prescribed for general English courses at the secondary level are all meant to be read intensively. Students are supposed to read them in detail so that they can answer the questions given at the end of each text, question on comprehension grammar, vocabulary, writing etc. The intensive reader should be based on the structural syllabus containing interesting and well graded reading material accompanied by colorful pictures to create an interest in the lessons. All reading lessons should be preceded by plenty of oral discussions in which difficult words, phrases and ideas should be clearly explained by the teacher. Lessons based on the intensive reader should have provision for both reading aloud and silent reading, to give the greatest benefit to a learner of English.

11.3.1 Aims of Teaching of Prose:

Teaching of prose is the intensive study of language, structure and vocabulary. It main objective is to develop the language ability of the students. This ability makes the child understand and use English language without any problem. Thus a detailed study concentrates both on language study and comprehension of ideas or linguistic skills. The general aims are as follows:

General Aims Of Teaching of Prose :

To enable the students

- To understand the passage and grasp its meaning.

- To read with correct pronunciation, stress, intonation pause and articulation of voice.

- To understand the passage by silent reading.

- To enrich their active and passive vocabulary.

- To express the ideas of the passage orally and in writing.

- To enjoy reading and writing.

- To develop their imagination.

- To prepare for world citizenship.

Specific Aims:

These vary according to the subject matter depending upon whether it is a story, biography, play Or an essay. For these the specific aims are as follows:

Story:

To enable the students

- To learn a few facts through the story.

- To teach some morals

- To mould ones character

- To acquaint with the style of story writing

Self-Check Exercise(2)

1.   The aim of teaching prose is to enrich their _____ & _____.

2.   To develop their _____.

3.   To develop the habit of reading _____.

4.   To develop understanding of _____ language.

5.   To enable the students for getting_____ with _____.

Essay:

- To get students to grasp a few facts through the essay.

- To make students curious about the subject of the essay.

- To acquaint students with the style of essay – writing.

- To enable students to arrange ideas in organized manner.

Biography:

- To get students acquainted with the lives and deeds of great men.

- To reveal to the students the path of character building.

- To make them aspire for better things in life.

- To inculcate in them desirable sentiments.

Play:

1. To provide the students with opportunities for self- expression.

2. To make them speak English in the conversational style.

3. To make them play different roles.

4. To build their character.

11.3.2 The Steps Involved in Teaching of Prose :

A prose lesson contains structures, vocabulary and ideas for comprehension. The students must have a mastery over the sounds, structure and vocabulary before reading the passage / lesson. The main objective of teaching prose is to help the students use the structures and vocabulary he can read with comprehension and write a few sentences about the lesson

using the appropriate structures and content words . Therefore a prose lesson is not for memorizing question and answers but for learning a language. The steps for teaching of prose may be summed up as follows:

1. Introducing the Prose Lesson

The introduction has two purposes

i. To bring the past knowledge to consciousness.

ii. To win students attention to the new subject

English is a foreign language and India students find it difficult. So teachers should try to motivate students to study the lesson. All the efforts made by the teacher to attract students to learn the lesson. It includes the material aids, previous knowledge of the students and introduction. The teacher can introduce the lesson through appropriate question or through showing pictures models etc. However he should not start the topic directly. The introductory question arouses curiosity among the students for the new lesson. Hence the teacher should first ask some question to test the previous knowledge of the students and then link that to the subject to be taught.

2. Teaching Structures :

When presenting new structural items, we should primarily achieve two things:

a. To enable the students to identify the new structures.

b. To make absolutely clear its meaning and use.

To achieve (a) above, the teacher must supply clear models of the structures. Some believe that plenty of examples should be given bringing the pattern out clearly .In this connection substitution table is of great help as it highlights the elements of the pattern and their order and nature. One of the ways of achieving (b) is to present the structures in readily understandable situation. This helps the students not only to understand the meaning of the new item but also its use in different contexts. Later they are provided with opportunities to use the structures themselves.

3. Dividing the Text in to Smaller Units:

Reading passages sometimes happen to be very long making it tiresome to work though them from beginning to end. In such a case the text will have to be split up in to shorter, more manageable units or sections. This will facilitate the teacher to present the lesson before the students interestingly and efficiently.

4. Teaching Vocabulary :

The teacher selects the new words from the subtopic and exposes their meaning one after the other. To give clear ideas to students he may use an object, a model or a picture. Sometimes through situation he may explain the meaning. The purposes of exposition are;

i. To clear the meaning of difficult words, phrases and India.

ii. To make the comprehension of the passage easy.

iii. To pave way for intensive reading.

5. Model Reading by the Teacher :

In this step, the teacher should read out his selected passage loudly before the students. At the time of reading he/she should be very careful about the pronunciation, words phrases and intonation. Since the students learn to read through imitation the teacher should take the utmost pains to impose his / he own reading aloud. This mode I reading helps the students for aural comprehension. Before doing model reading, the teacher should give instructions to students regarding postures, opening of the book and attention. While reading he should not completely absorb himself in the book.

6. Silent Reading by the Students :

Here the teacher gives time for the students to read the passage silently such type of reading is helpful for rapid reading, learning of new words and a quick grasp of meaning. Silent reading should continue for a limited time, say for 5 or 10 minutes for a single passage.

7. Testing Comprehension:

In this step the teacher asks some question from the present passage to the students to text to what extent the students have comprehended the meaning of the passage. These questions should be based on the very passage taught by the teacher and they should be direct, short and objective based. The same procedure (step 4, 5, 6, 7) can be followed for the rest of the lesson.

8. Testing Application:

The main aims of application test is to evaluate to what extent the objectives of a lesson have been achieved. the question may be of oral or written type . After the teaching of structure or vocabulary teaching to do the exercises at the end of the lesson.

9. Loud Reading by the Students:

Now is the time when the teacher can ask the students to read out the passage loudly one by one? This loud reading is very much helpful to the students for clear pronunciation. It also improves the rhythm and fluency. But a student should read long passage. Each student should read a few lines from the passage. In the regard the following points can be given special consideration.

i. The errors of pronunciation must be corrected at the end of the reading.

ii. Students should be asked to keep the books 25/30 cm. away from the eyes.

iii. They should hold the book in the left hand while the right hand should be kept free.

The teacher will therefore need to exercise great care whenever the students are asked to read aloud. As the students have already learnt all the new words, structures and as they have also understood the text, the chances for success in reading aloud are greater than they are at the beginning.

10. Giving Assignment:

After the classroom tasks are completed the teacher can give some assignment which could be of the following types:

i. To remember the meaning and spelling of new words.

ii. To use the words in sentences

iii. To write the gist of the passage.

iv. To answer questions on the passage.

v. To do the exercises based on the structures taught.

Self- Check Exercise(3)

1. Prose is taught primarily for

    a) Literature.

    b) Language.

    c) Reading.

    d) Vocabulary.

2. Detailed prose lesson develops

a) Intensive Reading.

b) Extensive Reading.

c) Rapid Reading

d) All of the above.

3. Objectives are decided on

a) Theme.

b) Language.

c) Both a and b.

d) None of these.

4. Students explore meaning and information

a) During silent reading.

b) After silent reading.

c) Before silent reading.

d) None of these.

5. New knowledge is put forth during

a) Introduction.

b) Presentation.

c) Evaluation.

d) None of these.

6. Extension activities are taken up during

   a) Engagement.

   b) Explanation.

   c) Elaboration.

   d) Evaluation.

7. The aims of teaching prose are:

   a) To develop knowledge of history.

   b) To learn writing good English.

   c) To develop thinking power, imaginative power and develop interest for the reading.

8. Arrange the major steps in teaching a prose passage.

   a) Exploiting the text orally and in writing.

   b) Introduction & task - setting.

   c) Reading & listening.

   d) Writing & going beyond the text.

   Select the answer from the options provided below:

I. a, c, d, b.

II. d, d, a, b.

III. b, c, a, d.

IV. c, d, a, b.

9.   Essay Teaching:

    a) Enables students to arrange the ideas in a systematic way.

    b) Makes students good essayists.

    c) Helps students in building their character.

10.   A prose lesson should include:

    a) History.

    b) Geography.

    c) Novel.

    d) A story, biography, an essay and a dialogue.

11.   Teaching comprehension is difficult because the reader is not familiar:

    a) With the use of idiomatic phrases in the passage.

    b) With the author.

    c) With the age in which the piece is written.

d) With the passage.

12. The teaching of composition is related:

   a) Listening skills.

   b) Speaking skills.

   c) Reading skills.

   d) Writing skills.

13. The teaching of biography is useful for:

   a) Acquainting students with the life of the nation.

   b) Acquainting students with the life, deeds & teachings of great men.

   c) Acquainting students with the style of the writer.

14. Autobiography denotes:

   a) Story of one's life written by oneself.

   b) Story of another person's life written by oneself.

   c) Story of another person's life written by that person.

   d) Story of one's life written by another person.

11.4   Summary

In this chapter we studied about prose and its steps in detail. In writing, prose refers to any written work that follows a basic grammatical structure as words and phrases arranged into sentences and paragraphs. Prose is verbal or written language that follows the natural flow of speech.

11.5   Glossary

- Prose : It is meant for learning a language. Teaching prose means teaching reading with Comprehension. The learners are taught the skill of reading. Having taught the students how to read a language, the next logical step is to teach them reading with comprehension.

11.6   Answer to Self- Check Exercise(1)

1. b 2. a 3.b 4. a 5. a 6. d 7. b 8. c 9. b 10. a

Answer to Self -Check Exercise(2)

1. Active, passive vocabulary 2. Human morals, creativity, imagination, power. 3. Silently. 4. Written 5. Meaning, context.

Answer to Self- Check Exercise(3)

1. b 2. b 3. c 4. a 5. b 6. c 7.c 8. c9. a 10. d 11. a 12. d 13. b 14. a

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11.8 Terminal Questions

1. Explain prose in detail.

2. Explain steps of Prose in detail.

UNIT - 12

Teaching of Poetry

Structure

12.1   Introduction :

"Poetry begins in delight and ends in wisdom." – Robert Frost

According to the *Oxford Advanced Learner's Dictionary*, a poem is "a piece of creative writing in verse, especially one expressing deep feelings or noble thoughts in beautiful language, written with the intention of communicating an experience." S. T. Coleridge defines poetry as "the best words in their best order." Poetry is primarily for pleasure. As Robert Frost puts it, "Poetry begins in delight and ends in wisdom."

We read poetry not only to experience pleasure and admire the beauty of language but also to appreciate the depth of ideas and emotions it conveys. It is the artful presentation of thoughts and emotions that makes poetry a unique and profound literary form.

12.2   Objectives

After completing this lesson, students will be able to:

- **Practice** listening skills effectively.
- **Enhance** their speaking abilities.
- **Recite** the poem with proper rhythm and expression to appreciate its musical quality.
- **Understand** the beauty of the poem's thought and message.
- **Develop** their power of imagination.
- **Appreciate** the poem by cultivating an aesthetic sense of literary appreciation.
- **Familiarize** themselves with the background of the poem.
- **Develop** a love for the English language.

12.3   Teaching of Poetry

At the secondary school level, students can easily understand and enjoy poetry in their mother tongue (e.g., Odia) because they:

- Have a strong command of the language.
- Are familiar with the cultural and contextual background of the poem.

- Can relate to the experiences described in the poem.
- Can express their thoughts and interpretations with ease.

However, students may struggle to appreciate poetry in a second language like English because they:

- Lack proficiency in the language.
- Are unfamiliar with the poem's cultural context and themes.
- Have not yet developed sufficient linguistic and communicative skills.
- Find the language, ideas, and context foreign to them.

Should Poetry Be Taught in English at the Secondary Level?

Some argue that poetry should not be included in English lessons at this stage due to the following reasons:

- **Focus on Language, Not Literature:** English teachers are primarily responsible for teaching language skills rather than literature. Poetry, being a literary form, may be better suited for advanced levels.
- **Prerequisite Language Skills:** Teaching poetry requires students to have acquired the four fundamental language skills—Listening, Speaking, Reading, and Writing (LSRW)—which develop over time.
- **Challenges in Appreciation:** Since English is a second language in India, students may find it difficult to grasp poetic elements like imagery, figures of speech, figurative meanings, and structural variations. These aspects are more easily understood in their native language.
- **Creativity and Expression:** Expecting students to engage in deep, creative interpretation of poetry in a second language may be unrealistic and challenging for their level of proficiency.
- **Purpose of Poetry:** If poetry is used solely as a tool for teaching language, its essence—appreciating beauty, thought, and emotions—gets lost. Instead, simpler forms like rhymes may be introduced to familiarize students with poetic rhythm.

The Importance of Poetry

Despite these challenges, poetry lessons offer several benefits:

- Foster a **positive attitude** towards the English language.
- Help students learn **idiomatic expressions and grammatical structures** in an engaging way.
- Improve **pronunciation** and rhythm in spoken English.

Teaching Rhymes

The first and strongest connection between children and the English language is often through nursery rhymes. The term "nursery" is fitting because, much like nurturing young plants, rhymes help lay the foundation for language development. Children naturally enjoy rhymes when taught with enthusiasm, gestures, and expressions.

The Importance of Reciting and Singing Rhymes

Rhymes:

- Strengthen and enhance **memory power**.
- Develop **imitation and imagination** skills.
- Train the ears to recognize **subtle sound variations**.
- Expand **vocabulary**.
- Build **confidence** and a sense of achievement.
- Lay the foundation for **clear speech**.
- Serve as **effective tools for pronunciation practice**.

Guidelines for Teaching Nursery Rhymes

- Rhymes are **musical**, so they should be recited aloud to enjoy their rhythm.
- Avoid explaining words, phrases, or grammatical structures.
- Focus on **difficult words**, ensuring correct pronunciation through drills.
- Help students recognize **beats and rhythm** by tapping fingers on their palm.
- Encourage students to **feel the musicality** of rhymes.
- Start with a **moderate pace**, gradually increasing speed as confidence builds.

Methods for Practicing Rhymes

1. **Call and Response:** The teacher says one line, students say the next, alternating roles.
2. **Group Recitation:** Different groups take turns saying lines.
3. **Pair Work:** Students practice reciting in pairs.
4. **Whole-Class Recitation:** The entire class recites together.

These techniques help even slow learners gain confidence in reciting rhymes.

Things to Avoid While Teaching Rhymes

- Do not ask individual students to recite alone in the early stages.
- Do not attempt to teach **moral lessons** through rhymes.
- Do not start with **singing**—focus first on clear pronunciation.
- Limit rhyming activities to **three minutes per class** to keep students engaged.
- Do not read rhymes from a book—**memorize them** and use gestures, expressions, and voice modulation to engage students.

Teaching Poems

The phrase *"teaching poetry"* can be misleading because poetry is not something to be taught like prose—it should be *felt* and *experienced* by students. The goal is to foster an appreciation for poetry rather than force memorization.

Poetry lessons can enhance:

- **Speech skills** in younger students.
- **Writing skills** in higher classes.

However, the poetry class should never turn into a mechanical exercise of rote learning. Instead, teachers should focus on helping students enjoy and appreciate poems naturally.

How to Inspire a Love for Poetry

- **The teacher should personally enjoy poetry.** Enthusiasm is contagious—if the teacher enjoys the poem, students are more likely to engage with it.
- **Emotion is key.** Poetry appreciation is about feeling, and a teacher's enthusiasm can inspire students to connect with the poem on an emotional level.
- **Encourage personal interpretation.** Students should feel free to express their thoughts and emotions rather than just memorizing lines.

The Three Main Stages of Teaching Poetry

1. Preparation

- Help students quickly grasp the **central theme** of the poem.
- Familiarize them with key words and expressions **without excessive explanation**.

- Ensure that the poem's ideas are **accessible** to their level of understanding.

2. Presentation

- The teacher should **read or recite** the poem with proper pronunciation, intonation, and facial expressions.
- If necessary, a **second reading** can be done for better clarity.

3. Discussion (Books Open)

- The teacher does **not** need to explain every word or line.
- Instead, ask **simple questions** to check comprehension.
- If students struggle with words like *catamarans* or *leaping wealth*, the teacher can use **pictures or context-based questions** to help them understand.

Self- Check Exercise(1)

1. A outline of accented and unaccented syllables_____ in lines of poetry.

   a) Rhyme scheme.

   b) Meter.

   c) Alliteration.

   d) All of these.

2. Which poetry is a lengthy & narrative work of poetry?

   a) Elegy.

   b) Ode.

   c) Ballad.

d) Epic.

3.   A poem that is free from the limitations of a regular meter or rhythm and also does not rhyme with fixed forms is called _____ of poetry.

a) Pastoral.

b) Free verse.

c) Epic.

d) None of these.

4.   Which poetic form deals with the natural world, rural life and landscapes?

a) Ballad.

b) Elegy.

c) Ode.

d) Pastoral.

5.   Which poetic form does reflect on death or loss?

a) Epic.

b) Pastoral.

c) Elegy.

d) Ode.

6.   Which poetry is written in 14 lines?

a) Sonnet.

b) Ballad.

c) Elegy.

d) None of these.

7.   Stressed and unstressed syllabic pattern in a verse or within the lines of a poem is called:

a) Metre.

b) Rhythm.

c) Rhyme.

d) Alliteration.

8.   A short traditional and popular story in verse of unknown authorship is called:

a) Lyric.

b) Ballad.

c) Elegy.

d) Sonnet.

9.   Applying human qualities to non- human things, the term is called:

a) Alliteration.

b) Metaphor.

c) Onomatopoeia.

d) Personification.

10. The repetition of beginning consonant sounds is called:

a) Rhyme.

b) Alliteration.

c) Personification.

d) Simile.

11. The contrast between expectations and reality.

a) Alliteration.

b) Irony.

c) Soliloquy.

d) Point of view.

12. An octave is a stanza of _____ lines.

a) Four lines.

b) Six lines.

c) Eight lines.

d) Fourteen lines.

12.4 Difference Between Prose and Poetry:

Prose	Poetry
According to Coleridge: prose is words in their best order.	According to Coleridge: poetry is the best words in their best order.
Prose is essentially words, structure and grammar.	Poetry is essentially song, rhythm and music
Prose appeals to the head.	Poetry appeals to the heart.
It is less powerful.	It is more powerful.
Prose appeals to the intellect only.	Poetry affects the whole man.
Prose is more sight than sound.	Poetry is more sound.
Prose is more information.	Poetry is for share delight.
Prose is more relevant.	Poetry is less relevant.
Lesson in prose is taught.	Lesson in poetry is not to be taught.
Prose consists of philosophical ideas, social problems, historical events, geographical concepts.	Poetry is a thing of beauty of form, beauty of ideas, thoughts and emotions.
Prose is most important aspect of literature.	Poetry is the soul of English literature.
Prose develops the expressional ability	Poetry develops the aesthetic sense of

of the students.	the students.
Prose develops the imagination power of the students.	Poetry develops the power of appreciation of beauty.
Prose develops to arrange ideas in a systematic way.	Poetry develops to understand the idea of the poem.
Prose develops to arrange ideas in a systematic way.	Poetry enables the students to enjoy recitation and individual of the poem.
Prose trains the student's character.	Poetry trains the emotions of the student.

2. Difference in Aim of Teaching :

- The aims of teaching prose and poetry are quite different from each other. Poetry is not to be taught for developing the language skills of the students. Teaching of prose is primarily for development of linguistic skills. Prose is taught for enrichment and for correct use of grammar.

- Prose belongs to the cognitive domain and poetry falls in the domain of feelings.

- Prose relates to intellect whereas poetry relates to emotions.

3. Difference in Objectives:

- **Language Skills :** Poetry is not to be taught for developing the language skills of the

Prose	Poetry
1. Prose improves the vocabulary of the students.	1. Poetry is taught to train their aesthetic senses.
2. While teaching a prose lesson, the teacher concentrates upon the vocabulary and structures.	2. While teaching a poetry, the teacher concentrates upon the general understanding and appreciation of the poem.
3. In the teaching of prose, there are drills and exercises.	3. But there are no drills and exercises.

pupils. This purpose can be better served by prose.

- **To Enlarge the Vocabulary :** Poetry at the early stage is the aim to help the learner to acquire natural speech rhythm. Whereas the aim of prose lesson is to enlarge the vocabulary.

- **Language Practices :** The purpose of language practice can be better served by teaching prose unlike poetry.

Self- Check Exercise (2)

1.   What is a funny poem of five lines called?

   a) Quartet.

   b) Limerick.

c) Sextet.

d) Palindrome.

2. What is the study of poetry's meter and form called?

   a) Prosody.

   b) Pathology.

   c) Rheumatology.

   d) Scansion.

3. A poem that depicts an idealized rural life of shepherds is?

   a) Ballad.

   b) Idyll.

   c) Dirge.

   d) Canzone.

4. A combination of lyric and narrative poems usually put to music

   a) Elegy.

   b) Sonnet.

   c) Narrative.

   d) Ballad.

5. A poem with no meter or rhyme is called:

   a) Lyric.

   b) Free Verse.

   c) Sonnet.

   d) Ode.

6. A form of poetry which is structured in strophe, antistrophe and the epode is?

   a) Ode.

   b) Epic.

   c) Pastoral.

   d) Verse.

12.5   Summary

In this chapter, we explored the teaching of poetry. Poetry embodies beauty in form, thought, and emotion. It is meant to bring pleasure and allows us to appreciate the richness of language. Beyond understanding the ideas and themes, we also admire the artistic way in which they are expressed.

12.6   Glossary

Poetry: Poetry is a type of literature, or artistic writing, that attempts to stir a reader's imagination or emotions. The poet does this by carefully choosing and arranging language for its meaning, sound, and rhythm.

12.7   Answer to Self-Check Exercise(1)

1. b 2. d 3. b 4. d 5. c 6. a 7. a 8. b 9.d 10. b 11. b 12. c

Answer to Self- Check Exercise(2)

1. b 2. a 3. b 4. d 5. b 6. a

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12.8   Terminal Questions

1. Explain Poetry and its steps in detail.

UNIT - 13

Teaching of Grammar

Structure

13.1   Introduction

"One who climbs the grammar tree distinctly knows where noun, verb, and participle grow." – *Dryden*

Grammar explains how a language functions, guiding us in using its vast resources effectively, with communication as its primary purpose. Dr. Sweet defines grammar as the **"practical analysis of a language."** It is often referred to as the **"anatomy of language,"** emphasizing its structural role. However, just as language is dynamic and ever-evolving, grammar too is not static. The grammar of any living language continuously adapts to reflect its current usage and development.

13.2 Objectives

After completing this lesson, you will be able to:

- **Classify** the different types of grammar.
- **Explain** various methods of teaching grammar.

13.3 Types of Grammar:

Grammar can be categorized into the following types:

1. Prescriptive (Formula) Grammar

Prescriptive grammar establishes fixed rules for language use without considering its evolving nature. It dictates how language **should** be used, requiring strict adherence to established norms. In classrooms, this approach is known as **formal grammar**, where teaching progresses from rules and definitions to examples. However, the rigid structure of prescriptive grammar does not account for variations and exceptions in language.

For example:

- **Plurals:**
    - *book → books*

- o *boy → boys*
- o But *child → children* (irregular form)
- **Tenses:**
  - o *walk → walked* (regular past tense)
  - o But *go → went* (irregular past tense)
  - o *talk → talked* (regular past tense)
  - o But *run → ran* (irregular past tense)

In this method, the evolving nature of English and its practical usage in communication are often overlooked.

2. Descriptive (Functional) Grammar

Descriptive grammar observes and records how language is actually used over time, adapting to changes in communication. It reflects **real-world usage** rather than enforcing rigid rules. In classrooms, this is known as **functional grammar**, which focuses on how grammar operates in speech and writing. This method enables students to communicate effectively.

A recommended approach is to teach **functional grammar** in the initial stages to develop communication skills. Once students are comfortable, **formal grammar**, which involves rules and classifications, can be introduced.

How Much Grammar Should Be Taught?

A person's proficiency in a language is not determined by how much grammar they know but by how effectively they use the language. However, some grammatical knowledge is essential for clear communication. A **balanced** approach is necessary—neither too much grammar nor too little.

The grammar syllabus at the secondary school level generally includes:

- **Parts of speech** (nouns, verbs, adjectives, etc.) and their roles in sentences.
- **Word formation** (prefixes, suffixes, and compound words).

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- **Phrases** (adjective phrases, prepositional phrases, etc.).
- **Clauses** (noun clauses, adjective clauses, and adverb clauses).
- **Sentence structures** (simple, complex, and compound sentences).
- **Tenses** (finite and non-finite verbs, gerunds, participles, and modals).
- **Transformation of sentences** (active-passive voice, reported speech, simple to complex to compound conversions).
- **Prepositions and conjunctions** and their correct usage.
- **Punctuation** rules.

While learning rules is not the primary focus, students should engage in exercises that reinforce correct grammar usage.

Grammar is often compared to a **vitamin**—a deficiency can lead to communication problems, but excessive grammar instruction can be unnecessary and even counterproductive. It should be viewed as a **supplement** to language learning rather than the main focus. The key is to ensure that grammar instruction is **functional** and helps students enhance their English language skills.

Self-Check Exercise(1)

1.   Ms. Nisha is teaching about the types of sentences class seven students. She begins by explaining the grammar rules with regard to sentences and then goes on to give examples of the types of sentences that we commonly hear, which teaching maxim is the following:

    a) From deductive to inductive.

    b) Concrete to abstract.

    c)   Analysis to synthesis.

d) Induction to deduction.

2. Activities which connect grammar points with real-life communication are:

a) Declarative knowledge of grammar.

b) Moving from form to meaning.

c) Grammar in context activities.

d) Grammar for form based focus.

3. The most useful method for teaching grammar is:

a) Lecture method.

b) Inductive method.

c) Direct method.

d) Communication method.

4. A teacher in grammar class introduces rules of the grammar first and makes them understand how the world behaves and how to use it in context. she then gives lots of tasks for learners to practice the language item. What is the process of teachinglearning rammar is known as?

a) Content knowledge.

b) Procedural knowledge.

c) Declarative knowledge.

d) Process knowledge.

5.   Understanding how a grammatical form is applying the same in use is_____.

    a) Procedural knowledge of grammar.

    b) Declarative knowledge of grammar.

    c) Knowledge about language.

    d) Learning the rules of grammar & reproduce it later.

6.   Declarative knowledge in learning grammar is:

    a) Knowledge about the form, describing and apply it later in structured practice.

    b) Understanding how a grammatical form functions in use & apply same.

    c) Using the form in creative writing and communication for day-to-day purposes.

    d) Mastering the rules of grammar & applying it in real communication.

7.   The emphasis of grammar in context is on:

    a) Internalizing the rules of language.

    b) Memorizing the rules of language.

    c) Translating the content.

    d) Overgeneralization of rule.

8.   Activities which connect grammar points with real- life communication are:

a) Declarative knowledge of grammar.

b)Moving from form to meaning.

c)Grammar in context activities.

d)Grammar for form based focus.

9. Grammar learning is:

   a) Learning the rules of grammar.

   b) Learning the rules first and be able to use later.

   c) Learning from meaning to use the form in context.

   d) Finding errors in a written and spoken language in any language.

10. Moving from meaning to form in grammar learning is:

   a) Learners use the grammatical item with understanding and discover the rules later.

   b) Learners are made to learn the rule first and apply them later.

   c) Teacher teaches the rules first and learners use the rules through drills.

   d) Learners understand rules of the grammatical item first and use them later in isolation.

11. In order to make the students understand the grammatical structures, a language teacher should:

   a) Provide which written material and let the students discover different structures.

   b) Provide extensive grammatical exercise to the students.

c) Ask students to memorize structures from the book.

d) Given assignment to the students over different structures.

12. Which one of the ways is ideal for teaching learning grammar?

a) Presenting the grammatical form in natural discourses and let the learner notice it.

b) Presenting the form first and provide a detailed explanation to learner followed by activities.

c) Providing the form in sentences and drill them as much as possible.

d) Presenting the form and support learn to memorize the form.

13. Which of the following is not the objective of learning of grammar?

a) Using the grammar item in real life situation.

b) Understanding the form through use in context.

c) Grammar is learnt by mastering the rules of the language.

d) Discovering the form through language use in context.

14. Mr. Rahul, a teacher in his grammar class introduces rules of the grammar item, voice and tenses first and makes them understand how the form behaves and how to use it context. He then gives lots of tasks for learners to practice the language item. What is the process of teaching learning grammar known as?

a) Content knowledge.

b) Procedural Knowledge.

    c)   Process knowledge.

    d)   Declarative knowledge.

15.   In the grammar class, we should first:

    a) Explain how the form is made.

    b)   Present the grammar form in natural discourse.

    c) Explain irregular forms, if any.

    d) Describe its social function.

16.   Which one of the following is most appropriate regarding the task we design for learners to support grammar learning?

    a) It should be meaningful.

    b)   It should be highly informative.

    c) It should be purposeful from teacher's perspective.

    d) It should not have a social function.

17.   The grammar tasks are:

    a)   To be contextualized.

    b)   To be life- oriented.

    c)   To be form focused.

d) Memory focused.

18. The emphasis of grammar in context is on:

    a) Internalizing the rules of language.

    b) Memorizing the rules of language.

    c) Translating the content.

    d) Over generalizing the rules.

19. Which of the following is true about grammar teaching?

    a) Teachers themselves should improve their knowledge of grammar.

    b) Grammar is to be treated in isolation.

    c) Grammar is to be treated in context.

    d) Grammar is to be built in by the teacher in every sphere of life.

20. Beginning by giving the rules first through an isolated illustration and then drilling the rules through practice is the:

    a) Merit of grammar in context.

    b) Limitation of grammar in context.

    c) Merit of deductive approach.

    d) Limitation of deductive approach.

21.   As a teacher of language we should have _____ knowledge of grammar.

   a) Implicit and overt.

   b) An explicit.

   c) Both implicit and explicit.

   d) A vast.

22.   Grammar of a language is best learnt through:

   a)   Integration with text and noticing forms.

   b)   Practicing grammatical concepts separately.

   c)   Memorizing the grammatical structures.

   d) Following structural approach.

23.   To make grammar teaching effective:

   a)   The material should not be taken from learner's textbook.

   b)   More attention should be paid to vocabulary enrichment.

   c)   Grammar teaching should be done with lots of practice and exercises.

   d) Use of visual aids is not very effective in teaching grammar.

24.   Which of the following grammar is taught incidentally?

   a) Prescriptive grammar.

b) Traditional grammar.

c) Functional grammar.

d) Theoretical grammar.

25.   Grammar teaching is more meaningful when:

    a)   Grammar is taught in context.

    b)   Rules a explained before communication.

    c)   Grammar is taught deductively.

    d)   Grammar is taught first and grammar is taught later.

26.   Which of the following types of grammar emphasize on rules?

    a)   Descriptive grammar.

    b)   Prescriptive grammar.

    c)   Scholarly traditional grammar.

    d)   Structural grammar.

13.4 Methods of Teaching Grammar:

Grammar instruction can be broadly categorized into two main approaches: **Deductive** and **Inductive**. A third approach, the **Inductive-Deductive Method**, combines elements of both.

1. Deductive Method

This method is typically used for older students who already have some knowledge of the language. It follows a **rule-first, example-later** approach. The teacher begins by explaining a grammatical rule or definition, such as the **Present Continuous Tense**.

For example:

- *This tense is used for actions happening at the moment of speaking.*
- The teacher provides examples:
  - *I am running.*
  - *You are running.*
  - *He/She is running.*

Students are then asked to apply the rule through exercises or visual aids, ensuring correct **subject-verb agreement**.

While this method appears straightforward and time-saving, it often lacks engagement. Traditional **formal grammar** was taught this way, where students simply memorized rules and examples without active participation, leading to limited practical understanding.

2. Inductive Method

In contrast, the **Inductive Method** follows an **example-first, rule-later** approach. Students are first exposed to multiple examples before they derive a general rule.

For instance, to introduce the phrase **"used to"** (which expresses a past habit), the teacher might provide examples:

- *I used to play football at school.* (But I no longer play.)

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- *Mr. Nayak used to take cold water baths at 4 AM.* (But he no longer does.)
- *My uncle used to hunt when he was in service.* (Now that he is retired, he no longer hunts.)

After multiple examples, students are guided to **formulate the rule** themselves:

- *"Used to" expresses a past habit or repeated action that no longer happens.*

The teacher also warns against incorrect usage:
✖ *I use to take coffee every day.* (*Incorrect* – should be "I **drink** coffee every day.")

The Inductive Method actively engages students, encouraging them to think critically and participate in the learning process. Grammar is learned **incidentally** within real-life contexts, making it more meaningful. This method is highly effective, especially for beginners, as it promotes **functional grammar** and provides ample practice in sentence patterns. However, it requires skilled teachers with strong language proficiency.

3. Inductive-Deductive Method

This approach combines the strengths of both methods. It involves:

1. **Presenting examples** (Inductive approach).
2. **Deriving general rules** based on observations.
3. **Applying the rules** through exercises (Deductive approach).

By following this **balanced** approach, students not only understand grammatical concepts but also learn how to apply them effectively in speech and writing. This method ensures that grammar instruction is **practical, engaging, and result-oriented**.

As the saying goes:

"Teach grammar inductively and apply it deductively."

Self- Check Exercise(2)

1. Which method is built around the coordination of speech and action and it attempts to teach language through motor activity?

> a) The silent way.
>
> b) Total physical response.
>
> c) Community language learning.
>
> d) Bilingual method.

2. There is heavy dependence on imitating language models and memorization of dialogues:

> a) Grammar -Translation method.
>
> b) Audio- Lingual Method.
>
> c) CLT.
>
> d) CLL.

3. Which method of teaching grammar in which learners must discover the rules in context themselves while reading or listening?

> a) Grammar Translation Method.
>
> b) Deductive Method.

c) Inductive Method.

d) Direct Method.

4. In Grammar - Translation Method

a) Lessons are in the target language.

b) New material is presented in dialogue form.

c) Translation of texts.

d) All of the above.

5. Which of the following method emphasizes the use of vernacular?

a) Direct Method.

b) Grammar- Translation Method.

c) Bilingual Method.

d) None of the above.

6. The method emerged as a reaction of the various demerits of the Grammar Translation Method is:

a) Bilingual Method.

b) Play and Learn Method.

c) The Sentence Method.

d) Direct Method.

7.   In a language class students are memorizing the dialogues through drill and practice and the teacher is correcting their pronunciation, mistakes immediately. They are practicing the dialogues in chorus. The teacher is following the:

    a)   Audio- Lingual Method.

    b)   CLT Method.

    c)   Direct Method.

    d)   Natural Method.

8.   The main aim of communicative competence of learners is to :

    a)   Provide communicative competence to learners.

    b)   Focus on the structure of the target language.

    c)   Emphasize the use of English as a library language.

    d)   Encourage learners to speak like native speakers of English.

9.   According to Audio- Lingual method, language is basically a set of:

    a)   Habits.

    b)   Structural Words.

    c) Sentence.

    d)   Words.

10. Alphabetic Method is also known as :

   a) Spelling Method.

   b) Phonic Method.

   c) Story Method.

   d) Syllabic Method.

11. Since language is taught through demonstrations the direct method makes use of:

   a) Audio- Visual Aids.

   b) Maps.

   c) Pointer.

   d) Flash Cards.

12. Which approach is based on psychology and transformational grammar?

   a) Lexical Approach.

   b) Cognitive code approach.

   c) Situational Approach.

   d) Structural Approach.

13. The main proponent of the eclectic approach is:

   a) Palmer.

b) Wilga Rivers.

c) Carl Plotz.

d) Krashen.

14. The integral approach of language testing of :

a) Primary Language.

b) Secondary Language.

c) Third Language.

d) Language in context.

15. Which approach allows learners to acquire a language as babies do, beginning with silent listening?

a) The Communicative Approach.

b) The Natural Approach.

c) The Direct Method.

d) Structural Approach.

13.5 Summary

In this chapter we studied about grammar. grammar is the theory of the language. it provides a proper order and sequence to sentence for better representation. Every language is based on certain rules and regulations is known as grammar.

13.6 Glossary

- Descriptive Grammar: Grammar which follows usage as it develops and describes it from time to time, is called Descriptive Grammar.

- Inductive Method: It makes the pupils think for themselves and take parts in language learning. Teaching and learning are made interesting through contextualized discussion. Children learn grammar incidentally.

13.7 Answer to Self-Check Exercise(1)

1. a 2. c 3. b 4. b 5. a 6. a 7. a 8. c 9. c 10. a 11. a 12. a 13. c 14. b 15. b 16. a 17. a 18. a 19. c 20. c 21. c 22. a 23. a 24. c 25. a 26 b

Answer to Self- Check Exercise(2)

1. b 2. b 3. c 4. c 5. b 6. d 7. a 8. a 9. a 10. a 11. a 12. b 13. b 14. d 15. b

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13.9   Terminal Questions

1. Explain the different type of grammar? Which method should be used in teaching grammar?

UNIT - 14

WAYS OF DEVELOPING LANGUAGE SKILLS

Structure

14.1   Introduction

14.2   Learning Objectives

14.3   Listening skill

       Self-Check Exercise(1)

14.4   Speaking Skill

       Self -Check Exercise (2)

14.5   Summary

14.6   Glossary

14.7   Answer to Self- Check Exercises

14.8   Reference \ Suggested Readings

14.9   Terminal Questions

14.1   Introduction

Learning a language is nothing but the development of certain skills. The ultimate aim of language is to share ideas by a sender or encoder with the receiver or decoder, so that these are made common. And this is the meaning of

'communis' – a Latin word – which means 'to make common' or 'to share'. So, all the mechanics that involved in process of communication are in fact the mechanics of a language. Thus, in this communication process, we analyze involvement of four basic skills.

14.2 Learning Objectives

After learning this lesson, you will be able to :

- Understand the Listening Skill.

- Understand the speaking Skill.

14.3 Listening Skill :

The skill of listening is very important skill for learning English as a second language. Practice is listening comprehension should proceed speaking practice. This skill is directly linked with audio sense. Listening means that audio sense makes sense to the sounds which is created by speech. In this process, there should be a speaker and listener. Listening is passive while speaking is making speech.

Kinds of listening
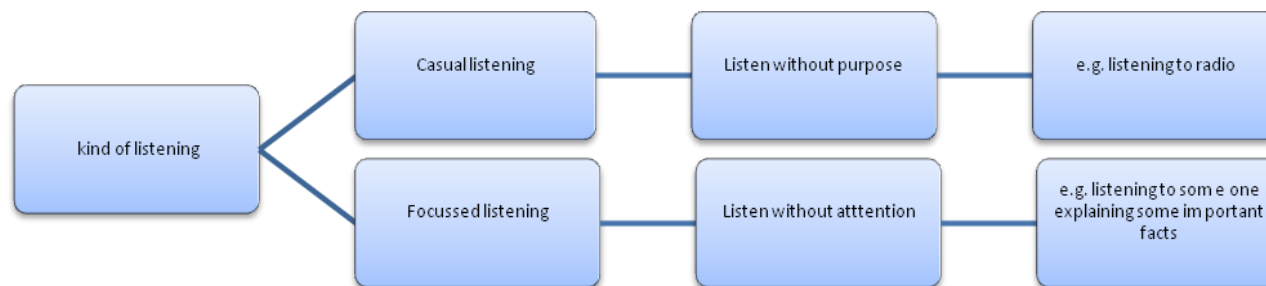
Conditions under which Listening occurs : The following are the conditions :

1. Sound created should have same sense.

2. Listener should be attentive.

– Mental set of listener should be ready.

– Listener should have normal audio senses.

– Favorable attitude should be provided to listener.

Objective of Listening Skill :

– To provide basis of good learning.

– To make speaking skill effective and workable.

–To facilitate verbal interaction.

– To provide knowledge of basic skill

Teacher	Shame
Pupil 2	Same
Teacher	Give me same paper/give me same pepper
Pupil 3	Different

2. The teacher writes minimal pairs of words/sentences using such words on the blackboard in two columns. He speaks a word and ask the pupils to identify whether it is from column 1 or 2

Column 1	Column 2
rice	rise

show   sow

sheep   ship

3. The teacher give command and pupil perform the activities

Open the door

Shut the window

Take out your pen

4. Teacher displays some pictures on the flannel board, makes a statement about one of them and pupils identify it.

5. **Using Dialogue:** Listening comprehension may be developed by using dialogues.

6. Gramophone and tape recorder can be used for this purpose.

In short, understanding of spoken English is not an easy work. Some time, the spoken english is more difficult to follow than written English because of peculiarities of pronunciation, unfamiliar intonation and the speed with which the words are spoken. According to Prof. Findlay, "The standard to aim at is power to understand ordinary English speech spoken at normal speed."

   Self-Check Exercise(1)

   1. How much listening effect on our communication?

       a) 20-35%

       b) 5-15%

       c) 25-40%

d) 40-70%

2. We listen at _____ % efficiency without training?

    a) 20%

    b) 25%

    c) 30%

    d) 35%

3. How much words could be spoke by a person in a minute?

    a) 70-80.

    b) 90-100.

    c) 125-150.

    d) 120-140.

4. A person can think how many words in a minute?

    a) 150.

    b) 200.

    c) 300.

    d) 400.

5. What will be the third stage of listening?

    a) Responding.

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b) Evaluating.

c) Understanding.

d) Remembering.

6. Which of these is not step in the listening process?

    a) To stop talking.

    b) Receiving.

    c) Misinterpreting.

    d) Responding.

7. Which of these is the first step in the listening process?

    a) Stop talking.

    b) Receiving.

    c) Interpreting.

    d) Responding.

8. Which of the following is the third step of listening?

    a) Stop talking.

    b) Receiving.

    c) Interpreting.

    d) Responding.

9. _____ is the last step of listening?

   a) Stop talking.

   b) Receiving.

   c) Interpreting.

   d) Responding.

10. Which of these is not a type of listening?

   a) Appreciative listening.

   b) Superficial listening.

   c) Focused listening.

   d) Musical listening.

11. Which of these type of listening lacks depth?

   a) Appreciative listening.

   b) Superficial listening.

   c) Focused listening.

   d) Musical listening.

12. Which of these types of listening, does the listener feel grateful?

   a) Appreciative listening.

   b) Superficial listening.

c) Focused listening.

d) Musical listening.

13. Which of these should be avoided for effective listening?

a) Pre-listening analysis.

b) Listening to structured talks.

c) Team listening.

d) Predicting.

14. Which of these should be avoided in pre-listening analysis?

a) Mental discipline.

b) Concentration.

c) Prejudices.

d) Patience.

15. In which of these, should the listener be able to make connection between different segments of speech?

a) Listening to structured talks.

b) Links between parts of the speech.

c) Team listening.

d) Predicting.

16. Which of these is not a deterrent to the listening process?

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a) Lack of interest.

b) Ego.

c) Confidence.

d) Fear.

17. Listening a ___ mental process that play vital role in our daily life.

a) Adorable.

b) Visible.

c) Invisible.

d) Eco able.

18. Views listening is part of _____ process in which all participant can send and receive message.

a) Negotiating.

b) Transactional.

c) Constructive.

d) Transformative.

14.4 Skill of Speaking:

Speaking is a fundamental skill in language learning and plays a crucial role in mastering English. Developing strong speaking abilities enables students to communicate effectively and express their thoughts with clarity.

In the context of teaching English in India, a key objective is to help students speak **correct, accurate, and fluent English**. Compared to reading and writing, speaking is generally easier and more natural for learners.

Prof. B.S. Anand emphasizes the importance of speaking proficiency, stating:

"Besides reading, every effort must be made to train our pupils to speak English correctly and fluently. By the end of their school career, they should be able to converse freely on everyday topics. In the practical life of an educated person in India, fluency in English is a significant factor for success."

Additionally, there is a strong connection between **listening and speaking**. Effective speaking skills develop through active listening, as students learn pronunciation, intonation, and natural sentence structures from exposure to spoken English. Hence, fostering both **listening and speaking** is essential for holistic language development. It can be shown below :

Development Skill of Listening and Speaking

Method

Speaking   **listening**

Teacher Content Student

•
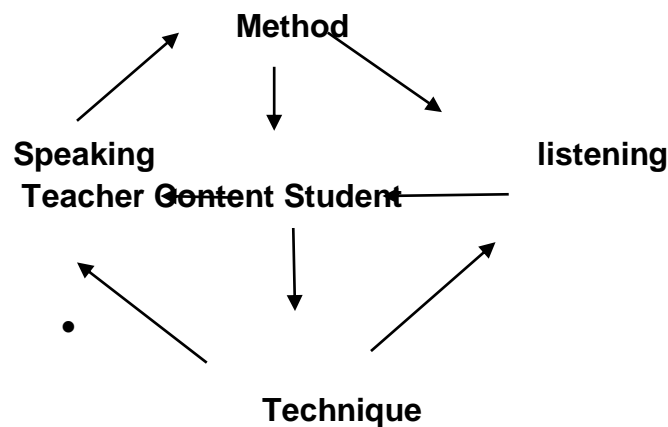
Technique

Process of Interaction through Speaking and Listening

Different techniques for developing speaking skill :

Reproduction Exercise : The teacher can produce sound, a word or sentence and ask the students to reproduce it. These practices can be done in chorus, in groups and then individually.
Question-Answer : The teacher can put question to the class one by one, to the monitor or it may between students and student

Role Play : There may be a role play between two, three or more students. The dialogue may be between a doctor and a patient or an inspector and clerk.

By Performing Actions : The teacher perform actions and students are asked to observe the action and speak according and vice-versa.

By Showing a Picture /Chart : The teacher shows a picture or a chart in the class and students are asked to speak on it one by one.

By Showing a Film : The students are shown an outline of the film and the students are asked to speak and it.

By Giving Outline of a Story : The teacher gives an outline of a story and students asked to think and then speak a few sentences about it. This gives the whole class a lot of listening and speaking practice.

Through Oral Composition : Oral composition develops the skill in speaking for a few minutes. Teacher may provide some guideline.

Advantages of Speaking :

1. Students become good in listening. Then try to listen comprehensively.

2. It improves comprehension ability of the students.

3. At early stage, it provides pleasure and excitement to learner.

4. They are able to develop skill of speaking.

5. It helps to acquire fluency in spoken language.

6. It lays good foundation of good speech.

7. It develops the habit of using correct sentence pattern.

8. It helps to become good orator, debaters and in becoming active participants in discussion.

9. It removes hesitation and shyness of speaker.

Self- Check Exercise (2)

1.   Decorum in spoken language pertains to

   a) Correct grammatical usage.

   b) Voice quality or loudness.

   c) Appropriate gestures.

   d) Clarity and purity of style.

2.   The language skills that cannot be assessed through a traditional pen- paper test are:

   a) Reading & listening.

   b) Listening & speaking.

   c)   Reading & speaking.

   d) Writing & listening.

3.   Under which activity do recognizing sounds and deducing meaning from them come:

   a) Speaking.

   b) Listening.

   c) Reading.

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d) Writing.

4. In order to know the correct pronunciation of English words, the learner should:

   a) Know how to write the words.

   b) Know the spelling, meaning, and how they are pronounced.

   c) Know the meaning only.

   d) Know the spelling.

5. If a student is making pronunciation errors, the best way to help him\ her is to:

   a) Provide her\ him with correct pronunciation without any humiliation.

   b) Call her\ him parents and complain.

   c) Scold him\ her in class for incorrect pronunciation.

   d) Mock at her\ him in class for incorrect pronunciation.

6. Under which activity do recognizing sounds and deducing meaning from them come:

   a) Speaking.

   b) Listening.

   c) Reading.

   d) Writing.

7. The _____ favors the exposure of students to a structure in different contexts that could allow them to apply the rules by themselves:

    a) Direct Method.

    b) Inductive Method.

    c) Deductive Method.

    d) Communicative Approach.

8. Grammar- Translation method of teaching English heavily relies on:

    a) Form-focused teaching.

    b) Meaning - Focused teaching.

    c) Direct teaching as a strategy for learning.

    d) Language use as a main focus.

9. Maximum participation of students during teaching in a language classroom is possible through:

    a) Discussion & demonstration Methods.

    b) Lecture Method.

    c) Translation Method.

    d) Inductive Method.

10. Constructivist approach to language learning promotes:

a) A Child- Centered approach.

b) A Teacher- centered approach.

c) Culture of silence.

d) Classroom noise.

11. Communicative language teaching lays emphasis on:

a) Grammatical Competency.

b) Language use.

c)Form.

d) Writing.

12. Unit of teaching in grammar translation method is:

a) Sentence.

b) Word.

c) Structure.

d) All of these.

13. Army Method is also known as:

a) Grammar - Translation Method.

b) Direct Method.

c) Audio- Lingual Method.

d) Bilingual Method.

14.5   Summary

In this chapter we discussed about skills namely speaking, reading, writing, listening. it includes different stages and methods to make this process more and more effective and productive.

14.6   Glossary

- Alphabetic Method : This is old method of teaching reading. It was almost universal from the early days of Greece and Roman until the end of the middle ages. It is also known as 'ABC' method as teacher starts from A-B-C of the language. Here unit of teaching is letter. Today also, this method is used by the teacher to teach reading.

- Recognition Games :With the help of flash cards, this type of games can be played flash cards of some words in duplicate are prepared. One set displayed on the board in front to the class and second set is given to the students. The pupils asked to match the words.

- Substitution: Substitution is a process by which any model sentence may be multiplied indefinitely, substituting for any of its word or word groups and other words of the same grammatical family.

14.7   Answer to Self-Check Exercise(1)

1. d 2. b 3. c 4. d 5. b 6. c 7. a 8. c 9. d 10. d 11. b 12. c 13. d 14. c 15. b

16. c 17. c 18. d

Answer to Self- Check Exercise (2)

1. c 2. b 3. b 4. d 5. a 6. b 7. b 8. a 9. a 10.a 11. b 12. b 13. c

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14.9 Terminal Questions

1. Discuss the importance of listening in learning of a foreign language.

2.   Discuss the importance of speaking in the learning of a foreign language.

UNIT - 15

WAYS OF DEVELOPING LANGUAGE SKILLS: READING AND WRITING

Structure

15.1   Introduction

Learning a language is nothing but the development of certain skills. The ultimate aim of language is to share ideas by a sender or encoder with the receiver or decoder, so that these are made common. And this is the meaning of

'communis' – a Latin word – which means 'to make common' or 'to share'. So, all the mechanics that involved in the process of communication are in fact the mechanics of a language. Thus, in this communication process, we analyze involvement of four basic skills.

15.2   Learning Objectives

After learning this lesson, you will be able to :

- Understand the reading Skill.

- Understand the writing Skill.

15.3   Reading Skill

West describes reading as a **"process of sight-sound sense."** It involves recognizing written or printed symbols, mentally converting them into their oral equivalents, and associating them with their meanings. Reading is considered a **productive skill**, as it requires the ability to recognize key elements of meaning and comprehend them accurately and thoroughly. It also depends on developing **proper eye movement and eye-span** for effective reading.

Objectives of Teaching Reading

The primary goals of reading instruction include:

1. Helping students pronounce words correctly.
2. Enabling them to understand the meaning of words and sentences.
3. Teaching them to interpret sentences and paragraphs effectively.
4. Encouraging them to apply ideas gained from reading to other contexts.
5. Developing clear expression and pronunciation while reading.
6. Ensuring fluency and comprehension for smooth reading.
7. Instilling the habit of reading with a definite purpose.
8. Encouraging a love for reading.

9. Preparing students to read English materials independently beyond school.
10. Expanding their **eye span** for better reading efficiency.

Techniques for Developing Reading Skills at the Preparatory Stage

1. **Use of Blackboard:** The teacher draws objects and writes their names underneath. Students associate the words with the images and practice reading aloud.
2. **Use of Flash Cards:** Action words or sentences can be written on flashcards, allowing students to read and repeat them.
3. **Use of Games:**
   - **Recognition Games:** Students match duplicate sets of flashcards to improve word recognition.
   - **Comprehension Games:**
     - **The Shop Game:** Students sort flashcards with object names into relevant shop categories.
     - **Read and Do Game:** Students read written action sentences on the board and perform the actions.

Components of the Reading Process

1. **Eye Movement:** Reading occurs through a series of jumps and pauses, rather than a smooth flow. Key aspects include:
   - **Perception Span:** The number of words understood in one pause.
   - **Eye Span:** The number of characters recognized during a pause. A wider eye span improves reading speed, while smaller print or complex text reduces it.
2. **Word Recognition:** Several factors influence how words are recognized:
   - **Type of Letters:** Letters with projections (e.g., f, l, d, y, g, t) are easier to identify than non-projecting ones (e.g., c, e, m, n, o, u).
   - **Word Shape:** Words with similar shapes (e.g., cat-fat-rat) may cause confusion, slowing down reading.
   - **Familiarity with Language:** Age, experience, and exposure to words influence recognition speed. Concrete words are easier to recognize than abstract ones.

3. **Reading Speed:** A wider eye span leads to faster reading. Speed increases with age, practice, and familiarity with the language.
4. **Comprehension:** Understanding is the ultimate goal of reading. Comprehension is influenced by intelligence, prior knowledge, and interest in language learning.

Challenges in Spelling and Writing in English

English presents unique spelling challenges due to its irregularities, such as:

1. **Inconsistent Letter Pronunciations:**
   - *Example:*
     - *Once* (/wʌns/) vs. *Only* (/oʊnli/)
     - *Woman* (/wʊmən/) vs. *Women* (/wɪmɪn/)
2. **Homophones (Same Pronunciation, Different Spelling):**
   - *Example:*
     - *Peep, people, police, key* (EE-sound variations)
     - *Food, rude, group, move* (OO-sound variations)
3. **Consonant Doubling:** Some words double consonants unpredictably.
   - *Example:*
     - *Conferred, committed* (double consonants)
     - *Entered, plummeted* (no double consonants)
4. **Silent Letters:** Many words contain silent letters, making spelling difficult.
   - *Example: Honest* (silent 'h'), *Hour* (silent 'h'), *Knife* (silent 'k')
5. **Digraphs (Two Letters Representing One Sound):**
   - *Example:*
     - *Sh* for /ʃ/ (*ship*),
     - *Ch* for /tʃ/ (*chair*),
     - *Er* for /ɚ/ (*her*).

Teaching Spelling Effectively

Since English spelling rules are full of exceptions, spelling must be **practiced rather than merely taught**. A good teacher should:

- Speak with **correct pronunciation**, as students imitate their teachers.
- Encourage frequent **reading practice** to reinforce correct spellings.
- Guide students to develop memory techniques for tricky spellings.

Strategies for Learning Spelling

Margaret Maison suggests four key techniques:

1. **Read intelligently** to observe correct spelling in context.
2. **Use a dictionary** to verify and learn correct spellings.
3. **Use memory aids** such as mnemonic devices.
4. **Maintain a spelling notebook** for frequently misspelled words.

Methods of Teaching Reading : Reading instruction methods can be categorized into two main types:

1. Letter Method

- **Alphabetic Method**

2. Non-Letter Method

- **Syllabic Method**

- **Word Method**
- **Phrase Method**
- **Sentence Method**
- **Story Method**
- **Phonic Method**

Alphabetic Method

This is one of the oldest methods of teaching reading, dating back to ancient Greece and Rome. It is often called the 'ABC method' because instruction begins with learning individual letters. The teaching unit in this method is the letter itself, and it remains widely used today.

Procedure:

1. **Learning Letters** – The teacher introduces the 26 letters of the English alphabet in order until students can recite them by heart.
2. **Formation of Words** – Students learn to form words by combining letters (e.g., h-e = 'he', s-h-e = 'she').
3. **Formation of Phrases and Sentences** – Learners combine words to create phrases and sentences.
4. **Reading Practice** – Students read passages from textbooks to reinforce learning.

Merits:

- Encourages visual recognition of words, aiding in correct spelling.
- Follows the pedagogical principle of progressing from simple to complex concepts.
- Provides a clear, step-by-step approach, making it easy for beginners.
- Textbooks are often designed around this method.

Limitations:

- Encourages a fragmented approach to reading, rather than understanding words holistically.
- Letters alone have no meaning, which can make the method uninteresting for children.
- Time-consuming and heavily reliant on memorization.
- English has irregular spelling rules, and this method does not fully address pronunciation challenges.
- Reduces eye span development, as words are read letter by letter rather than as whole units.
- Can hinder comprehension, as learners focus on decoding letters rather than understanding content.

Syllabic Method

This method emerged as an alternative to the alphabetic method. Instead of letters, syllables serve as the basic unit of teaching. Since syllables are meaningful sounds, this method reduces confusion in spelling and pronunciation.

Procedure:

1. **Introduction of Syllables** – Students are introduced to syllables with examples.
2. **Formation of Words** – Syllables are combined to create words.
3. **Formation of Sentences** – Words are combined into sentences.

Advantages:

- Recognizes that syllables are the true building blocks of words, not individual letters.
- Helps in proper pronunciation, especially for words with irregular spellings.
- More scientific and logical compared to the alphabetic method.
- Saves time by skipping letter memorization.

Limitations:

- Complex for beginners to grasp syllabic structures.
- Requires significant memory effort to retain syllables in a foreign language.
- Analytical in nature, making it challenging for young learners.
- Syllables on their own often lack meaning, reducing engagement.

Word Method (Look and Say Method)

P.C. Wren describes this as "the only rational method" of teaching reading. Students learn whole words rather than individual letters or syllables. Visual aids such as pictures are often used to reinforce word recognition, earning it the name "Look and Say" or "See and Say" method. It is also referred to as the "global method."

Assumptions:

- Words have distinct shapes, which help in recognition.
- The word is the smallest meaningful language unit.
- Thought is expressed through words.

Procedure:

1. **Introduction of Words** – Words are presented using visual aids like pictures and flashcards. For instance, a flashcard with a picture of a rose and the word "rose" below it.
2. **Repetition** – Students repeatedly say the word while looking at the picture and blackboard.
3. **Sentence Formation** – Once several words are learned, they are combined into sentences (e.g., "seat", "have", and "your" lead to "Have your seat").
4. **Practice** – Reading practice using books.

Merits:

- A direct and natural method, as people begin speaking in words rather than letters.
- Encourages oral skills.
- Utilizes audio-visual aids, making learning more engaging.
- Follows key teaching principles, such as progressing from simple to complex and known to unknown.
- Based on Gestalt psychology, which emphasizes whole-word recognition.

Limitations:

- Still relies on recognizing individual letters within words.
- Not all words can be taught using pictures.
- Does not develop the ability to decode new words.
- Individual words sometimes lack meaning without context.
- Places a strain on memory, as students must memorize entire words rather than learning decoding strategies.
- Neglects spelling and phonics.
- Encourages reading one word at a time, which can slow down reading fluency.
- Does not emphasize stress and intonation patterns, which are essential for natural speech.

3)The Phrase Method : According to Menon and Patel, the phrase method is based on the idea that phrases are more engaging than individual words and emphasize meaning. This method stems from the assumption that proficient readers recognize groups of words in a single eye fixation, fostering efficient reading development. It advances beyond the word method and serves as a middle ground between the word and sentence methods. The primary unit of teaching in this approach is the phrase, with students learning phrases before individual letters. Palmer, a major proponent of this method, argued that a word is too small a unit of speech, while a sentence is too long to be read at once.

Assumptions:

- Phrases are more engaging than isolated words.
- Phrases provide contextual meaning.
- Readers recognize groups of words rather than individual words in one eye fixation, expanding eye span.
- Phrases serve as a more suitable teaching unit compared to words or letters.
- Words alone convey only lexical meaning; for deeper understanding, phrases must be used.

Procedure:

1. The teacher selects and writes commonly used phrases.
2. Students attentively observe the phrase and note it down.
3. The teacher reads the phrase aloud, and students repeat it multiple times.
4. The teacher explains the meaning of the phrase.
5. New phrases are compared with previously learned phrases.

Merits:

- Incorporates all benefits of the word method.
- Expands eye span, enhancing reading speed.
- Phrases are more engaging due to their contextual meaning.
- Facilitates the use of material aids for better comprehension.
- Emphasizes that phrases, rather than words, form the fundamental unit of thought.

Limitations:

- Focuses more on meaning than on reading skills.
- May not be suitable for all students, particularly weaker learners who struggle with multiple words at a time.
- Considered an inefficient method for mastering individual words.

The Sentence Method:

Supporters of the sentence method argue that the sentence, rather than the word, is the primary unit of speech. Words derive their meaning from context, which is best provided by a complete sentence. This approach aligns with natural speech patterns and thought expression. W.M. Ryburn strongly advocates this method, suggesting various interactive games for effective application. Chalkboards and flashcards can be valuable tools in presenting full sentences.

Assumptions:

- The sentence, not the word, is the fundamental unit of thought.
- Speech is composed of sentences.
- Sentences convey complete meaning, unlike isolated words or phrases.
- Each sentence has a distinctive and complete sound pattern.

Procedure:

1. **Introducing Sentences:** The teacher presents a sentence through conversation.
2. **Use of Material Aids:** Sentences are displayed with visual aids (e.g., a flashcard with "The girl is running" alongside a relevant image).
3. **Recognition:** The teacher reads the sentence aloud, allowing students time to recognize it.
4. **Drilling:** Students repeatedly read the sentence.
5. **Introducing Phrases:** The sentence is broken down into meaningful phrases for further practice.
6. **Introducing Words:** Individual words from the sentence are introduced.
7. **Spelling Practice:** The teacher pronounces each word and spells it aloud, with students repeating.
8. **Recapitulation:** Exercises like recognizing words, rearranging jumbled sentences, and engaging in language games reinforce learning.

Merits:

- Psychologically sound as the sentence is a natural speech unit.

- Enhances all language skills: listening, speaking, reading, and writing.
- Prevents isolated word-to-word meaning errors.
- Reduces confusion.
- Supports Gestalt psychology, emphasizing wholes over parts.
- Improves reading speed and eye span.
- Encourages self-study and independent learning.
- Incorporates audio-visual aids for engaging lessons.

Limitations:

- Teaching letters through this method can be tedious.
- Requires extensive audio-visual materials, making it costly.
- Lack of suitable graded textbooks.
- Needs well-trained teachers.
- Some experts argue that recognizing sentences without prior knowledge of letters and words is unrealistic.

The Story Method:
This method builds upon the sentence method by introducing multiple sentences within the framework of a short story. The unit of teaching is a simple story composed of four or five sentences. It integrates elements of the phrase, sentence, and word methods.

Assumption:

- Children have a natural inclination toward stories.

Procedure:

1. The teacher narrates a story.
2. Students discuss the story's events in sequential order.

3. The teacher writes the story on the board.
4. Students read and recognize the sentences.
5. Words are analyzed using the word method.

Merits:

- Psychological: Appeals to children's natural interest.
- Encourages engaging reading activities.
- Saves time.
- Provides a complete unit of thought with a structured beginning, middle, and end.
- Enhances self-motivation and memory retention.

Limitations:

- Requires students to manage multiple learning elements simultaneously.
- Emphasizes memorization of event sequences.
- Does not prioritize word recognition.
- May lead to guessing rather than precise reading.
- Limited use of audio-visual aids may encourage rote learning.

The Phonic Method:

English is a language of sound, with 26 letters representing 44 different phonetic sounds. This method emphasizes learning the sounds of letters rather than their names, enabling students to construct words through phonetics. It is a scientific and analytical approach, focusing on phonetic script rather than letters or words.

Assumptions:

1. Sounds, rather than letters, form the basic units of words.

2. After mastering sounds, they are combined into syllables, words, and sentences.

Procedure:

- The teacher introduces vowel sounds and their corresponding letters.
- Consonant sounds are taught similarly.
- Vowels and consonants are combined to form simple syllables (e.g., ba, be, bi, bo, bu).
- Syllables are combined to form words, then sentences.

Merits:

- Easy to implement and economical.
- Logical and systematically graded.
- Clarifies spelling and pronunciation.
- Enhances phonetic understanding.
- Universally applicable and effective for improving spoken language.

Limitations:

- Consonants are introduced separately from vowels, despite needing vowels for accurate pronunciation.
- Focuses on phonetic recognition while neglecting word meaning.
- Similar-sounding but differently spelled words (e.g., right/write) can cause confusion.
- Silent letters in words (e.g., hour, honour) pose difficulties.
- Overemphasis on phonetics may delay reading fluency.
- Requires teachers proficient in correct pronunciation.

Primers : Primers are basic textbooks designed to teach children how to read. The New England Primer was the first reading primer created for the American colonies. It became the most successful educational textbook of the 18th century and served as the foundation for most schooling before the 1790s.

Characteristics of Primers:

- Primers should be carefully selected and appropriately graded.
- They should contain standardized content for beginner reading instruction, including the alphabet, vowels, consonants, double letters, and syllabariums with syllables ranging from two to six letters.
- The pages should be of good quality.
- Printing should be clear and legible.
- Primers should be activity-oriented.
- They should incorporate colored pictures.
- Primers serve as elementary textbooks for teaching children to read and introduce the basic elements of a subject.

Reading Retardation

The terminology used to describe reading difficulties is often confusing, with terms such as backwardness, illiteracy, disability, and impairment being used alongside medical terms like dyslexia or word-blindness (Pilliner and Reid, 1972). Reading retardation refers to an impairment that may stem from mental retardation or cultural deprivation and differs from dyslexia.

Common Causes and Solutions for Reading Difficulties:

1. Nervousness

Some students become anxious and overly self-conscious when reading aloud in class. They should initially read in small groups to build confidence before reading before the whole class. Their reading pace should be moderate—not too fast or too slow.

2. Lack of Oral Mastery

Students often mispronounce words due to a lack of prior oral exposure. Beginners should not be asked to read words they have not first mastered orally.

3. Faulty Reading Habits

- Some students pause frequently to look up unfamiliar words in the dictionary, slowing their reading speed. Teachers should guide them with hints and references to help maintain a reasonable pace (140–200 words per minute) while ensuring comprehension.
- Poor classroom conditions and uncomfortable seating arrangements can hinder concentration, leading to slow reading. Proper physical conditions should be maintained to improve reading efficiency.
- Other bad habits include holding the book too close to the eyes, excessive blinking, and unnecessary head movements while reading. Teachers should address these habits to enhance reading skills. If a student holds the book too close, they should have their eyesight checked.

4. Lack of Proper Sense Grouping

Students often ignore punctuation marks, leading to improper phrasing. This can be corrected by drawing their attention to punctuation and encouraging them to read in meaningful groups of words.

5. Stammering

Some students stammer while reading due to physiological or psychological reasons. Teachers should investigate the cause and help build the student's confidence.

6. Finger Pointing

Many students use their fingers to track words while reading, particularly when the writing system differs from their mother tongue. Providing texts with larger fonts can help eliminate this habit.

7. Decoding Errors
Students with neurological or alphabetic processing difficulties struggle with decoding words, leading to slow reading and comprehension issues. Such students require special education support.

8. Vision Problems
Poor vision can hinder a child's ability to read and interpret text. Common solutions include:

- Seating the child near the chalkboard.
- Teaching in small groups with large-font materials.
- Providing reading assistance.
- Offering large-print books.

9. Hearing Impairments
Hearing-impaired students struggle with pronunciation and self-monitoring their speech. They should be provided with hearing aids, seated at the front, and, in severe cases, referred to special schools for the deaf and mute.

10. Regression
Some students frequently reread previous words instead of progressing smoothly. Although minor regressions are not harmful, excessive backtracking slows reading speed. Students should be encouraged to minimize unnecessary regressions.

11. Sub-Vocalizing
Some students whisper or murmur while reading, which lowers their reading speed. Teachers should work on eliminating this habit.

12. Faulty Evaluation System
The Indian education system primarily assesses memory rather than reading, listening, and speaking skills. This focus on rote memorization diminishes students' interest in reading, ultimately reducing their reading speed.

13. Disinterested Teachers

Many teachers do not prioritize reading instruction, especially since exams do not evaluate reading skills. Due to lengthy syllabi, there is often little time left for reading practice.

14. Lack of Emphasis on Reading

Reading is not given adequate importance in the mother tongue, which affects English reading skills as well.

15. Overcrowded Classrooms

Large class sizes make it difficult for teachers to provide individual attention to students' pronunciation and reading speed. This hampers their ability to improve reading skills.

16. Ineffective Teaching Methods

Some widely used methods, such as the grammar-translation method, do not focus on reading skills, limiting students' progress.

17. Poorly Designed Textbooks

Textbooks that are not carefully selected, graded, or based on psychological and linguistic principles fail to enhance reading speed and comprehension.

18. Lack of Qualified Teachers

Many English teachers in India have poor pronunciation due to inadequate knowledge of phonetics. Since they are not proficient readers themselves, their students also struggle with reading.

19. Undefined Learning Objectives

In many private schools, untrained teachers are assigned to teach language without understanding the fundamental skills required for language learning. Without clear objectives, they do little to improve students' reading skills.

Self- Check Exercise (1)

1.   Structural approach lays stress on:

   a) Improve fluency.

   b) Developing Accuracy.

   c) Developing Linguistic perspective.

   d) Selection & gradation of materials.

2.   Drilling is a teaching - learning technique or a strategy in:

   a) Constructivist language teaching.

   b) Structuralism.

   c) Communicative learning.

   d) Lexical approach.

3.   Which of the following is not true about the grammar-translation method?

   a) Inductive teaching of grammar is preferred.

   b) The target language is learnt through mother tongue.

   c) High value is given to the accuracy.

   d) Teacher- centric rather than learner- centric.

4.   A teacher asks students of class III to describe their best friend . She writes the students' responses on the blackboard. At last she states that all these describing words on the blackboard are adjectives. This is:

   a) Incidental Method.

   b) Inductive Method.

   c) Deductive Method.

   d)   Immersion Method.

5.   Which method of teaching originated in France 1901?

   a) Grammar -Translation Method.

   b)   Audio- Lingual.

   c)   Direct Method.

   d)   None of these.

6.   The oldest and classical method is:

   a) Grammar- Translation Method.

   b) Bilingual Method.

   c) Direct Method.

   d)Audio- lingual method.

7.   What is the base of grammar- translation method?

a) Classroom teaching.

b) Out-door teaching.

c) Text-book.

d) Pronunciation Practice.

8. The focus is on using the language rather than analysis of language is taught implicitly rather than explicitly?

a) Direct Method.

b) Communicative Approach.

c) Structural Approach.

d) Grammar Translation Method.

9. Mother tongue dominates in:

a) Direct Method.

b) Grammar translation method.

c) Bilingual Method.

d) All of these.

10. Which method is also known as Natural method?

a)	Grammar - Translation Method.

b)	Audio lingual.

c)	Bilingual Method.

d)	Direct Method.

11.	Which method helps to develop skills in grammar, reading, vocabulary and translation?

a)	Direct Method.

b)	Grammar - Translation Method.

c)	Audio- lingual Method.

d)	 Bilingual Method.

12.	 In which approach, the medium of classroom instruction is in second language?

a)	Grammar- Translation immersion.

b)	Language Immersion.

c)	 Communicative approach.

d)	Structural Approach.

13.	Dictation comes under _____ writing.

a)	Controlled writing.

b)	Guided writing.

c)   Free writing.

d)   None of these.

14.   What is the use of note- making?

    a) To sell the text.

    b) To reconstruct the text.

    c) To borrow the test.

    d) To buy the text.

15.   What is the base of grammar translation method?

    a) Classroom teaching.

    b) Outdoor teaching.

    c) Text-book .

    d) Pronunciation practice.

15.4   What is Writing Skill?

What is writing skill? Writing is the graphical representation of speech. This skill is used to preserve, transfer and evaluate the knowledge. Though speech is primary in a language, yet one must have realized the need to convert speech symbols into written symbols as to make language richer and more meaningful. There has to be a close and associative relationship between the spoken words and its

graphical representation. Writing skill reinforces oral and reading work. It is a productive skill. It helps to firmly fix the learnt material in mind. Writing may be divided into two aspects i.e.

(1) Mechanical skill   (2) Intellectual faculty

Different educationist explains about writing skill. Bacon says, "Reading makes a full man, conference a ready man and writing an exact man." Bell said, "Writing is a tool used to enable us to express, what is in our mind and for some people is almost as important as speech." S.S.M. Gaudar opinions, "Writing has instrumental value in school. It is a means of preserving the knowledge which the pupil gained or the judgments he has formed. It serves as a check on his forgetting useful items of knowledge and ideas. The habit of making notes of what is read and of summarizing helps the recollection of what has been studies.

Analysis : From above definitions, it can be concluded that writing helps in organization of thoughts.

Development of writing skill is not natural process like skill. Learner has to involve in a process and can be explained as follows :

Collecting ideas   C

↓

Organizing ideas   O

↓

Drafting   D

↓

Editing   E

↓

Redrafting   R
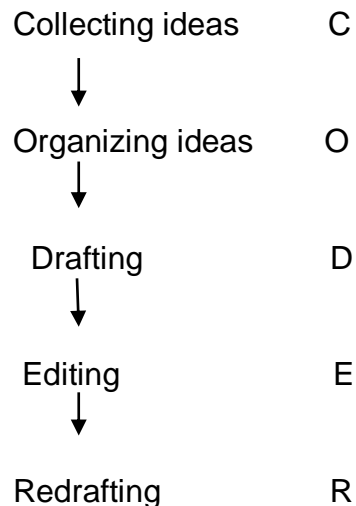
So writing should be effective and efficient in communicating the writer's intention. The web-diagram gives below reveals each and every features which makes a piece of writing effective.

Features of Effective Writing

All the nine features shown are equally significant and each of them has sub features.

1. Content

2. Idea

3. Audience

4. Purpose

5. Vocabulary

6. Organization

7. Mechanics

8. Grammar

9. syntax

 1 & 2. Content and ideas are inter related. One must has knowledge about idea to achieve clarity and relevancy in thoughts.

3. Audience features the age and the mental of the receivers.

4. Purpose classifies the target of communication and paves the way to appropriate method.

5. & 6. **Vocabulary and Organization :** A good vocabulary is needed to systematical and organized the context.

7. **Mechanics :** Handwriting, script are writing mechanics which play impart role.

8. **Grammar :** Grammar is the soul of a language and it provides a frame or skeleton to the written body.

9. **Syntax :** Syntax gives final expression and impression to the text.

So, all these features organized in the random unconnected sentences into well-organized and well connected sentences.

Teaching Writing to Beginners : Teaching writing is a skillful activity that demands expert guidance, especially during the pre-writing and writing stages. For beginners, structured and methodical instruction is essential. The following aspects should be considered when teaching writing to beginners:

Key Aspects of Teaching Writing to Beginners

1. **Developing Motor Skills**
   - Teaching children to control the small muscles of their fingers and wrists while writing.
   - Providing activities that enhance fine motor skills, such as tracing, drawing, and hand exercises.
2. **Hand-Eye Coordination**
   - Encouraging activities that synchronize hand movement with visual perception.
   - Using exercises like copying shapes, patterns, and letters to improve coordination.
3. **Practice through Written Exercises**
   - Engaging students in various writing exercises to reinforce learning.
   - Introducing simple words and gradually progressing to sentences and paragraphs.
4. **Ensuring Correct and Legible Writing**
   - Focusing on proper letter formation, spacing, and alignment.
   - Encouraging neatness and clarity in handwriting.
5. **Progressive Approach to Writing**
   - Emphasizing handwriting skills in the early stages.

- Gradually introducing composition skills, including writing from books and journals in English.
- Enhancing students' ability to write English correctly and fluently.

6. **Practical Application**
   - Preparing students to use writing skills in real-life situations.
   - Recognizing the importance of English writing proficiency in higher education and professional settings, particularly in administrative roles.

Stages in Teaching of Writing :

Writing is a difficult and practical skill. Therefore F.G. French has suggested that training in writing (penmanship) should begin with training in muscular control through fairly large movement using fingers in tray of sand or chalk or brown paper. The movement should include drawing of lines of various lengths and direction, half circles, strokes etc. The child's hand should be fully in various movements. There is involvement of three stages :

(i) Preparation for Writing :

(a) Free Hand Writing : In first stage, there is need to develop hand muscles. Learner should involve in this process after 3 years when he learns to control this muscles. There should begin as an exercise in art. Students can take plain paper to draw freely. With various size, shapes and directions.

(b) Controlled Drawing : After this pages should be with lines. So, that controlled practice to children can be given.

(c) Acquaintance with Written Forms : Written forms are introduced to the pupils to make them familiar with graphical representation of alphabets. For this, the teacher may write the names of the pupils on their books, desks or other belongings.   This   is   followed   by   written   practice.
(ii) Learning to Write :

Script Writing : In first stage, students learn to control muscles and have acquaintance with graphical representation. Now there is need to choose a script. Initially, print script is preferred because learners are also familiar with this script. After that, they have move to cursive script.

Learning the Alphabetical Order : In traditional methods, alphabets are taught in sequence. But now-a-days, they are taught according to their shapes. Alphabets can be divided in three group as following : Groups

Capital letter	Capital letter	Capital letter
group I	group II group III	
Circles e.g.	Strokes e.g.	Curves e.g.
O, C, Q	A, , E, L, F I	B, D, P, R, S, U, Y

Alphabets are taught in proper order when learners have gained mastery over all the three group.

3. Mastering a Mature Style : It involves :

(i) Choice of Script : Print or cursive.

(ii) Choice of Style : Vertical or slanting

(iii) Writing Material

(iv) Posture.

In third stage, students choose a script and style which continue throughout the remaining school period. For good handwriting, these selection are very necessary. Proper writing material involves rough surface with soft chalk initially.

Later on switching over to paper with soft pencil finally culminating into ink writing. There is need of proper posture to avoid fatigue, uneasiness and pain.

Mechanics of Writing :

Choice of Script

English letters originate from the Roman script, and there are three main types of scripts. The clarity and aesthetic appeal of handwriting largely depend on the choice of script. This selection can greatly influence students' handwriting skills.

Printed Script

Printed script is the style found in textbooks and other printed materials. It consists of simple letter forms, usually based on straight lines and curves, with each letter being distinct and unconnected. As students are already familiar with printed text in books, learning this script is relatively easy. Generally, beginners start with print script and transition to cursive writing after two to three years.

Advantages of Printed Script:

- **Ease of Learning:** Since young learners have only mastered free and controlled drawing, print script is easier for them to start with.
- **Gradual Progression:** It follows the principle of moving from simple to complex forms.
- **Familiarity:** Since books are printed, students recognize this script, making it easier to learn.
- **Simplicity:** There are no loops involved, making the script straightforward.

- **Error Correction:** Students can compare their letters with printed ones, facilitating independent error identification.
- **Less Strain:** Print script involves less strain on the eyes and body than cursive writing.
- **Motor Skill Development:** It supports the motor skill growth of young learners.
- **Reduced Teacher Supervision:** It requires less teacher oversight compared to cursive writing.
- **Self-Motivation:** As students can read easily, they feel encouraged to write more.
- **Legibility:** The distinct, separate letters enhance readability, neatness, and aesthetic appeal.

Disadvantages of Printed Script:

- **Time-Consuming:** Writing each letter separately takes more time and effort.
- **Immature Appearance:** As students mature, print script can appear childish.
- **Slower Writing Speed:** The lack of fluid connection between letters slows down writing speed.
- **Confusion with Letter Shapes:** Some letters look similar, leading to confusion (e.g., 'a' vs. 'g' or 'b' vs. 'd').
- **Difficulty in Transitioning:** Shifting to cursive script later can be challenging as students' muscles become accustomed to print script.

Cursive Writing

Cursive writing involves joining letters using strokes or loops, creating a flowing appearance. It is widely used by proficient English writers worldwide. Experts recommend introducing cursive writing early, as transitioning later can be difficult. Cursive writing also enhances writing speed, which is a key goal of learning to write.

Advantages of Cursive Writing:

- **Faster Writing Speed:** Cursive writing allows for quicker writing.
- **Aesthetic Appeal:** It creates a neat and visually appealing style.
- **Mature Appearance:** It conveys a sense of sophistication.
- **Efficiency:** Saves time and energy due to fluid motion.
- **Ultimate Goal:** The final aim of writing instruction is proficiency in cursive handwriting.

Limitations of Cursive Writing:

- **Requires Continuous Guidance:** Without regular supervision, students may struggle to master it.
- **Challenging for Beginners:** It is initially difficult to learn.
- **Time-Consuming at First:** The inclusion of strokes and loops makes it initially slower to write.
- **Research Findings:** Studies suggest that students who start with print script perform better overall.

Rounded Cursive Script

Also known as Marian Richardson's script, this style combines features of both print and cursive writing, with only some letters connected. It retains the advantages of both forms while mitigating their respective limitations.

Writing Material

Selecting appropriate writing materials is crucial in the early stages of learning. To develop muscle control, children should start writing on broader, rough surfaces. Initial exercises should include free lines, strokes, curves, circles, and dots, preferably using soft chalk. This helps in developing smooth hand movements and hand-eye coordination. Later, students should transition to writing on paper using large, soft lead pencils, followed by ink writing. High-quality writing inks and glazed paper should be used for better results.

Techniques for Copy Writing

Since English consists of various content types, different teaching techniques are needed for beginners. Teachers should employ various methods suited to different learning needs.

1. Using the Blackboard

The blackboard is a widely used and versatile tool in classrooms for teaching writing. It serves multiple purposes:

- **Model Writing:** Teachers can demonstrate proper letter formation for students to imitate.

- **Addressing Common Spelling Errors:** Teachers can highlight frequent mistakes.
- **Recapitulation:** The blackboard helps reinforce previously taught content.
- **Assessing Writing Skills:** Exercises on the blackboard can evaluate students' progress and boost their confidence.

2. Flash Cards

Recommended by F.G. French, flash cards are effective for teaching letters and word structures. The process involves:

- The teacher displays a flash card to introduce a new letter or word.
- Students recognize the word or letter with visual support.
- The teacher reinforces learning by writing the words on the blackboard for students to copy.
- Continuous feedback and guidance are necessary for effectiveness.

3. Copy Books

Copy books are ideal for beginners. These include primers or books with faint or dotted letters, allowing students to trace letters for practice. Workbooks designed for handwriting practice also serve this purpose.

4. Substitution Tables

Substitution tables aid in teaching letters, words, and syntax. These are useful for both middle and higher classes, enhancing reading and writing skills. Teachers can draw tables on the blackboard or prepare charts for better comprehension.

5. Dictation and Spelling Exercises

Once students are familiar with letters and words, dictation helps reinforce their learning. Teachers pronounce words, and students write them down. Immediate correction and feedback are crucial to prevent the formation of incorrect writing habits.

Meaning and Use of Substitution

Palmer defines substitution as "a process by which any model sentence may be multiplied indefinitely by replacing words with others of the same grammatical category." The following tables illustrate different types of substitution:

Types of Substitution Tables

1. **Simple Substitution:**
   - Example:

Column 1	Column 2	Column 3
Hindi	is spoken in	India
English	is spoken in	England
French	is spoken in	France

   - Here, the verb phrase "is spoken in" remains constant, while the first and third columns vary but cannot be interchanged.
2. **Grammatical Substitution:**
   - Example:

Column 1	Column 2	Column 3
I	am	reading
We	are	reading

He	is	reading

- o This table demonstrates the correct use of "am," "are," and "is" based on the subject.

3. **Compound Substitution:**
   - o Example:

Column 1	Column 2	Column 3
Raj	has done	the work.
Anita	has done	it.
The boy	has done	something.

   - o Here, both subjects and objects can be interchanged freely.

Advantages of the Substitution Method

- Suitable for early-stage English learners (Grades VII-VIII).
- Provides structured linguistic material for systematic learning.
- Enhances both reading and writing skills.
- Encourages critical thinking.
- Efficient use of the mother tongue for better understanding.
- Mimics natural language acquisition, making learning intuitive and engaging.

Limitations of the Substitution Method

- Not suitable for higher classes (Grades IX-XII).

- Overemphasizes oral practice, neglecting written skills.
- Lacks sequential learning, focusing on isolated sentences.
- Requires trained, creative teachers to implement effectively.
- Takes time to develop strong linguistic habits.

Self- Check Exercise (2)

1. What is the purpose of writing at elementary level?

   a) Development of motor skills.

   b) Discrimination of the work.

   c) Taking notes.

   d) Initiating conversation.

2. Which technique of reading is used to look for a specific information?

   a) Library reading.

   b) Skimming.

   c) Scanning.

   d) Oral reading.

3. Which test is used in order to find out the students learning regarding the discrimination of sounds?

   a) Reading test.

   b) Comprehension test.

c) Listening test.

d) Writing test.

4. Proper speech habits can be developed effectively through:

   a) Vocabulary practice.

   b) Quizzes.

   c) Dictations.

   d) Pronunciation.

5. Language skills can be learnt best:

   a) If they are taught in integrated manner.

   b) With the help of challenging drills.

   c) Through written tests.

   d) If taught in isolation.

6. Proficiency tests include:

   a) Speaking.

   b) Reading.

   c) Writing.

      d)   Speaking and Writing.

7.   The productive skills of a language are

     a) Listening and Writing.

     b) Reading and writing.

     c) Speaking and listening.

     d) Speaking and writing.

8.   Which teaching aid can be used to teach listening comprehension?

     a) Textbook.

     b) Word cards.

     c) Tape recorder.

     d) Picture cards.

9.   Language learning is like learning

     a) Skill like cycle.

     b) A subject like physics.

     c) A collection of facts in history.

     d) Abstract concepts as in philosophy.

10.   The main purpose of using oral drill is:

a) To improve pronunciation and accuracy.

b) Twin brook the retention capacity of learners.

c) To enhance the speaking skills of learners.

d) To assess the comprehension skills of learners.

11. Picture comprehension is effective to promote:

   a) Speaking skills.

   b) Listening skills.

   c) Literacy skills.

   d) Artistic skills.

12. Receptive language skills are:

   a) Using grammatical structures accurately.

   b) Writing in a range of styles.

   c) Listening and reading for information.

   d) Being able to self correct while using language.

13. The rise and fall of tone is:

   a) Pronunciation.

   b) Stress.

c) Strain.

d) Intonation.

14. Contrastive pairing is used for teaching learning of:

   a) Pronunciation.

   b) Reading.

   c) Writing.

   d) Speaking.

15. What can be used as props for dialogues in order to teach new lexical or structural items?

   a) Textbook.

   b) Reference Book.

   c) Realia.

   d) Dictionary.

16. Making learners aware of the text and the purpose of listening is a :

   a) Pre- listening activity.

   b) Post - listing activity.

   c) Listening stimulus.

   d) While listening activity.

17.   Interactive listening means listening:

a)   Carefully to what is said and responding.

b)   Curiosity to what is said.

c)   Carefully for word stress and intonation.

d)   To judge the speaker's mood and tone.

18.   Students need to brainstorm ideas, organize them, draft, edit, and revise their work is a 'process' which reflects,:

a)   Reading skills.

b)   Writing skills.

c)   Listening skills.

d)   Speaking skills.

15.5   Summary

In this chapter we discussed about skills namely speaking, reading, writing, listening. it includes different stages and methods to make this process more and more effective and productive.

15.6   Glossary

- Alphabetic Method : This is old method of teaching reading. It is as old as the translation method. It was almost universal from the early days of Greece and Roman until the end of the middle ages. It is also known as 'ABC' method as teacher starts from A-B-C of the language. Here unit of teaching is letter. Today also, this method is used by the teacher to teach reading.

- Recognition Games :With the help of flash cards, this type of games can be played flash cards of some words in duplicate are prepared. One set displayed on the board in front to the class and second set is given to the students. The pupils asked to match the words.

- Substitution: Substitution is a process by which any model sentence may be multiplied indefinitely, substituting for any of its word or word groups and other words of the same grammatical family.

- Copy Books :Copy books is an ideal technique for beginners. For this technique, there is availability of primers or dotted/faint copy book. On a faint copy book students can over write on it by tracing method, work books are also available for this purpose.

15.7   Answer to Self-Check Exercise(1)

1. d 2. b 3. a 4. b 5 c 6. a 7. c 8. b 9.b 10. d 11. b 12. b 13. a 14 b 15 c

Answers to Self- Check Exercise(3)

1. a 2. c 3. c 4. d 5. a 6. d 7. d 8. c 9. a 10. a 11.a 12 c 13. d 14. a 15. c 16. a 17. a 18. b

15.8   References \ Suggested Readings

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15.9 Terminal Questions

1. Discuss the importance of listening and speaking in the learning of a foreign language.

2. List co-curricular activities for developing reading skill.

3. Explain the mechanics of writing. How should the beginners be initiated into writing?

4. What are the different types of script? Which script would you make your students follow the beginning and why?

UNIT -16

UNIT AND LESSON PLANNING

Lesson structure

16.1 Introduction:

The execution of any work while activity depends upon proper planning. Planning is done for good management of teaching learning and for management. While planning we should taken into consideration : A successful classroom performance of teaching of English is the hallmark of an efficient teacher. Teacher has to theoretically plan his lesson and arrange it in a logical sequence, anticipating various situation during the lesson, making room for creating situations in the process of actual teaching employ the best method, technique, strategy or tactics to ensure smooth passage of information to the students by generating appropriate learning structures. Different methods are required for different contents and the objectives of a lesson. However, methodology apart, each teaching subject has to follow same planning pattern as given above in figure. It is the most impart activity of pre-active stage.

16.2 Learning Objective

- To understand about planning

- To learn about importance of planning

- Know about element of unit planning

- Model of lesson planning

16.3 Importance of Planning Work : "Quality education is the result of planning." Planning means thinking about something before-hand. Planning has importance in every walk of life. The success of work is ensured if its work is properly planned. Without planning we are listening about aimlessly, applying means without aiming at the achievements of ends. Planning, in fact, systematize whole things and makes a person act in the right direction so as to achieve the ends already fixed up. Thus, it is bound to provide a lot of satisfaction to the person who plans the work. The lesson plan is, therefore, an effective tool in the hands of the teacher. It's importance can be find out with the help of following figure. As teacher has some objectives keeping in view students. He needs a full plan showing the full plan showing the different steps to be followed him logically at the right moment in various situations. He has to prepare the different visual or audio aids that he needs for teaching. There are following points to show importance of planning.

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Coverage of Different Aspects : By planning we are able to emphasize the different aspects of language equally. Otherwise, it is just possible that are aspect may be over emphasized and some other aspect may be just touched upon and another may be ignored. **Justice :** It enables the teachers to do full justice to the different portions of the syllabus. He is able to maintain interest of the learner throughout. He is also able to teaches anything systematically. There is no at once rush of finishing the work and hence there is nothing to burden the minds of the teachers.

Time and Energy Saving : It gives sufficient time and opportunity to the teacher for the preparation of lesson before hand. The teacher knows what he is to teach at what time and so he prepares himself accordingly and goes to the class well prepared.

Right Path : It helps in keeping the teacher as well as the taught on the right path.

No Confusion : The teacher can find out what has not been covered so far. So he can proceed further without any sort of delicacy or confusion.

Permanent Record : Permanent record of work finished or to be finished can be kept.

Smoothens the Class Work : Planning smoothens the class work because a teacher is able to foresee the hard less that he may possibly face. It provides sufficient time to the teacher for thinking about the possible solution of a problem in advance.

Gives Sufficient Time for Preparation of the Lesson : Planning gives sufficient time and an opportunity to the teacher for the preparation of the lesson before hand. The teacher already plans about the teaching material. He prepared himself accordingly and then goes to the class.

Makes the Lesson Interesting : Planning helps in making the lesson interesting as teacher can think of the suitable audio-visual aids needed for making the lesson interesting. Also he can easily think of the ways and means for making the lesson interesting after doing a lob of practice in planning the lesson.

Self-Check Exercise (1)

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1. Planning process began with:

   a) Setting Objectives.

   b) Identity Alternatives.

   c) Developing planning premise.

   d) Selecting Alternatives.

2. The purpose and the aim for which the organization is set up and operate called:

   a) Objective.

   b) Strategy.

   c) Policy.

   d) Procedure.

3. It is a function of management which refers to the process of integrating the activities of different units of organization to achieve the organization goals.

   a) Actuating.

   b) Controlling.

   c) Coordination.

   d) Planning.

4.   Planning is:

    a) Forward looking.

    b) Backward looking.

    c) Both forward & backward looking.

    d) None of these.

5.   What is the full form of MBO?

    a)   Management by opportunity.

    b)   Method by Opportunity.

    c) Management by objectives.

    d) Method by objective.

6.   Planning is:

    a) Pervasive.

    b) Futuristic.

    c) Continuous.

    d) All of these.

7.   Planning provides:

    a) Information to outsiders.

b) Basis for recruitment and selections.

c) Purpose and direction of all persons.

d) None of these.

8.	Operational planning is undertaken at:

a) Top- Level.

b) Lower-Level.

c) Middle- Level.

d) All of these.

9.	_____ are guides to action.

a) Strategy.

b) Planning.

c) Policies.

d) Procedures.

10.	_____ Coordination refers to the description of the behavior and relationships of the organization.

a)	Vertical.

b)	Horizontal.

c)	Procedural.

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d)   Substantive.

11.   Which among the following is not the principles of organization?

a)   Unity by objectives.

b)   Specialization.

c)   Span of control.

d)   Initiative.

12.   Which of the following is the right about authority?

a) Authority is informal.

b)   Not to achieve organizational goal.

c)   There is existence of right.

d)   Cannot be delegated.

13.   Organizing process involves:

a) Division of work.

b)   Group of identical work.

c) All of these.

d) None of these.

14.   Organizing deals with:

a) Division of work.

b) Decentralizing activities.

c) Centralization activities.

15. Authority refers to :

a) Getting work done.

b) Right to get work done.

c) Being in a management position.

d) None of these.

16. Principles of specialization requires:

a) Division of labor.

b) Centralization of work.

c) Decentralization of work.

d) None of these.

17. Delegation is:

a) Getting things done by others.

b) Fixing the responsibility.

c) Assigning the work.

d) Unity of command.

18.   Accountability means:

a) Delegation.

b) Responsibility.

c) Authority.

d) Answerability.

16.4 Elements of a Unit Plan :

A unit plan overarches all daily lesson plans with connections among key topics, concepts, skills, and desired outcomes. All the following elements should be considered when developing a unit plan:

- A principal purpose.

- Main topic or topics (e.g., World War II, reptiles, double-digit multiplication).

- Concepts (e.g., integrity, the Doppler effect) that unite lessons within the unit.

- Essential skills to be developed.

- Academic goals and desired outcomes.

- Academic standards that directly relate to the subject area or areas.

- Cross-curricular connections.

- Methods to make the learning relevant throughout the unit.

- Big ideas that link to additional big ideas to increase understanding.

- Past learning that links to present learning and leads to future learning.

- An understanding of students' current knowledge.

- Questions to guide thinking each day and from day to day.

- Questions based on recurring unit ideas or themes.

- Clear expectations for learning of all students.

- Vocabulary to study and focus on, with multiple exposures over time to engrain. learning

- A determination of appropriate level of proficiency to meet desired outcomes.

- Assessments for before, during, and after lessons and the overall unit.

Lesson Planning (Model of Lesson Planning)

A lesson plan is very useful for both class-room situation and effective teaching as a lesson plan is a detailed plan which is prepared in advance by the teacher giving in it the details of learning activities. It has been rightly said, a school day must be a successive of activities and experiences of great variety and stimulation, designed to develop pupils to the maximum in the time available. This means that succession of activities and experiences necessarily depend upon a well-planned lesson. A well-planned lesson helps a teacher to develop pupils interest to the maximum in time available. Without a planned lesson plan the teaching cannot be effective. The performance of the teacher will be more effective through it. The teacher tries

to put in the various steps he desires to follow in his process of teaching. That is why, learned scholars have expressed their views on the vital issues and give much stress on the value of lesson plan for successful and effective teaching.

But in preparing the lesson plan, the so-called formalities should be avoided. Similarly, too much detailed description should not be encouraged. It should be flexible as well as easy.

For achieving the goal, these following points should be kept in mind while preparing the lesson plan:

- The first and the foremost pre-requisite is thorough knowledge of the subject-matter. Whatever the teaching point, its concept should be quite clear in the mind of the teacher. It means that the teacher must be well versed in arranging the subject or the topic he is to teach. If the subject matter is not clear and the teachers mind is clouded, it will result in passing out wrong information. It will also lead to "irrelevant padding" which in its turn compels a teacher to resort the unnecessary repetition. If the teacher is not thorough in the subject matter, he will not be able to restore confidence in the students and face the class-room problems with authority and dignity. The teacher should know his pupils and their needs. The knowledge of pupils, and their needs will help the teacher in knowing his pupils interest and individual attitudes. He will also be able to know the traits of different age groups.

- The next step is content analysis which means division and sub-division of teaching content into teaching units. This must be done according to the nature of the content. This content analysis must be done in a way that the constituents do not resemble separate 'parts' but parts of a united whole. It must be a psychological order. Then, the teacher must decide his aims and objectives of teaching. He must write these objectives in teaching of learning experience.

- The teacher uses the various techniques which are in common use, such as 'questions and answers', 'Dramatic play' 'experiments', 'deductive and inductive reasoning', 'straight lecturing', 'story telling', 'demonstration' etc. The 'nature' of the subject matter, well known, will guide the teacher to employ either of these techniques.

- The teacher has to carry on his work in the classroom. Hence, the teacher has to keep in mind the 'physical assets' of the school where he is to work. By physical assets is meant the resources or the limitations of the schools.

- The teacher should keep in mind the purpose, aims and objectives of the lesson and he should maintain their psychological unity and their practicability while preparing his lesson plan.

- He should collect the best possible material to make his lesson illustrative. Every successful lesson has its practical value. The teacher should try to find it daily, note it and lay emphasis upon it in his process of teaching.

Self-Check Exercise(2)

1. Teachers should plan their monthly \ weekly and daily using the_____:

   a) Teaching content higher than the child's class.

   b) Foreign stuffs.

   c) Indigenous toys and materials.

   d) Out of the context learning material.

2. While preparing a lesson plan on the topic " Agriculture" what will be your first step?

   a) Select teaching aids.

   b) Frame objectives.

   c) Go through the topic many times.

   d) Prepare introductory questions.

3. The objective of the lesson plan should be:

   a) Focus on the subject matter.

   b) Division of available time.

   c) Proper utilization of time and equipment.

   d) Scopes to rectify the mistakes.

4. Which of the following is true about lesson planning?

   a) Orderly delivery of content.

   b) Develop confidence in teacher.

   c) Saves us from haphazard teaching.

   d) All of the above.

5. Which of the following is **Not** an advantage of unit planning?

   a) It helps teachers in organizing time and resources available with him.

   b) It helps in giving a balanced emphasis to various aspects of content.

   c) It helps in designing a systematic, sequential and graded arrangement of content.

   d) It helps students to manage their teaching learning experiences.

6. The first and foremost requisite for effective lesson planning is:

   a) Sincerity and dedication.

b) Knowledge of different approaches and methods of teaching.

c) Thorough knowledge of subject- matter.

d) Availability of teaching resources.

7.   Select the appropriate logical sequence of Herbartian approach of lesson plan among the following alternatives:

a) Presentation-comparision-generalization-application-introduction.

b) Introduction-comparison-presentation-generalization-application.

c) Introduction-presentation-comparison-generalization-application.

d) Generalization-comparison-presentation-application-introduction.

8.   Who was the Propounder of unit approach?

a)   Jerome Bruner.

b)   B.S. Bloom.

c)   H.C. Morrison.

d)   Ziller.

9.   In order to promote the process of cooperative learning, the teacher should:

a) Allot individual assignment to each student.

b) Assign group projects.

c) Engage students in debate & discussion.

d) Divide the class into groups of homogeneous ability.

16.5   Summary

In this chapter we studied about lesson planning and its advantages. Lesson planning is a tool for the teacher in teaching- learning process.

16.6   Glossary

- 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. A lesson plan includes lesson objectives, anticipated problems etc.

- Unit Plan: It consist of concepts and learning goals that are taught over a period of time and are woven together, often across subject areas.

16.7   Answer to Self- Check Exercise (1)

1. a 2. a 3. c 4. c 5. c 6. d 7. c 8. b 9. c 10. c 11. d 12. c 13. c 14. a 15. c 16. a 17. c 18. d

Answer to Self- Check Exercise(2)

1. c 2. b 3. a 4. d 5. d 6. c 7. c 8. c 9. b

Answer to Self- Check Questions(3)

1. Before- hand. 2. Well - Planned Lesson. 3. Time and Energy. 4. Equally

5. Planning. 6. Subject- matter.

16.8   References / Suggested Readings

Bussman, Hadumod (1996), Routledge Dictionary of language & Linguistics, London New York.

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16.9   Terminal Questions

1.   What is planning scheme of work? Write down its importance in teaching-learning process.

2.   Prepare a lesson plan of poem to class 8th.

3. Write note on :

   (a) Need and importance of lesson plan.

   (b) Introducing a lesson plan for class 8th.

UNIT -17

MODEL LESSON PLANS: PROS AND POETRY

Lesson structure

17.1   Introduction

17.2   Learning objectives

17.3   Model lesson plan Essay

Self-Check Exercise(1)

17.4   Lesson Plan on Poetry

Self- Check Exercise (2)

17.5   Summary

17.6   Glossary

17.7   Answer to Self - Check Exercises

17.8   Reference \ Suggested Readings

17.9   Terminal Questions

17.1   Introduction:

The execution of any work while activity depends upon proper planning. Planning is done for good management of teaching learning and for management. While planning we should taken into consideration : A successful classroom performance of teaching of English is the hallmark of an efficient teacher. Teacher has to theoretically plan his lesson and

arrange it in a logical sequence, anticipating various situation during the lesson, making room for creating situations in the process of actual teaching employ the best method, technique, strategy or tactics to ensure smooth passage of information to the students by generating appropriate learning structures. Different methods are required for different contents and the objectives of a lesson. However, methodology apart, each teaching subject has to follow same planning pattern as given above in figure. It is the most impart activity of pre-active stage.

17.2   Learning Objective

- To understand about planning

- To learn about model of lesson planning on Essay

- Model of lesson planning on Poetry

17.3 Model Lesson Plan No. 1

Time .... 30 minutes

Class VII

Topic .... Our School (Essay)

Teaching Aids : Ordinary classroom apparatus, chalk, duster, pointer, picture of school building and laboratory.

Objectives :

- To enable the students to speak English clearly.

- To develop in the students the skill for writing correct English.

- To increase their power of understanding and expression.

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- To increase their vocabulary.

- To enable the students to write a few lines on 'Our School' in simple words.

Previous Knowledge Assumed : Students probably know something about the school in which they are getting education.

Previous Knowledge Testing : The following questions will be put to test their previous knowledge.

- In which city do you live?

- How many schools are there in your city?

- In which school do you study?

A chart of the school building will be shown to them and the pupil teacher will ask.

What do you see in this picture?

Announcement of Aim : The last question will lead to the announcement of aim by the teacher saying, "Well students, today we shall write a composition on "Our Schools".

Presentation

Matter	Method
B.B. Summary	
	Question answer method
	will be adopted. The essay
	will be developed with the

help of the students.

The name of our

What is the name of

Govt. High

school is Govt.

your school?

School ....

High school ....

Our school is situated

Where is it situated?

In Jaipur

in Jaipur.

There are three

How many students are

Three hundred

hundred students

there in your school?

in our school.

There is a good

What can you say

Good collection of

collection of books

about the library

books in library.

in our school library.

in your school?

There are twenty

How many teachers are

Twenty teachers/

teachers in our school.

there is your school?

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The name of our	Who is the principal
Mr. A.C.	
Principal is Mr.	of your school?
Choudhary	
A.C. Choudhary.	
He is an M.A.,	What is his qualification?
M.A., M.Ed.,	
M.Ed.	
We are proud of	How do you feel in
Very happy	
our school.	your school?
We love our school.	
We are very happy	
in our school.	

Recapitulation

- What is the name of your school?

- How many students are there in your school?

- Who is the principal of your school?

The pupil teacher will go round the class. He will check the note-books of students.

Their mistakes will be corrected in the class-room.

Applications : Students will be asked to fill in the blanks in the given sentences, selecting suitable words out of those given in the brackets e.g. There are ..... students in our school (Three hundred)

Home Work : The students will be asked to write down a few sentences in their fair exercise books about their school.

Self- Check Exercise (1)

1. Planning means thinking about something_____.

2. The succession of activities and experiences depend upon a _____lesson.

3.   Lesson planning saves_____ and _____.

17.4 Lesson Plan on Poetry

William Wordsworth

The Rainbow

My heart leaps up when I behold.

A Rainbow in the sky ;

So was it when my life began ;

So is it now I am a man ;

So be it when I shall grow old,

Or let me die?

The child is father of the man :

And I could wish my days to be

Bound each to each by natural piety.

Date .... Subject : English (Poetry)

Class- IXth Topic : The Rainbow

Time : 35 minutes Period : IVth

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General Aims :

- To enable students to appreciate the beauty, rhyme and style of the poem.

- To enable pupils to read about the poem with proper rhythm and intonation.

- To train the emotions of students.

- To develop their aesthetic sense.

- To create a love for English literature in them.

Specific Aims :

- To acquaint them with the natural scene and scenery of the Rainbow.

- To enable them to know that nature is eternal, and man's life is changeable.

Teaching Materials : A picture showing the beautiful scenery and scenes of Rainbow.

Previous Knowledge : The students have seen a rainbow in the sky in the rainy season.

Statements of Aims : Today, we shall study a poem about the Rainbow.

Presentation Introduction : The poem will be taught in one unit.

- What is this? (Showing the picture)

- Have you seen a rainbow in the sky?

- When did you see it? (Different answers)

- How do you feel? (Problematic)

- Who has composed this poem?

First Model Reading : The teacher will read the whole poem with proper expression and proper modulation of voice, with proper attention to rhyme and students will listen.

Loud Reading : Now the teacher will ask a few students to read the poem one by one aloud. The teacher will help them in reciting the poem.

Comprehension Test Questions

- Seeing the rainbow in the sky, why did the poet say, "The child is the father of the man"?

- How can you say that he has great love for nature?

- What does he wish to feel when he grows old?

- What is the central idea of the poem?

Appreciation : What lesson do you get from this poem?

Assignment : The students will be asked to memorize the poem.
Points to ensure in teaching practice :

Teaching practice is very essential for the students or pupil teachers doing B.Ed. It is organized in different schools keep in view, the subject combination and medium of teaching.

The pupil teacher must ensure the following points during their teaching practice :

- They must know the school and class in which they have to teach because teaching practice is organized in different schools.

- They must know what has been taught and what in yet to be taught to the classes allocated to them.

- Pupil teacher should prepare the lessons of both the teaching subjects at home, keeping in view the aims and objectives of teaching the subject as well as the topic.

- They should see carefully whether the aims and objectives of teaching subjects have been achieved or not.

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- They should teach confidently in class.

- They should speak loudly so that their voice is audible to all the students of class.

- They should maintain proper discipline in the class.

- Lesson plan should be prepared by themselves.

- The pupil teacher should not stick to one place while teaching. They should more freely here and there in the class.

- They should make proper use of teaching-aid.

- They should treat amicably without any threat and punishment.

- They should be friendly with distance by keeping a proper distance.

- They should invite the subject-teachers of the school for observing their lessons.

- They should follow two way teaching learning process.

- They should follow interesting teaching methodology.

- They should use correlating links for explaining the topics.

- They should go to class after make sure that content should be clean to them.

- Objectives should be defined in behavioral terms.

- They should particular about the pronunciation and other skill of languages.

- All the lessons should be supervised and checked properly.

- They should deliver and check the home work regularly before teaching another topic.

- All the lessons should not be delivered to the same class because the teaching practice is done for the purpose of gaining variety of experiences.

- They should make the use of chalk board properly and their writing should be legible.

- They should taken into consideration the different teaching skills.

- They should be careful about spelling mistakes.

- They should use proper actions and gestures, appropriate to the topic taught.

Self- Check Exercise (2)

1. Planning emphasize the different aspects of language _____.

2. _____ helps in keeping the teacher as well as the taught on the right path.

3. The foremost pre-requisite is thorough knowledge of the _____.

17.5   Summary

In this chapter we studied about lesson planning and its advantages. lesson planning is a tool for the teacher in teaching- learning process.

17.6   Glossary

- 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. A lesson plan includes lesson objectives, anticipated problems etc.

- Unit Plan: It consist of concepts and learning goals that are taught over a period of time and are woven together, often across subject areas.

17.7   Answer to Self- Check Exercise (1)

1. Before- hand. 2. Well - Planned Lesson. 3. Time and Energy

Answer to Self- Check Questions(2)

1. Equally 2. Planning. 3. Subject- matter.

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17.9   Terminal Questions

1.   What is planning scheme of work? Write down its importance in teaching-learning process.

2.   Prepare a lesson plan of poem to class 8th.

3. Write note on :

   (a) Need and importance of lesson plan.

   (b) Introducing a lesson plan for class 8th.

UNIT -18

EVALUATION IN LANGUAGES: MEANING AND TYPES- FORMATIVE;SUMMATIVE AND DIAGNOSTIC

Lesson Structure

18.1   Introduction

18.2   Learning Objectives

18.3   Evaluation

Self-Check Exercise(1)

18.4   Types of Evaluation

Self -Check Exercise(2)

18.5   Summary

18.6   Glossary

18.7   Answers to Self-Check Exercises

18.8   References \ Suggested Readings

18.9   Terminal Questions

18.1   Introduction

Evaluation is used to judge the value or worth of a plan. Evaluation can be used in conjunction with measurement to assess pupil's or workers performance. Evaluation is a key element in pupil's performance and helps measure progress of the individual. Evaluation can determine the needs of individual pupils so that a programme suited to their level of understanding can be implemented.

18.2   Learning Objective

After studying this lesson, you will be able to-

- Understand the meaning of Evaluation

- Understand types of Evaluation

18.3   Concept of Evaluation: Evaluation is the process of finding out the extent to which the desired changes in behavior (cognitive and affective) have taken place in the student. It differs from the concept of measurement in the sense that evaluation is more comprehensive. Measurement consists of rules for assigning numbers to attributes or characteristics of behavior whereas the evaluation aims at providing detailed and comprehensive meaning and interpretation to the behavioral attributes of a learner. It expresses quantitative as well as qualitative description of learners' performance. Prior to beginning of instruction, the assessment of learners' present achievement should serve the basis for selecting and formulating instructional objectives and then for planning appropriate learning experiences. During the instruction of the 'course unit', periodic assessment of learners ' achievement of the objectives in terms of testable observable behavior. The evaluation also helps the teacher to know how effective the instruction has been in helping learners to master the "instructional objectives".

Effective evaluation of students' achievement with respect to accepted and planned objectives of instruction is considered an indispensable aspect of good teaching. Teachers use various evaluation procedures, viz., tests (oral and written), practical assignments, observation, interview etc. for assessing and monitoring the progress of the students' achievement in scholastic and co-scholastic areas. These evaluation procedures and techniques have become an integral part of instructional process and thus influence students in many ways. One of the functions that evaluation serves is to enable students to determine how well they are learning and achieving. when students are aware of the learning progress, their performance will be superior to what it would have been without such knowledge.

Functions of Evaluation: The ultimate objective of evaluation is to bring about qualitative improvement in education. therefore evaluation should be construed as powerful instrument for improving teaching and learning. Instead of using it mainly as a grading device, it should be used more as an effective feedback mechanism for the benefit of the learners, teachers, and parents so that timely corrective and remedial measures could be taken to ensure the minimum levels of

learning laid down are attained by one and all learners. Evaluation should help in improving the organization of external examinations.

Self- Check Exercise (1)

1.   The steps of evaluation approach are:

       a)   Change of behavior.

       b)   Objectives.

       c)   Learning Experiences.

       d)   All of the above.

2.   An English teacher evaluates pupil performance for:

       a) Upgrading the students.

       b) Motivating the students.

       c) Assessing teacher's performance.

       d) All of the above.

3.   Which of these is not a basic of continuous and comprehensive evaluation?

       a) Social basis.

       b) Philosophical basis.

       c) Physiological basis.

       d) Psychological basis.

4. Which of these tests is based on a reading text in which some words are deleted?

    a) Instruction test.

    b) Close test.

    c) Writing test.

    d) Dictation.

5. Which type of test is very useful to test the power of expression of the students?

    a) Objective test.

    b) Standardized test.

    c) Short answer type test.

    d) Essay type test.

6. Conventional evaluation stands in contrast to the recently propounded_____ best evaluation.

    a) Teacher.

    b) Pupil.

    c) Competency.

    d) Objective.

7. Comprehensive evaluation in teaching is a concept that focuses on:

    a) The cognitive capabilities of the learners.

    b) The non-cognitive abilities of the learners.

    c) The entire range of learners experiences in the context of school environment.

8. In assessment of speaking which parameter should not be there?

    a) Ability to understand vocabulary.

b) Ability to understand sentence structure.

c) Ability to produce a text.

d) Ability to recognize speech sounds.

9. The most effective tool to assess values and attitudes of learners is:

a) Unit test.

b) Portfolio.

c) Anecdotal record.

d) Summative tests.

10. Objective type questions have advantage over essay type questions because such questions are:

a) Easy to mark.

b) Easy to administer.

c) Easy to construct.

d) None of the above.

11. Which of the following is a technique of assessment?

a) Interview.

b) Checklist.

c) Rating-list.

d) Rubrics.

12. To cover all course in minimum time which type of questions should be asked?

a) Short- answer type.

b) Objective type.

c) Essay type.

d) All.

18.4   Types of Evaluation: Formative and Summative Evaluation

Formative Evaluation: It is a tool used by the teacher to continuously monitor student's progress in a non-threatening, supportive environment. it involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon. it involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

Main Features of Formative Evaluation

- Is diagnostic and remedial.

- Makes the provision for effective feedback.

- Provides the platform for the active involvement of students in their own learning.

- Enables teachers to adjust teaching to take account of the results of assessment.

- Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial on learning.

- Recognizes the need for students to be able to assess themselves and understand how to improve.

- Builds on students' prior knowledge and experience in designing what is taught.

- Incorporates varied learning styles into deciding how and what to teach.

- Encourages students to understand the criteria that will be used to judge their work.

- Offers an opportunity to students to improve their work after feedback.

- Helps students to support their peers, and expect to be supported by them.

Formative evaluation is thus carried out during a course of instruction of providing continuous feedback to both the teachers and the learners for taking decision regarding appropriate modifications in the transactional procedures and learning activities.

Summative Evaluation: It is carried out at the end of a course of learning. it measures or 'sums-up' how much a student has learned from the course. it is usually a graded test, i.e., it is marked according to a scale or a set of grades.

Assessment is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies thee level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a child is not only unfair but also unscientific. over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome.

Main Features of Summative Evaluation

- Assessment of learning.

- Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned.

- Summative assessment methods are the most traditional way of evaluating student work.

Diagnostic Evaluation: it means to diagnose the students and assess the problem accurately. it provides information regarding strength and weaknesses of students. it is type of pre-evaluation that allows the teacher to discover how much knowledge a student has on a subject matter. If teacher is starting a new chapter of science in class in that case she can conduct a simple test to discover previous knowledge of child regarding the topic.

Self-Check Exercise(2)

1. Which of the following is an objective of evaluation?

        a) To diagnose the weakness of learning difficulties of learners.

        b)   To test the achievement of the students.

        c) To determine growth or changes in the behaviors of students as a result of learning.

d) All of the above.

2. Below are given the characteristics of formative and summative evaluation. Identify the characteristics of summative evaluation.

    a) Evaluation at the end of an instructional unit by comparing it against some standard.

    b) The purpose is to evaluate student's achievements.

    c) Monitor the learning process.

    d) Evaluation during the learning process.

    e) Considers evaluation as a product.

    f) Purpose is to improve student's learning.

3. Which of the following assessment procedures is conducted during an in- progress teaching learning session?

    a) Summative.

    b) Formative.

    c) Non- Referenced.

    d) Criterion- Referenced.

4. In which of the following modes of assessment the potential for increasing intrinsic motivation is optimum?

    a) Formative assessment based evaluation.

    b) Computer testing based assessment.

    c) Summative assessment.

    d) Norm-Referenced based assessment.

5. Which of the following types of assessment is conducted periodically with an eye on standards?

    a) Formative assessment.

b) Summative assessment.

c) Portfolio assessment.

d) Performance assessment.

6. Which of the following are features of summative assessment?

a) Highly structured formal process.

b) Ongoing and flexible evaluation which is incorporated into the lesson.

c) Evaluates the end result, not the end process.

d) Opens communication and focuses on growth, not grades.

e) Meant to evaluate the outcomes.

7. Which of the following statement best describes "formative evaluation" in evaluation procedure?

a) A teacher awards grades to students after having transacted the course work.

b) The teacher clarifies the doubts of the students in the class itself.

c) The overall performance of student is reported to parents every six months.

d) The teacher gives marks to students in the final examination at the end of the year.

18.5 Summary

Evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. it provides feedback to the teachers about their teaching and the learners about their learning. evaluation can be divided into 3 types namely, formative, summative, diagnostic.

18.6 Glossary

- Formative Evaluation: It is done during the programme before its completion. it focuses on the process. This evaluation gives student feedback regarding her\ his success or failure in achieving objectives.

- Diagnostic Evaluation: It provide an explanation for the possible causes for problems in learning. Diagnostic evaluation is done at any time in the programme to pin point anything wrong in the programme.

18.7   Answer to Self- Check Exercise(1)

1. d 2. d 3. c 4. b 5. d 6. c 7. d 8. c 9. c 10. a 11. a 12. b

Answers to Self- Check Exercise(2)

1. d 2. a , b, e 3. b 4. a 5. b 6. b, c, e   7. b

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18.9   Terminal Questions

     1. What is Evaluation**?**

     2.   What is the difference between formative and summative evaluation?

UNIT -19

IDENTIFYING COMMON ERRORS IN LANGUAGES AND METHODS OF REMEDIAL INSTRUCTION

Lesson Structure

19.1   Introduction

19.2   Learning Objective

19.3   Identification of Errors; Methods of Remedial Instruction; Different Methodologies

Self-Check Exercise(1)

19.4   Advantages and limitations of Remedial Instruction

Self -Check Exercise(2)

19.5   Summary

19.6   Glossary

19.7   Answers to Self- Check Exercises

19.8   References \ Suggested Readings

19.9   Terminal Questions

19.1   Introduction

Common grammar errors include punctuation, and syntax errors and incorrect word choices. Grammar errors often make it difficult for readers to understand a piece of writing; this is why writers should try to avoid them. The primary step to correct errors in any language is the identification of errors. identifying errors is the first step to pointing them out and ultimately correcting them. this process is called editing and is an important step in improving English skills. they can be errors regarding prepositions, conjunctions, tenses etc. The process of detecting errors in transmitted messages and reconstructing the original error -free data is known as error correction. Error correction ensures that the receiver receives corrected and error- free messages. The task of correcting various types of errors in text, such as

spelling, punctuation, grammatical, and word choice errors, is known as grammatical error (GEC). The most common form of GEC is a sentence correction task.

19.2   Learning Objective

After studying this lesson, you will be able to-

- Understand the errors in language

- Understand the methods of remedial instruction

19.3   Identification of Errors:

In correcting errors in a language, an important step is the identification of errors. identification of errors refers to picking up errors after carefully proofreading the sentences.

Steps in the identification of errors:

- Carefully read the sentences provided.

- Identify and mark the errors in the sentences.

- Think about the correct alternative for the mistake.

- Write the correct word instead of the error.

- Read the corrected sentences again to confirm it is right.

  - You should know how to use adverbs, adjectives, conjunctions, nouns, interjections and other parts of speech. these must be used correctly because they aid in the construction of a sentence. For instance, she is a fantastic cook. (Correct)

- Verify that the sentence is grammatically correct, with the subject agreeing with the verb. The subject- verb agreement should be present; if it not , the sentence is incorrect. It also serves as a hint for locating a mistake.

- The sentence should not have any parallelism. The various words in the sentence should all be written in the same tense to follow the same concept. Students, for example, must learn about programming, computing and how to process. (Incorrect) Programming, computing, and processing are all required of the student. (Correct)

- A modifier should come after the subject because it modifies the subject. If the modifiers come before the subject, the sentence may be incorrect.   Example: Jai rescued the puppy from the mud. (Incorrect)

Jai rescued the puppy, which was smothered in mud. (Correct)

5.   There must be no repetition or redundancy in the sentence.

Example: He'll back the following week. (Incorrect)

He'll be back the following week. (Correct)

Identification of Errors Examples: Some examples of identification of errors, i.e., how to locate errors in a sentence and change them according to the correct grammar rules.

- Pulses are a rich source in protein. Correction: Pulses are a rich source of protein.

- I go to school every day through the bus. Correction: I go to school every day by bus.

- I read your book, but i had not understand it. Correction: I read your book, but I could not understand it.

- The sun is up lets pack our bags. Correction: The sun is up, let's pack our bags.

- We all saw it the cat catch the yarn ball. Correction: We all saw it, the cat caught the yarn ball.

- It is raining cats and dogs. (Correction): It is raining cats and dogs.

- Tom is the tall kid in his class. (Correction): Tom is the tallest kid in his class.

- She packed her lunch, it was only a apple. (Correction): She packed her lunch, it was only an apple.

- Can you make few coffee for me? (Correction): Can you make some coffee for me?

- Man is the social animal. (Correction): Man is a social animal.

  Mastering the English language also means polishing your skills of identifying and correcting errors and reducing your errors to a minimum. This requires a good eye for identifying errors, a learned mind to remember the grammar rules, and correcting the errors. Remember to proofread the sentence carefully, as identifying errors is the most important rule.

Methods of Remedial Instruction

Remedial instruction is meant to improve a learning skill or rectify a problem area. It can help struggling learners to shore up their skills. This extra support can help them to reach up to their peers. Remedial instruction might be taught individually or in groups and target s academic weakness that may hinder learning. The objective of remedial instruction is to support those students who lag far behind their peers in academic performance or basic academic skills.

Diagnosis of Problem\ Error

   Diagnosis has an important role in teaching process. Learning process will be incomplete without diagnosis of pupil's strength, weakness, errors and requirements. No new learning will take place until wrong learning has been cancelled and corrected in a particular area of learning. The appropriate strategy can be designed as per the types of errors which have to be dealt with. They need to be classified as different groups as all the individual errors can be dealt in general, not in particular as it takes too much time.

  There can be many possible reasons behind the poor performance of students. It can be academic or sometimes even personal. It is not very difficult for experienced teachers to identify the issues and the students who need remedial instruction. Frequent absence or attention issues can often lead to poor academic performance. Some physical problems or behavioral issues may also lead to weak performance in academic skills.

   There are many students who have poor memory, lack of confidence, motivation, and difficulty in understanding new concepts. thus weak comprehensive power and short span of attention may also lead to weak academic

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performance. Another possible cause of poor performance in learning can be due to interference from concepts that previously learnt or over generalization on the basis of previous learning. So, suitable strategy of remediation can be decided by the types of errors which have to be dealt with. Thus diagnosis of problem is an important factor in remedial instruction.

Individual Differences

Effective remediation considers individual difference in learning. Each pupil has his own style of learning with his own strengths and weaknesses. Students may encounter different problems in their studies, so the instructors should carefully notice their performance and support them with proper assistance. Some students are good in visual learning whereas some are better in task- based activities. There are students who are competent in audio learning while there are many students who prefer to learn through games. There may be slow learners, average or fast learners in a mixed ability classroom.

Different Methodologies

There are many approaches or methods which can be adopted in remedial teaching.

- **Separate classroom for the low performers**: Separate classroom for low performing students can be formed to support weak students. Students would return to their regular classroom with their peers, once they achieved the required proficiency.

- **Peer Tutoring**: Peer tutoring may also be an affordable option that can benefit all involved. As the plan of the instructor, bright students can help their peers during their free time.

- **One-to-One Tutoring:** One - to -One tutoring by the teachers during their school\college time may help pupils to overcome their difficulties in learning. Here, teachers can allot their free time , an hour weekly for poor performers.

- **Computer Assisted Learning**: As it is the world of technology, children are more motivated by learning application which are easily available to them. New generation feel more comfortable with these apps which can easily motivate them and thereby enhance learning process. Now-a-days, students feel comfortable in virtual world.

- **Team Work\ Group Work:** Let weaker students work in mixed group with other children who are better in studies. Bright ones can support the weak students even while doing tasks in group. This can be applied in regular classes daily.

- **Private Tuitions**: It is important to acknowledge that private tutoring, meaning instruction that is delivered for profit, has become a thriving business in developing countries and it can contribute to the increase of social inequalities. One of the major problems in private tutoring is a phenomenon that is propagating inequality in education since poor families who cannot afford private tutors to prepare their children for exams; they will likely to have low scores in exams. However, private tutoring has also been widely used as remedial strategy and while it can be effective in improving academic achievement and reducing main stream teacher's workload.

Self- Check Exercise(1)

1.   Remedial teaching involves:

      a)   Improvement of learning skills.

      b)   Rectifying a problem.

      c)   Either a or b.

      d)   Neither a or b.

2.   Remedial teaching is designed keeping in mind:

      a) Each student's strength.

      b) Each student's weakness.

      c) Each student's strength and weakness.

      d)   None of the above.

3.   Remedial teaching is a:

      a) Preparation of teaching.

      b) Pre-teaching program.

c) Random process.

d) Systematic process.

4. The purpose of remedial teaching is to:

a) Introduce new language items.

b) Test recently taught items.

c) Teach again the language not properly learnt.

d) Teach again the language items already learnt.

5. Remedial teaching does not includes:

a) Providing instructional corrections.

b) It is a process of removing the pupils' learning distortions.

c) It is the next natural step carried out after diagnostic testing.

d) All are the features of remedial classes.

6. The students in remedial teaching have some difficulties. which is not included in these difficulties:

a) Poor memorization potential.

b) Low level of comprehension.

c) Lack of motivation towards learning.

d) All are included.

7. Remedial teaching strategy is:

a) Each and every student has some learning difficulties.

b) Every student has some errors in his learning.

c) Each child can learn to achieve.

d) All of these.

19.4 Advantages and limitations of Remedial Instruction: Students who lack basic skills and general knowledge will be benefitted from remediation. Students, who are absent for a short period, may also benefit from it. It can take care of individual differences. For instance, pupils who are shy due to lack of confidence and the students who suffer from speech disorders may have trouble with communication skills. Remediation may help these students to overcome these issues and finally they become academically proficient.

Thus, teaching remedial activities will support the students to gain knowledge and basic skills that can be applied to all subject areas and reduce feelings of inadequacy that lead to behavioral and motivational issues. In short, remedial instruction aims at helping students to provide a strong foundation for subject learning. It evaluates the learning of students and the progress of academic performance in learning process.

Limitations: Even though remediation helps weak students to gain the skills necessary to excel in their studies, a large number of reasons are stacked against it. Some students in the remediation class also struggle with the thought that they are perceived as stupid, so separate class for weak students can't be much supported or recommended for remedial classes as it may lead to more harmful effect. Remediation may be harmful because it increases the number of requirements and lengthens the time it takes to graduate which aggregate may lower the likelihood of degree completion.

Self -Check Exercise (2)

1.If a student failed in English a number of times, then to know in which particular area he is weak, which of the following methods will be used?

a) Written work.

b) Oral work.

c) Diagnostic method.

d) Remedial method.

2. Remedial Teaching pays greater attention to students who

   a) Are proficient in English.

   b) Are likely to go abroad.

   c) Have fallen behind others.

   d) Are irregular in attending classes.

3. In remedial teaching syllabus should be based on

   a) The teacher's impression of language difficulties.

   b) Students interest in language learning.

   c) An analysis of errors made by learners.

   d) An analysis of the future needs of the learners.

4. In remedial teaching concentration on trouble spot is best done by

   a) Arranging intensive practice.

   b) Arranging medicine.

   c) Arranging trouble.

   d) Arranging bubble spot.

5. Remedial work for spoken English involves

   a) Drill and studying.

b) Revision, drill, situation, communication practicing and reviewing.

c) Going through situational practice.

d) Revision & practice.

6. A diagnostic test in English will help the language teacher to identify

a) Intelligent learners in the class.

b) Slow learners in the class.

c) Learning difficulties in the learner faces in English.

d) The topic which the learner has not learnt by heart.

19.5   Summary

In this chapter we studied about identifying common errors in English and remedial teaching. Remedial instruction is meant to improve a learning skill or rectify a problem area. It can help struggling learners to shore up their skills. This extra support can help them to reach up to their peers. Remedial instruction might be taught individually or in groups and target s academic weakness that may hinder learning. The objective of remedial instruction is to support those students who lag far behind their peers in academic performance or basic academic skills.

19.6   Glossary

- Common Grammar Errors: It include punctuation, and syntax errors and incorrect word choices.

- Error correction: It ensures that the receiver receives corrected and error- free messages.

- Remedial instruction: It is meant to improve a learning skill or rectify a problem area.

19.7   Answer to Self- Check Exercise(1)

1. c 2. c 3. d 4. c 5. d 6. d 7. c

Answer to Self- Check Exercise (2)

1. c 2. c 3. c 4. a 5. b 6. c

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19.9   Terminal Questions

1. What is Remedial Instruction?   what are the advantages and limitations of remedial instruction methods?

2.   What are the common errors in language?

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UNIT -20

CONTINUOUS AND COMPREHENSIVE EVALUATION IN ENGLISH LANGUAGE TEACHING

Structure

20.1   Introduction

20.2   Learning Objectives

20.3   Continuous Comprehensive Evaluation; Concept of Continuous Comprehensive Evaluation

Self-Check Exercise(1)

20.4   Unit approach in Teaching and Testing

Self-Check Exercise (2)

20.5   Summary

20.6   Glossary

20.7   Answers to Self- Check Exercises

20.8   References / Suggested Readings

20.9   Terminal Questions

20.1   Introduction

The process of teaching learning has been going on but its outcomes have not been very effective. Tests and exanimations have been conducted but very good results have not been seen. Evaluation which is a broader term than tests and examinations is expected to serve the purpose. English language teaching needs better application of evaluation. That is likely to improve the teaching learning process.

In evaluation, the work of the students is assessed continuously. All round assessment of the learners is made throughout the year. It involves objectives of teaching, methods to achieve them and then finding out how far they have been achieved. The ultimate objectives of language teaching are comprehension and expression. The four skills of language learning i.e. listening, speaking, reading and Writing ultimately achieve these objectives. Evaluation certainly aims at improving the abilities in the acquisition of four skills.

20.2   Learning Objective

After studying this lesson, you will be able to –

- Understand the meaning of Continuous Comprehensive Evaluation

- Understand the unit approach in teaching and testing

- Know the merits and demerits

20.3   Continuous Comprehensive Evaluation

External examinations, as a technique of evaluation have failed to meet the desired ends. Let us see how far the technique of continuous comprehensive evaluation will be useful. Evaluation is continuous and comprehensive. When we have it fully internal without the help of the external agencies, it is called internal Evaluation. In that case, the teachers preparing the students in the class rooms are to judge fully and finally the performance of their own students. All types of achievements of the students scholastic and non-scholastic are evaluated continuously for the whole session The whole retard of the student is maintained properly in the cumulative record register and on that basis, pass or fail of a student is determined by the teaching personnel's of the school.

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Continuous comprehensive internal evaluation is different from internal assessment. In case of internal assessment, external examination and its fears hang like a sword in the minds of the learners as well as the teachers. Internal assessment is just a part of external examination. Some might argue that in internal assessment our educational institution good experiences and that way internal evaluation may not prove a farce. Continuous comprehensive internal evaluation seems to be the all the ills that are being faced through the process of traditional examinations. It is high time that we make evaluation an integral par total teaching learning process. That way our testing will comprehensive as it will take care of all the three domains for all development of the !earner in both the scholastic and the non-se areas. The current system of giving divisions in the examinations and thus classifying the learners into classes should go. It should give place tests which should be administered regularly to judge overall per of the child in the light of objectives fixed up.

Concept of Continuous Comprehensive Evaluation

1. Objective Based:

Objectives of teaching English are framed in the light of environment of the child which includes social, political, national and economic aspects of life. Those objectives naturally include scholastic and non-scholastic areas. Through continuous evaluation judgement made continuously. The objective and the efforts to those objectives remain in the process of review and revision till the ends are achieved.

Comprehensive:

Evaluation is comprehensive in the sense that the overall per of the child is assessed. In all spheres of life learner's acquisition skills of language learning i.e. listening, speaking, reading and writing are taken care of in evaluation.

Continuous:

Continuous evaluation helps the teachers in knowing about their side by side and so the improve accordingly. The learners also come to know their deficiency, with regard to different things and thus they can the same by taking proper guidance and making more efforts.

Need:

The need of the times is to make evaluation an integral part of teaching learning process. Testing should also be comprehensive so that all the three domains for all round development of the learner in scholastic and the non-scholastic areas are fully covered. Unlike the traditional system of testing which takes into consideration only the academic side evaluation aims at testing all the aspects of the personality of the learners.

I.   Evaluation of Scholastic Achievement

In order to evaluate the scholastic achievement of a student the following tools which supplement each other will be used:

(A)   Written Examination:

Written examination includes questions of essay type, short answer type and objective type.

- Essay type tests have low valid- and reliability but still we cannot dispense with them. We need them for measuring the essential skills such as application of knowledge solution of problems expression etc.

- Short answer type tests have more validity and reliability as compared to essay type. So those will be used.

- Objective type or New type Tests are still more reliable. They are comprehensive, easy to score and less time consuming. By using these we can measure the ability to organize knowledge, express things and narrate facts

All the three i.e. essay type, short answer type and objective type tests supplement each other

(B)   Oral Test:

These are used for testing skills which are not tested by «Titter tests. For example, pronunciation, speed and accuracy of reading a book, comprehension and verbal expression, reciting a poem, answering questions orally etc. All these are possible through oral tests. Formal tests, interview, observation may also be used.

II.   Evaluation of the Session work done by a student

Session work done by a student is also important. Apart from written and oral examinations, session work is also to be assessed. Assessment of session work includes the following

- Home assignment done by the student

- Impression of the teacher formed on the basis of class discussions etc.

- Use of library

- Practical work done in language laboratory.

III.   Evaluation of Personality and Character Development

Education helps in the over-all development of a person. So the different traits of personality and character of an individual should be assessed. The different traits are expressed by an individual in day to day's behavior. The teacher should record the behavior of a student inside the class room and outside the class room, in the library, in the laboratory, in the playground in the field of other activities etc. It can be better done in the following ways:

- The pupils diary which he himself maintains should be assessed.

- Assessment of the diary maintained by the teacher for recording the behavior of the students be made,

- Personality test may be given from time to time.

IV.   Evaluation of the Social Development of the Pupils

Through education the social aspect of an individual is developed. The teacher is expected to test the sociability of even' pupil. It can be done in the following ways:

- The teacher takes into consideration the work being done by a student daily, his participation in games, social service, cleanliness etc.

- Proficiency in various co-curricular activities should be seen. For this a five point scale may be prepared. A variety of opportunities may be provided to the students in which they may freely display their qualities like sociability, co-operation, sympathetic attitude, self-help etc.

V.   Evaluation of the Physical Development

Education helps in the development of good health and right habits. The pupil is able to develop himself physically. It is the duty of the teacher that he should assess the physical development of the pupils from time to time. He should my to diagnose the disabilities, Physical handicaps etc. with the assistance of school doctor and help in the immediate cure.

Programme for assessing the physical development will be as under:

- A doctor should be engaged in the school for part time or full time duty.

  - Arrangements be made for physico-medical test after even 3 or 4 months.

  - A record of medical check-up should be kept. Remedial measures accordingly should be used.

  - Students' participation iii games and athletics should be recorded.

  - Physical efficiency of each pupil should be measured by using a rating scale.

Self- Check Exercise (1)

1.   The purpose of the evaluation is to make?

  a) Decision.

  b) Prediction.

  c) Judgement.

d) Opinion.

2. Which test is designed to predict future performance?

    a) Intelligence test.

    b) Achievement test.

    c) Diagnostic test.

    d) Aptitude test.

3. Evaluation is process of:

    a) Assigning number to a given trait.

    b) Making value judgement of student's learning.

    c) Making value judgement of institutions, program or project.

    d) Making value judgement of teacher's performance.

4. An _____ assessment are one which measures what it is intended to measure.

    a) Valid.

    b) Reliable.

    c) Economical.

    d) Unreliable.

5. Extended response type & restricted response type questions are the type of:

a) Essay type test.

b) Multiple choice test.

c) Matching type test.

d) Short answer type test.

6.   Frequently used tools of summative evaluation are?

a) Test.

b) Teacher observation.

c) Daily assignment.

d) None.

7.   A formal and systematic procedure of getting information is?

a) Test.

b) Measurement.

c) Assessment.

d) Evaluation.

8.   The process of obtaining numerical value is?

a) Test.

b) Measurement.

c) Assessment.

d) Evaluation.

9.   The first step in measurement is?

   a) Decision of what to measure.

   b) Development of the test.

   c) Administering the test.

   d) None.

10.   Vast of all in scope?

   a) Test.

   b) Measurement.

   c) Assessment.

   d) Evaluation.

11.   In which question marking will be more reliable?

   a) Completion.

   b)   Short answer.

   c)   Multi- choice question.

   d)   Essay.

12. Test involving the construction of certain patterns are called:

   a) Intelligence test.

   b) Performance test.

   c) Scholastic test.

   d) None.

20.4 Unit Approach in Teaching and Testing

To make the programme of continuous and comprehensive evaluation a success, unit approach in teaching and testing will hold good. The whole of the syllabus which is to be covered in the whole of the year is divided into some units. Each tout consists of material which is almost of similar type. The total duration of the academic session is also divided into some parts-say a unit of syllabus for even- month or for two weeks or three weeks. Thus teaching is done for the syllabus given in the unit and after covering that much of the syllabus, test is given to the learners out of the syllabus marked for that unit. This hype of approach is called trait approach.

Unlike traditional testing at the end of the year, unit teaching and unit testing make the instructional work more meaningful. The teacher is able to do justice to his duty of teaching. The learners are also able to prepare well. This approach does not allow the teacher or the students to skip over certain portions of the syllabus.

Unit approach is bound to make the continuous and comprehensive progrannme of evaluation a success.

Making Evaluation Programme a Success

Here below are suggested a few steps which will help in making evaluation all successful:

- Continuous comprehensive evaluation can be made successful if UNIT APPROACH is adopted in teaching and testing. In milt approach, a block of closely related subject matter is taught and thereafter, a test is given to the students. It gives continuous feed-back to both the teacher and the taught. So they can improve accordingly.

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- Head of the institutions and the teaching staff should be trained for the purpose of internal evaluation. This -fob may be entrusted to DIETS set up in different districts. The DIETS should work in collaboration with teacher training colleges, SCERT and N.C.E.R.T.

- Different criteria may be fixed up for different items. Accordingly assessment of the learners should be made.

- In each institution, moderation committees be set up with the Head of the institution as its chairman. Thus all assessment should be subject to the review of the moderation committee.

- Tuition work on the part of the teachers should be banned completely.

- Any type of evil if spreads anywhere in the institutions, be taken up seriously with strict action against the defaulter. The policy should be to nip the evil in the bud.

Merits

- Ever teacher knows well about his students. Whatever may be the subject or area of study, only the teacher teaching in the class rooms daily can judge the performance of his students fully and thoroughly. Assessment made by the teacher will naturally be more satisfying and correct.

- All the students studying for different courses will become regular and punctual. They will try to do their home assignments and class work to the entire satisfaction of all concerned.

- The problem of indiscipline will remain subsided.

- Obedience and proper regards for the teacher will revive. It will result into very good academic and homely environment where teachers will be able to imbibe good qualities in the students.

- Erosion of values is a big problem in the youths of today. The main reason behind is fast deteriorating environment all around. It will become easy for the teachers to reinstate all the good things of the past.

- Problems like mass copying in the examination will stand ended. When there will be no traditional type of

examinations, problems related to that will stand automatically solved.

- The job of administrator in educational institutions which is now considered a big challenge, will become respectable and alluring.

- The non-academic type of problems will be reduced considerably.

- Unlike the present set up of school/college life where students care for academic development only, the students in the newly created environment will start caring for the total personality. They will give equal importance to games, cultural activities, other curricular activities etc. Thus they will be able to have all round development of personalities.

Demerits

- Shirk workers in the teaching profession who are there due to some compulsions of life may not work and the standards in their hands may go down.

  - Bad things like bribery may increase in number and intensity.

Merits and demerits of everything are always there. Putting things rightly in their tale spirit depends considerably upon the Head of the institution. If the staff members in the institutions work as a team and do everything in true spirit with honesty, sincerity and hard-work, internal evaluation will improve everything from almost every angle. Some people might say that when teachers and the education system have already failed to a greater extent in the case of internal assessment. it is no wisdom to entrust those very teachers with the total teaching learning situation where pass or failure of the students will be determined by their own teachers. That is a poor thinking on the part of people which might be there due to some other reasons like jealousy or some personal conflicts. Let the teacher be entrusted with the job of internal evaluators with all good faith and confidence. When the authorities show all faith in them, they will certainly repose their faith in it and come up to the expectations of all concerned with.

Self- Check Exercise(2)

1.   Which one of the following is the most effective method for the success of continuous and comprehensive evaluation?

   a) Conducting assessment at the beginning of and end of the session.

   b) Using variety of ways to assess children over a period of time.

   c) Giving written tests to children periodically.

   d) Having only multiple choice questions in tests.

 2.   Which of the following statement is incorrect about the CCE?

   a) It is a school based evaluation.

   b) It includes all aspects of students.

   c) Diagnostic evaluation is not included in it.

   d) Both formal and informal techniques are used for it.

    3.   Which of the following is the basic nature of continuous comprehensive evaluation?

   a) To declare pass or fail.

   b) To give certificate.

   c) To facilitate student's progress.

   4. CCE is essential for

   a) Diluting and accountability of the board of education.

b) Correcting less- frequent errors more than more- frequent errors.

c) Understanding how learning can be observed, recoded and improved upon.

d) Fine tuning of test with the teaching.

5. The objective of CCE type of evaluation is to

   a) Develop cognitive, psychomotor and affective skills.

   b) Help to memorize more study materials quickly.

   c) Help to develop skills to memorize.

   d) None of the above.

6. Which of the following is the best method to evaluate the achievement of students?

   a) Continuous evaluation.

   b) Annual Evaluation.

   c) Quarterly Evaluation.

   d) None of the above.

7. According to CCE the correct method of assessment during the teaching process is-

   a) To move summative assessment to formative assessment.

   b) To reduce the efficiency of assessment.

c) To reduce the importance of assessment to simplify the teaching process.

d) Not giving any importance to the assessment in the progress card.

20.5 Summary

CCE is a continuous in nature that is assessing the students throughout the year. and is also comprehensive which means assessing the child other than scholastic approach. So CCE assess the student's overall performance in the school related to its scholastic and co- scholastic areas such as dance, drawing, drama, creative education, art, etc. Make the entire education process a student-centric activity.

20.6 Glossary

- Continuous: Regular and continuous activities conducted throughout the year.

- Comprehensive: Mental, emotional and physical aspects of the students progress including all round development.

- Evaluation: Variety of tools and techniques are used to assess and evaluate the student's progress.

20.7 Answer to Self- Check Exercise(1)

1. c 2. d 3. b 4. a 5. a 6. a 7. a 8. b 9. a 10. d 11. c 12 b

Answers to Self-Check Exercise (2)

1. b2. c3. c 4. c 5. a 6. c7. a.

20.8   Reference \ Suggested Readings

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20.9 Terminal Questions

1. What do you mean by continuous and comprehensive evaluation?

2. Write down the merits and demerits of the continuous and comprehensive evaluation?