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(NON -SEMESTER)

PEDAGOGY OF A SCHOOL SUBJECT

**PEDAGOGY OF ENGLISH II – PART 1**

FIRST YEAR

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## **UNIT-I**

### **FOUNDATION AND IMPORTANCE OF ENGLISH LANGUAGE TEACHING**

#### **1.1. FOUNDATIONS OF ENGLISH LANGUAGE TEACHING**

East India Company, which ruled parts of India, set aside certain amount for the education sector. Until the end of the 19th century, English language education was given to the children of East India Company employees and Anglo-Indians. Charles Grant, who was considered the father of modern education in India, suggested that European literature and scientific knowledge could be taught to Indian students through English medium. More Indian students started attending English medium schools and later many of them became great supporters of English language education.

During the beginning of the 19th century, Sir Richard Wellesley founded the Fort William College at Calcutta. Thomas Babington Macaulay, who later became the president of the Committee of Public Instruction, was given the responsibility of implementing and spreading the English education system including English language education in India. Then, the major discussion was held regarding the language to be used for higher education. English had to compete with the classical languages, such as Sanskrit and Arabic. Thomas Babington Macaulay, in this famous 'recommendations' or 'Minutes of Education' (1835), suggested that if more budget allocation was given to English language teaching, Indian citizens could be taught about the modern scientific knowledge, western culture and philosophy.

He said: 'we must at present do our best to form a class who may be interpreters between us and the millions who we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect.' "The vernacular languages, that is, the languages spoken by the people, are dismissed from the discussion as 'rude' and completely unsuitable for the purpose... The Minute is categorical that the amount of

one lakh rupees allocated in the Charter Act for education should be used for English education.”

Macaulay wanted certain Indians to learn English language and western culture and transfer them to other Indians and enrich Indian languages and culture. The Governor-General of the colony, William Bentinck accepted this proposal and this acceptance changed Indian education sector including English language teaching. Bentinck’s order was as follows: ‘His Lordship in council is of the opinion that the great object of the British Government ought to be the promotion of European literature and science among the natives of India; and all the funds appropriated for the purposes of education would be best employed on English education alone.

The Educational Despatch of 1854 was considered to be the Magna Carta of Indian education. It was prepared by a committee presided over by Charles Wood. This was the prominent education policy of East India Company which was ruling India then. The recommendations of the committee considered a number of aspects including all levels of education, mass education and the use of Indian languages. The Educational Despatch insisted that English should be the language of education and not any other Indian languages like Sanskrit or Arabic. On the other hand it recommended the encouragement of the regional languages instead of classical languages like Sanskrit. The Missionaries founded schools and colleges and the curriculum included resources from Bible and works like Pilgrim’s Progress, Paradise Lost, etc.

India had a traditional approach of teaching languages like Sanskrit and Persian using ‘kavya’ (literature) and ‘vyakarana’ (grammar). This had many similarities with the grammar-translation method advocated by Franz Ahn and H.G. Ollendorff. Learners who wanted knowledge of another language read the texts with the help of dictionaries. English classics used as the text books for teaching English language in India, were good examples of writing and use of classical grammar.

There was no great change in the English language education system in India after independence. Post independent India followed the legacy of the pre independent English education system. English has been the medium of instruction in colleges, universities and many schools. The growing influence of English language and the difficulty in finding an alternate language acceptable to all Indians were the main reasons for the arrival of English Language.

The University Education Commission (UGC), under the chairmanship of Dr. S. Radhakrishnan, was of the opinion that learning English would help Indians to update themselves with the developments happening in other parts of the world. English will promote national unity and nationalism. The English language has been one of the potent factors in the development of unity in the country. In fact, the concept of nationality and the sentiment of nationalism are largely the gift of the English language and literature to Indian... Besides, English is an international language and if catastrophic events do not alter the present posture of world forces it will soon be the world language”.

Development of science and technology could be known to India only through the knowledge of English. The report of the commission continues as follows, “...English is the only means of preventing our isolation from the world, and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance”.

The Secondary Education Commission in 1952 made certain recommendations regarding the method of teaching, teaching materials and evaluation system for all. The commission said that ‘the emphasis on teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations and for this purpose the principles of ‘activity based’ and ‘project method’ should be assimilated in school practice.’ As for textbooks also, the commission suggested that instead of single textbook a reasonable number of books should be used.

For languages commission recommended 'definite textbooks for each class to ensure proper gradation'

'Three language formula' adopted by Chief Ministers of India insisted that the third compulsory language should be English or any other European language'. But nowhere in India, had the schools replaced English with any other European language. This acceptance of three language formula cemented the place of English language in the Indian school and university curriculum. The next education commission, Kothari Commission in 1966 also agreed to the 'three language formula.' The Commission suggested that English should continue as a library language and medium of instruction in universities and a good level of English language proficiency is required for awarding degrees. It was the Kothari Commission which recommended special units for teaching English language skills instead of focusing more on literature. This shift is in line with the shift from grammar – translation method to Direct Method. A number of English Language Teaching Institutes (ELTIs) and Regional Institute of English (RIEs) were established in different locations of India for giving guidance, models and training to English language teachers.

During 1950s and 60s authorities sought the help of professionals from London, including British Council, for preparing structural syllabus. Madras English Language Teaching (MELT) brought experts from London School. Also and English Language Teaching Institute (ELTI) was established in Allahabad in 1954 with the assistance of British Council. All India Seminar on the Teaching of English in Nagpur in (1957) suggested a revision of syllabus at schools on a national level and accepted structural approach as the basis for the new syllabus. Central Institute of English and Foreign Languages (CIEFL) was established in Hyderabad in 1958. Study groups appointed by Ministry of Education submitted reports in 1967 and 1971 on the 'Study of English in India'. A large number of English medium schools were started in the private sector. Promoting Hindi and local languages along with English, was the policy of central and state governments and thus in India, people as a whole opted for English.

The Acharaya Rammurti commission in 1986 observed regarding teaching languages, that more importance should be given to the hours of study and the level of attainment of the language than the years of study in a school or college. It also suggested that various government educational institutes should join together to design methods for making uniformity in the acquisition of language competency at school level. Thus, these efforts made English language teaching to be prominent and imperative in the Indian school and college education system.

### **1.2. MEANING OF ENGLISH LANGUAGE**

English is a West Germanic language that was first spoken in early medieval England and third most widespread native language in the world, after standard Chinese and Spanish as well as the most widely spoken Germanic language. Named after the Angles, one of the Germanic tribes that migrated to England, it ultimately derives its name from the Anglia peninsula in the Baltic Sea. It is closely related to the other West Germanic languages of Frisian, Low German, German, Dutch and Afrikaans. The English vocabulary has been significantly influenced by French (A Romance Language), Norse (A North Germanic Language) and by Latin. English language is the primary language of several countries including Australia, Canada, New Zealand, United Kingdom and United States of America and a second language in a number of multilingual countries namely India, Singapore and the Philippines. English is conventionally divided into three major historical periods: Old English, Middle English, and Modern English.

The term English is derived from Anglisc, the speech of the Angles-one of the three Germanic tribes that invaded England during the 5<sup>th</sup> Century. English has borrowed words from over 350 other languages, and over three-quarters of the English lexicon is Classical or Romance in origin. The vocabulary of English is currently 70 to 80 percent composed of words of Greek and Latin origin, but it is certainly not a Romance language, it is a Germanic one. Evidence of this may be found in the fact that it is quite easy to create a

sentence without words of Latin origin, but pretty much impossible to make one that has no words from Old English.

Perhaps the two most salient characteristics of Present-Day English are its highly analytic grammar and its immense lexicon. Both of these features originated during the M[iddle] E[n]glish period. Although English has lost all but a handful of its inflections during Middle English and has undergone little inflectional change since, Middle English mark only the onset of the burgeoning of the English vocabulary to its current unparalleled size among the languages of the world. Ever since ME, the language has been more than hospitable to loanwords from other languages, and all subsequent periods have seen comparable influxes of loans and increases in vocabulary.

One of the major syntactic changes in the English language since Anglo-Saxon times has been the disappearance of the Subject-Object-Verb and Verb- Subject-Object types of word-order, and the establishment of the Subject-Verb-Object type as normal. The S-O-V type disappeared in the early middle Ages, and the V-S-O type was rare after the middle of the seventeenth century. V-S word-order does indeed still exist in English as a less common variant, as in 'Down the road came a whole crowd of children, but the full V-S-O type hardly occurs today.

Today there are about 6,000 languages in the world, and half of the world's population speaks only 10 of them. English is the single most dominant of these 10. British colonialism initiated the spread of English across the globe; it has been spoken nearly everywhere and has become even more prevalent since World War II, with the global reach of American power. There are now estimated to be 1.5 billion English speakers globally: 375 million who speak English as their first language, 375 million as a second language and 750 million who speak English as a foreign language. The elites of Egypt, Syria and Lebanon have dumped French in favour of English. India has reversed its former campaign against the language of its colonial rulers, and millions of Indian parents are now enrolling their children in English-language schools--in recognition of the importance of English for social mobility.

Since 2005, India has had the world's largest English-speaking population, with far many more people using the language than before independence. Rwanda, in a move dictated as much by regional economics as post-genocide politics, has decreed a wholesale switch to English as its medium of instruction. And China is about to launch a colossal programme to tackle one of the few remaining obstacles to its breakneck economic expansion: a paucity of English-speakers. English has official or special status in at least 75 countries with a combined population of two billion people. It is estimated that one out of four people worldwide speak English with some degree of competence.

### **1.3. NATURE OF ENGLISH LANGUAGE**

The more advanced a language, the more developed is its power of expressing abstract or general ideas. English is such a language which is universally renowned for its power of expressions. The nature of English as a living language is as follows

- In its earlier form, it was a syntactic language. The inflexion of nouns and verbs was independent. It has become amalgamated with the stem forms. As such, these could not be separated from the complex constituting a word. In the course of evolution, when it 'developed free flexion' took place and inflexion was lost and it became an analytic language.
- It is an effective language because it has absorbed and retained this tendency to absorb words and expressions of other languages of the world.
- English is a progressive language. It is progressive in the sense that it has evolved from the past has a present and future. It is a dynamic language in the senses that more than half of the world speaks and understands it. It is a flexible language because its history is chronicle of the tremendous change in culture and language.
- It has its own peculiar phonemes, morphemes and syntax.

- It is a complete language as it has evolved out of a social background and expresses cultural experiences, not only of its localized society, but also of others.
- As a language, it is systematic having its own system and a fixed order of words in a sentence
- It has its own grammar that describes the way in which it should function.

#### **1.4. IMPORTANCE OF ENGLISH LANGUAGE**

The importance of Teaching English in India as a second language lies in the following things:

##### **(A) INTERNATIONAL IMPORTANCE**

English claims to be the first rate international language. It can even be called a universal language. Hence, its knowledge promotes international understanding. Thus, it is very helpful in fostering true internationalism and co-operation among the nations of the world.

##### **(B) EDUCATIONAL IMPORTANCE**

English is a direct medium of acquiring knowledge of modern arts, science, humanities, technology, etc. It is equally important for statesmen and politicians, scientists and doctors, engineers and educationists, businessmen and research workers. They enrich their knowledge and experience by reading English books and journals. Consequently, they contribute to the progress of their country particularly when it is underdeveloped like India.

##### **(C) VOCATIONAL IMPORTANCE**

Study of English as a modern foreign language has tremendous vocational importance for us. It offers opportunities for many and varied vocations, like

diplomatic and foreign services, business, commerce, medicine, teaching law, etc.

#### **(D) CULTURAL IMPORTANCE**

English widens one's cultural and intellectual horizon. It develops scientific, technical and commercial relations with other countries. It imparts knowledge of foreign nations and cultures. Thus, it further requires mutual understanding and co-operation.

#### **(E) DISCIPLINARY IMPORTANCE**

The study of English enables a person to compare and contrast the good and bad things of his country with those of other nations. Thus, he acquires a new insight into various resources of thought and expression.

#### **(F) RECREATIONAL IMPORTANCE**

English is a good source of recreation and useful employment of leisure. Persons knowing English can enjoy the best stories, drama, novels, etc. written or translated into English.

### **1.5. ENGLISH AS A FIRST/NATIVE LANGUAGE (ENL)**

English as a first/native language (ENL) refers the variety of English language spoken by people, who acquired English as their first language or mother tongue. English as a first or native language is commonly distinguished from English as an Additional Language (EAL), English as a Second language (ESL) and English as a Foreign Language (EFL).

Native English includes American English, British English, Australian English, Canadian English, Irish English, New Zealand English, Scottish English and Welsh English. In recent years, the proportion of ENL speakers has steadily declined, while the use of English in English as a Second language (ESL) and English as Foreign Language (EFL) regions has rapidly increased.

A wide variety of countries, such as Australia, Belize, Canada, Jamaica, the United Kingdom and the United States, speak English as a native language (ENL). English as a first/native language (ENL) countries are established when large numbers of English speakers migrate from other English speaking countries, displacing other languages, both local and immigrant. Countries, such as Fiji, Ghana, India, Singapore, and Zimbabwe use English as a Second language (ESL). In ESL countries, the language is imported during a colonial period and promoted through education, but there is not a massive migration of native English speakers.

English varies markedly from one ENL territory to another, and often from one region to another within heavily populated countries such as the US and UK, a state of affairs which, as travellers know well, can lead to problems of intelligibility. In the UK, for example, there are significant differences of accent, grammar, and vocabulary between Anglophone visitors to London and many of the local people (speakers of Cockney and near-Cockney), as well as in Scotland, where many people routinely mix Scots and English. In the US, there are significant differences between many speakers of African-American English and what is sometimes called 'mainstream English.' . . . It is therefore risky to classify a territory as ENL and leave it at that, the ENL hood of a place being no guarantee whatever of unhampered communication in English.

Standard English is typically seen as 'correct' and 'grammatical,' while non-standard dialects are seen as 'wrong' and 'ungrammatical,' regardless of whether the speaker or the speaker's ancestors spoke English as a native language. Disapproval of non-standard varieties is not the prerogative of the formerly colonized. The reason that Singapore has had a Speak Good English Movement and India does not is that Singapore has a highly informal contact variety, usually known as Singlish, which has no parallel in India.

It is obvious that interdialectal contact tends to speed up phonological change, and new social norms can easily change the

acceptability of formerly stigmatized pronunciations: innovation is therefore to be generally expected in ENL communities. By contrast, ESL societies are likely to be characterized by interference phenomena and overgeneralization, and therefore exhibit innovation, unless these local features are criticized as deviances when compared with an external standard, say the educated speech of the South of England.

### **1.6. ENGLISH AS A SECOND LANGUAGE (ESL)**

English as a Second Language (ESL) is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment. That environment may be a country in which English is the mother tongue (e.g., Australia) or one in which English has an established role (e.g., India) and also known as English for speakers of other languages. English as a Second Language also refers to specialized approaches to language teaching designed for those whose primary language is not English.

English as a Second Language (ESL) corresponds roughly to the Outer Circle described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985). "Basically, we can divide up countries according to whether they have English as a native language, English as a second language, or English as a foreign language. The first category is self-explanatory. The difference between English as a foreign language and English as a second language is that in the latter instance only, English has actual assigned communicative status within the country. There are a total of 75 territories where English has a special place in society. [Braj] Kachru has divided the English-speaking countries of the world into three broad types, which he symbolizes by placing them in three concentric rings:

The inner circle countries are the traditional bases of English, where it is the primary language, which is Great Britain and Ireland, the United States, Canada, Australia, and New Zealand. The outer or extended circle countries

represent the earlier spread of English in non-native contexts, where the language is part of the country's leading institutions, where it plays a second-language role in a multilingual society. E.g. Singapore, India, Malawi, and 50 other territories. The expanding circle countries represent the importance of English as an international language though they have no history of colonization and English has no special administrative status in these countries, e.g. China, Japan, Poland and a growing number of other states. This is English as a foreign language. It is clear that the expanding circle is the one that is most sensitive to the global status of English. It is here that English is used primarily as an international language, especially in the business, scientific, legal, political and academic communities."

The term "English as a second language" or "Teaching English to Speakers of Other Languages" emerged after the Second World War, and in Britain no distinction was seriously made between ESL and EFL, both being subsumed under ELT('English Language Teaching'), until well into the 1960s. As regards ESL in particular, the term has been applied to two types of teaching that overlap but are essentially distinct: ESL in the home country of the learner (mainly a UK concept and concern) and ESL for immigrants to ENL countries (mainly a US concept and concern)."

The term 'English as Second Language' (ESL) has traditionally referred to students who come to school speaking languages other than English at home. The term in many cases is incorrect, because some who come to school have English as their third, fourth, fifth, and so on, language. Some individuals and groups have opted for the term 'Teaching English to Speakers of Other Languages' (TESOL) to represent better the underlying language realities. In some jurisdictions, the term 'English as an Additional Language' (EAL) is used. The term 'English Language Learner' (ELL) has gained acceptance, primarily in the United States. The difficulty with the term 'ELL' is that in most classrooms, everyone, regardless of their linguistic backgrounds, is learning English."

### **1.7. ENGLISH AS A FOREIGN LANGUAGE (EFL)**

English as a foreign language is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. English as a Foreign Language (EFL) corresponds roughly to the expanding Circle described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle".

This includes countries that represent the importance of English as an international language though they have no history of colonization and English has no special administrative status in these countries, e.g. China, Japan, Poland and a growing number of other states. This is English as a foreign language. It is clear that the expanding circle is the one that is most sensitive to the global status of English. It is here that English is used primarily as an international language, especially in the business, scientific, legal, political and academic communities

EFL instructional approaches differ in significant ways. EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students. . . . As the number of ESL students has increased in schools across India, more classrooms and school have become more like ESL than EFL environments.

Although ESL (English as Second Language) and EFL (English as Foreign Language) are often used interchangeably, there are unique differences between the two. ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language. On the other hand, EFL countries do not use English as a medium of instruction but English is taught in schools. Malaysia was once considered an ESL country but now leans more towards EFL. The methods and approaches of teaching English as a second language and foreign language do differ greatly.

The distinction between second language and foreign language is not, however, a sharp one, and there are cases, like Indonesia, where classification is disputable. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige or power. In India, the medium of instruction in schools was changed from English to the regional languages after Independence, and subsequently there has been a gradual process of Indianization of the universities, which at one time were all English medium.

Indonesia, a former Dutch colony, used to emphasize the teaching of Dutch. The movement towards English as a foreign language (EFL) began at independence, and now English, the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school through high school. The main objective is to provide reading skills to enable Indonesians to read science related materials in English.

### **1.8. ENGLISH IN POST-COLONIAL TIMES**

After Independence, drastic changes emanated regarding the place of English in India. Since it was a language of the rulers who had exercised cruelties over Indians, the first reaction was to dethrone English from its exalted position. As a consequence:

Firstly, Hindi in Devanagari script was declared the official language of the Union by Indian Constitution. In order to give Hindi, a sufficient time to replace English as an official language, English was declared to continue as associate languages for a period of 15 years, that is, till 1965. Secondly, English did not remain the medium of instruction. Thirdly, regional languages became the medium of examinations. Fourthly, English ceased to be a compulsory subject. Finally, state governments started using regional languages in administration.

It is obvious that English did not have the same place after independence which it had in days before independence. Now, there had been no clarity

regarding the goals of education in general, English education in particular and the status of English. All the commissions and committees appointed to the study of the problem of education in India have emphasized the importance of the mother tongue as the medium of instruction and the study of English as a subject. These were emphasized earlier by all the commissions, starting with the Wood's Dispatch.

All the recommendations are well entrenched in the educational system of India. English got institutionalized in India and it got its own identity after 1947. After independence the question of language became more emotional. The constitution of India has given Hindi in Devanagari script the status of the official language of the country. The first national language among the fourteen was recognized in the 8th schedule.

Prime Minister Nehru declared that it was government's policy to shake India free of English within a generation; he declared a speech on August 7, 1959 – ".....For an indefinite period-I don't know how long - I should have, I would have, English as an associate, additional language which be used, not because of facilities and all that, but certain doors of advance are closed to them because they are forced to correspond- the government, I mean- in the Hindi language. They can correspond in English. So I would have it as an alternative language, as long as people require it and the decision for that; I would, leave not to Hindi- knowing people, but to non-Hindi knowing people".

The Chief Minister's Conference (1961) concluded, English should be taught along with Hindi in order to get outside affairs for All India Services, for engineering, medical, and forest departments. The Indian Education Commission of 1966 also is recognized the importance of English in this statement, The English should be the most useful library language in higher education and our most significant window on the world.

In the conference of Vice - Chancellors in New Delhi (1969), Sri, V. K. R. V. Rao, Education Minister of India, expressed his opinion as, Far from abolishing English University students will, in future, have to acquire an

adequate command over English to read and understand English books in their chosen subjects and use English as their library language.

After Nehru's death in 1964, two in self-immolation and sixty-six killed in madras with the slogan, "Hindi Never, English Ever" forced the government to pass 1967 Official Language Amendment Act, assuring the continuance of English in addition to Hindi as the official language of the union. In reality, English is still the language that examines students in the universities, conducts foreign affairs and transacts business with the world outside; the numbers of learners waiting to learn English is increasing day by day.

The first education commission to be appointed in free India was the University Education Commission and again only the tertiary level received attention first in this commission and for the medium of instruction for higher education English to be replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties. The commission however recommended the continuance of the study of English. It said that English should be studied in high schools and in the Universities in order that we might keep ourselves in touch with the living stream of ever growing knowledge.

The Kunzru Committee, 1955 recommended that the teaching of English literature should be related to the study of Indian literature so that apart from its value for linguistic purposes, it could be an effective means of stimulating critical thinking and writing in the Indian languages. The committee stressed the importance of the use of special methods in English language teaching and the study of linguistics.

The three language formula was proposed by the conference of Chief Ministers, which was held in 1961, recommended in schools, this meant a) The regional language, or the mother tongue when different from the regional language; b) Hindi, or any other Indian language in Hindi speaking area; and c) English or any other European language. This formula was modified by the Kothari Commission (1964-66), which advocated regional languages for self-identity, Hindi or Sanskrit for national identity and

English for technological and administrative purpose as well as for international identity. But in spite of such reports the emphasis on English at the cost of Indian languages continued. In this way after Independence, many commissions came for the improvement of the English language learning in the schools and colleges

### **1.9. ROLE OF ENGLISH IN THE PRESENT-DAY INDIA**

Language is an essential element in the culture of any society. We live in a community and our living in a community is made meaningful mainly by the language. In the words of Leonard Bloomfield, Community is formed by the activity of language, and speech utterances give us the most direct insight into its working.

Language is a tool to understand and appreciate the culture of a human society and we must learn its language to understand it clearly. When English people started ruling India, it is not clear whether they tried to realize the importance of Indian languages as media to learn and appreciate the Indian culture but they were very categorical that Indians learn their language for other purpose. They had to spend a lot of money on clerical work as they had to recruit clerks from Britain. So, Lord Macaulay thought to teach English to Indian people mainly to produce cheap clerks. This is a kind of outsourcing that English people applied even more than three hundred years ago. Now, English has become a part and parcel of people of India. It has become an indispensable language. India is a developing country. No progressive country can ill afford to lose the utility of this world language.

English played a very major role in our fight for freedom. As India is a land of many languages, the unification of freedom fighters for national cause, seemed to be remote. But again English only played the role of unifying the freedom fighters from Kashmir to Kanyakumari. When we weigh the benefit between what English got from India and what India got from. English and it is strongly felt that India is benefited more from English. And it is not an exaggeration to say India is found bondage to English.

English is a language of the court in India. Not only in the Supreme Court, but also in the High Courts and District Courts, the only suitable language is English. In Tamil Nadu, the law practitioners are fighting to make Tamil as the language of court. As we say “bad translation of a good book is a crime”, attempt to translate the judicial phrases into Tamil will be an uphill task and sometimes it will render ridiculousness. However, some changes have been done very recently regarding the language of the court.

In India English is used for international trade and industry. Most of the international business activities are done through American dollar. This it forces Indian traders to use English for their business communications. However, with the falling value of American dollar against the Indian rupee there is a shift of business dealing from American dollar to European Euro. But, Brexit (Britain Exit) from European Union rendered volatile to both in business and also to the English language. The remaining 27 countries in the European Union declared that they would not use English as the language for communication in their official and business situations.

In pre-Brexit period English had its telling effect in the European union, either the business is done through American dollar or European Euro, English did not lose its coveted place in the international trade and industry. Now, it has a paramount importance in the context of European Union managing the official and business works without using English. If the European Union is able to manage their transaction without English, then the coveted place that English enjoys will definitely be shaken. We have to wait and see if it will be detrimental to the European Union without English. If European Union is able to withstand in their businesses without English, then, the words of Pandit Jawaharlal Nehru will be disproved as he did not want to replace English by any Indian language for the possible detrimental effect.

English plays a very major role in our educational system. It is taught as a compulsory subject in almost all the states in the country. Many students find it difficult in getting pass mark in English. Still English is persistently

made a compulsory subject in India. It is the medium of instruction in technical, medical and law colleges. All PG courses are done through English only.

The Kothari Commission (1966) said, “Mother tongue has a pre-eminent claim as the medium of instruction at the school and college stages. Moreover, the medium of instruction at the school and higher education should generally be the same. The regional language should, therefore, be adopted as the medium of instruction at the higher stage”. Though, there have been many voices to give importance to promote regional languages in place of English, the importance of English in India is not getting reduced. Considering the importance of English, many Regional Institutes of English have been started to train English teachers.

English is the most important language in the country’s national life and educational system. The contribution of English in the growth of knowledge in Medicine, Science and Technology is so great that we are able to live up to the international standards in these fields. English has brought home to us the different developments in the international scene and helped us in properly understanding the world situations. The importance of English in India is felt stronger today than it was during the ruling of the British.

#### **1.10. HISTORY AND POSITION OF LANGUAGES IN INDIA**

Languages spoken in India belong to several language families, the major ones being the Indo-Aryan languages spoken by 75% of Indian and the Dravidian languages spoken by 20% of Indians. Other languages belong to the Austro-Asiatic, Sino-Tibetan, Tai-Kadai and a few other minor language families. India has the world’s second largest number of languages, after Papua New Guinea.

Article 343 of the Indian constitution states that, “the official language of the union government shall become Hindi, instead of English, but it is superseded by English subsequently, as mentioned in section 3 of the same constitutional article that is put to effect by the official languages act, 1963”.

The form of numerals to be used for the official purposes of the union was supposed to become international form of Indian numerals, apart from numerals in English language. Despite the misconceptions, Hindi is not the national language of India. The constitution of India does not give any language the status of national language.

English was legislated to be reduced to the status of an associate official language after 15 years. But this provision of the constitution was negated by a provision in Section 3 of the article 343 that gave primacy to The Official Languages Act, 1963. The 8<sup>th</sup> Schedule of the Indian Constitution lists 22 languages, which have been referred to as scheduled languages and given recognition, status and official encouragement. Besides, the government of India has awarded the distinction of classical language to Tamil, Sanskrit, Kannada, Telugu, Malayalam and Odia.

According to Census of India of 2001, India has 22 major languages and 1599 other languages. However, figures and facts from other sources vary, primarily due to differences in definition of the terms language and dialect. 2001 census recorded 30 languages which were spoken by more than a million native speakers and 122 which were spoken by more than 10, 000 people. Two contact languages have played an important role in the history of India: Persian and English. Persian was the court language during the Mughal period in India. It reigned as an administrative language for several centuries until the era of British colonisation. English continues to be an important language in India. It is used in higher education and in some areas of the Indian government. Hindi, the most widely spoken language in a large region of India today, serves as the lingua franca across much of north and central India.

The southern Indian languages are from the Dravidian family. The Dravidian languages are indigenous to the Indian subcontinent. Proto Dravidian languages were spoken in India in the 4<sup>th</sup> millennium BCE and started disintegrating into various branches around 3<sup>rd</sup> millennium BCE. The Dravidian languages are classified in four groups: North, Central, (Kolami-Parji) South Central (Telugu-Kui) and South Dravidian (Tamil-Kannada).

The northern Indian languages from the Indo-Aryan branch of Indo-European family evolved from old Indic by way of the Middle Indic Prakrit languages and Apabhramsa of the middle ages. The Indo-Aryan languages developed and emerged in three stages – old Indo-Aryan, Middle Indo-Aryan and New Indo-Aryan. The modern north Indian Indo-Aryan languages all evolved into distinct, recognisable in the new Indo-Aryan age.

Persian was brought into India by the Ghaznavi and other Turko Afghan dynasties as the court language. Culturally Persianized, they in combination with the later Mughal dynasty, influenced the art, history and literature of the region for more than 500 years, resulting in the personalisation of many Indian tongues, mainly lexically. In 1837, the British replaced Persian with English for administrative purposes, and the Hindi movement of the 19<sup>th</sup> century replaced the Persianized vocabulary for one derived from Sanskrit also replacing the use of the Perso-Arabic Script for Hindi with Devanagari.

Each of the northern Indian languages had different influences. For example Hindustani was strongly influenced by Sanskrit, Persian, and Arabic, leading to the emergence of Modern Standard Hindi and Modern Standard Urdu as registers of the Hindustani language. Modern Standard Hindi is recognised as the official language of India, while Urdu is a scheduled language.

#### **1.11. KOTHARI COMMISSION (1964-1966)**

Kothari commission was set-up in 1964 under the chairmanship of Dr. D.S Kothari. This was the sixth commission in the history of education commission and was most comprehensive in nature. It reviewed almost all aspects of the education system without limiting itself to any one particular aspect, unlike the commissions that came before and after it. Another unique feature of the Kothari commission was its international composition. Apart from 11 Indian members, it had members from 5 other countries such as USA, U.K, USSR, France and Japan.

**(A) NEED FOR APPOINTMENT OF COMMISSION**

- Need for a comprehensive policy of education in spite no. of education committees after independence, satisfactory progress would not be achieved.
- Need for detailed study even though a good deal of expansion of education facilities took place; it was at the expense of quality.
- Need to emphasize role of people in national development. To make people aware that they have a share in the national development along with the government.
- Need for overview of educational development. To create more integration between various parts and consider it as a whole not as fragments.
- Need for positive approach to the status of teacher. The teacher community had been neglected suffering many hardships requiring a positive approach to the problem.

**(B) OBJECTIVES STATED BY THE COMMISSION****I. EDUCATION FOR INCREASING PRODUCTIVITY**

- Make science a basic component of education and culture.
- Introducing S.U.P.W. as an integral part of general education
- Vocational education to meet the needs of the industry of agriculture
- Improving scientific and technological research and education.

**II. EDUCATION FOR AN ACCELERATING PROCESS OF MODERNIZATION**

- Adopting new methods of teaching
- Proper development of instruct attitudes and values
- building essential skills like independent study
- Educating people of all straits of society
- Emphasizing teaching of vocational subjects and science
- Establishing universities of excellence in the country.

### **III. EDUCATING FOR PROMOTING SOCIAL AND NATIONAL INTEGRATION**

- Introducing common school system of public education.
- Developing all modern Indian language.
- Taking steps to enrich Hindi as quickly as possible.
- Encouraging and enabling students to participate in community living.

### **IV. EDUCATION FOR INCULCATION OF NATIONAL VALUES**

- Introducing moral, social and spiritual values.
- Presenting before students high ideas of social justice and social service.

#### **(C) LANGUAGE POLICY**

1. At lower primary stage only one language should be studied compulsorily. I.e. mother tongue or the regional language. Some children belong to linguistic minority may also opt for instruction in regional language because of its greater advantage but they cannot be forced on them, and they have the right under the constitution to have facilities provided for their primary education through the mother tongue.
2. Higher primary stage only two languages should be studied on a compulsory basis
  - a. Mother tongue or regional language
  - b. Official or associated language of union (English or Hindi)
3. Secondary classes will have to study three languages (3 language formula) on the compulsory basis, For Hindi area: Hindi (Mother tongue), English, Modern Indian language and For Non Hindi area: Mother tongue, English and Hindi
4. Senior secondary classes will have to opt for only one language and for degree courses no compulsion on study of any language

Three language formula was proposed by union ministry of education of government of India in constitution with the states, this formula was

proposed due to the non-acceptance of Hindi by some southern states of India, Before Kothari commission the proposal was to promote Hindi as the national language and chosen for formal education purpose as it was spoken by majority of the people, but some of the states were in oppose of that and so this three language formula was proposed in commission report . That is why Hindi wasn't promoted as a national language rather it became a language as a subject and due to westernization nowadays universally speaking language becomes English which is also promoted in our school education system as well.

### **1.12. NATIONAL POLICY OF EDUCATION (NPE) -1986**

In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five yearly review to progress and working out of new policies and programmes. Regarding this statement, at the time of formulation of every new Five-Year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programmes for the coming Five Years. It is through making the policies and programmes that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times.

The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985 when Rajiv Gandhi was the prime minister of India. Again, a committee was set up under the chairmanship of Acharaya Rammurti in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications.

The Central Advisory Board of Education, a committee set up in July 1991 under the chairmanship of Shri N. Janadhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into considerations the report of the Rammurti Committee and other relevant development having a bearing on the policy. This Committee submitted its

report in January 1992, which is known as National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education implies that all students irrespective of caste, creed, sex and religion have access to education of a comparable quality. Actually, the objectives of this policy had been divided into the several aspects. In relation to elementary education, the followings are the major objectives of National Policy of Education, 1986 are mainly:

1. Universal access and enrolment
2. Universal retention of children up to 14 years of age and
3. A sustainable improvement in the quality education to enable all children to achieve essentials of learning.

Regarding secondary education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.

Regarding higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasised that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.

Thus, the basic objectives of the national policy of education of 1986 and Programme of Action of 1992 emphasised that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged

and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of SCs and STs and minorities.

The educational policy as highlighted in the National Policy of Education also emphasised on enhancing and promoting the vocationalisation of education, adult education, and education for the mentally and physically challenged persons, non-formal education, and open universities and distance learning, rural university, early childhood and education. Delinking degrees from job was also one of the basic objectives of National Policy of Education of 1986.

#### **(A) RECOMMENDATIONS ON LANGUAGE DEVELOPMENT**

The NPE and POA elaborately discussed about the concept of language development and emphasized the adoption of regional languages as the media of instruction at the university stage. Regarding language development, the NPE and POA discussed and proposed many efforts and initiatives such as implementation of

- Three-language formula, improvements in the linguistic competencies of students at the different stages of education
- Provision of facilities for the study of English and other foreign languages
- Development of Hindi language as a link language etc.

#### **1.13. NATIONAL CURRICULUM FRAMEWORK – 2005**

The National Curriculum Framework (NCF), 2005 strongly advocates multilingualism in school education. This confers definite cognitive advantages. The NCF – 2005 provides the following guidelines for language education in schools:

Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource.

Home language(s) of children should be the medium of learning in schools.

If a school does not have provision for teaching in the children's home language(s) at the higher levels, primary school education must still be covered through the home language(s). It is imperative that we honour the child's home language(s). According to Article 350A of our Constitution, 'it shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups'.

Children will receive multilingual education from the outset. The three language formula needs to be implemented in its true spirit, promoting multilingual communicative abilities for a multilingual country.

In the non-Hindi speaking states, children learn Hindi. In the case of Hindi speaking states, children learn a language not spoken in their area. Sanskrit may also be studied as Modern Indian Language (MIL) in addition to these languages. At later stages, study of classical and foreign languages may be introduced.

#### **1.14. PRINCIPLES OF ENGLISH LANGUAGE TEACHING**

There are different approaches for the teaching and learning process of languages such as psychological, linguistic and pedagogical principles.

##### **(A) PRINCIPLE OF HABIT-FORMATION**

Language teaching is an art like all other arts; it needs sustained "practice and drill" so great stress should be laid on practice instead of cramming exercise. The English teacher should be armed at all fronts like cultural,

social, oral behavioural and conversational approach language habits are formed: Recognition, Imitation, Repetition, Variation and Selection.

### **(B) PRINCIPLE OF INTEREST**

In the learning of English as a foreign language the principle of interest is to be kept in mind by the teacher because the children do not have an innate interest in the learning of this language. English period creates a sort of awe and terror in their hearts which is reduced by unsympathetic teachers. The teacher, who creates interest among his pupils, not only wins over his own difficulties, pupil may come together and work in harmony with full enthusiasm.

### **(C) PRINCIPLE OF CONCRETENESS**

It is a psychological fact that children learn more effectively when they can see and handle objects. A child picks up knowledge through various senses, where one sense reinforces the other. It enables the child to understand the vague and abstract part of the knowledge. In this way, audio-visual aids are the greatest modern aids of teaching because they show a concrete thing first and the abstract thing can follow afterwards with ease.

### **(D) PRINCIPLE OF ACCURACY AND CORRECTNESS**

This principle leads to correct pronunciation, intonation, spelling, structures and accurate or exact logical expression words having similar sounds with their different order e.g. S, Sh, Z may form a regular part of practice. So “Accuracy and correctness” is the principle which must be followed.

### **(E) PRINCIPLE OF SELECTION AND GRADATION**

Teacher has to select material for his teaching. It means putting language items in order of presentation. It involves grouping and sequencing.

### **I. GROUPING CONCERNS**

- System of language- Phonetic, lexical grammatical, semantic
- Structures- How the selected items fit into each other

- Sounds into words, words into phrases, phrase into sentences, and sentences into contexts.

## **II. SEQUENCING**

Sequencing means grading or what comes after what. There should be sequence in arrangement of sounds, words, phrases and meaning. This principle involves further steps.

- **FREQUENCY:** The number of times a particular structure is normally used.
- **TEACH ABILITY:** Structures which are easy from teaching point of view.
- **APPLICABILITY:** Particular structure is applicable
- **COVERAGE:** How many different meaning, an item can convey.
- **LEARN ABILITY:** How for an item is easy to learn.

## **(F) PRINCIPLE OF MOTIVATION**

Motivation is the super highway to learning. Learning English is a painful process and gives considerable mental strain to the learner. Teachers should try his best to reduce the strain by making use of pictures, models and objects in the classroom. Play way method can diminish/remove the dullness and monotony of the classroom. Correlation between lessons must be necessary. Introduction of the chapter should be abrupting and interesting. The inspiration should lead the learner to learn more and more with the zeal of an integral urge.

## **(G) PRINCIPLE OF PROPORTION**

Language is a system. It is an organic whole. Just as the system of our body is composed of the senses of hearing, seeing, heart, lungs and brain etc., so is the system of language composed of sounds, words and structures. Body work, when all organ of the body are in proper condition. So, an English teacher is expected to devote due time to each of four aspects of Language study i.e. listening, speaking, reading and writing.

#### **(H) PRINCIPLE OF NATURAL PROCESS**

Mother-tongue is acquired by the children through a natural process. This process should be adopted in technical second language be kept in such a child should be an atmosphere which is necessary to learn a foreign language. Teacher should follow these steps-

- a. Due attention should be paid to pronunciation and accent.
- b. Formation of speech habit
- c. Loud reading may be emphasized than silent reading.
- d. Knowledge of words related to daily, life, should be given.
- e. Writing skill should be developed.

#### **(I) PRINCIPLE OF LINKING WITH LIFE**

The process of language teaching should not be cut off from life. It should be a part and parcel of actual life and connected with the way of its living. There is not much difference between the vocabulary used by the pupils in the school and outside the school. English speaking is status symbols. It creates inspiration among the students and they frequently use it in their life situations.

#### **(J) PRINCIPLE OF PURPOSE**

People may learn second or third language for different purpose e.g. commercial, social, scientific, academy etc. If the purpose is decided in the beginning it becomes easier to design a course suitable for that purpose. But in India, passing the examinations with goods marks is the main purpose of teacher as well as student. But in this process, many basic components are left and half knowledge is provided. So, purpose should be decided at early stage.

#### **(K) MIMICRY AS THE KEY TO LANGUAGE LEARNING**

People who mimic easily have a great advantage in learning a foreign language. Mimicry is the key to learn a foreign language. It means notice carefully such as the position of lips, the quality of the sounds, the speed of

utterance, the intonation of the voice, the swing of the sentence and even the characteristic gestures. Imitation or mimicry is the best ways of learning the articulation of foreign words. Mimicry involves three aspects-

- a. Acute and constant observation
- b. Indulge oneself into it
- c. Continual practice.

Nehru College of Education

## **UNIT – II**

### **AIM AND OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE**

#### **2.1. OBJECTIVES AND AIMS OF TEACHING ENGLISH**

The objectives of teaching English has two main aspects, namely, language aspects like words, sentences, pronunciation, spelling and grammar and the other aspect being literature aspect which include words, sentences, expressing ideas, feelings and experiences. In India, English is taught as a second language. There is a slight difference between English as a foreign language and English as a second language. A foreign language is learnt, mainly to know the culture and the living style of people of another nation, whereas, a second language is learnt, mainly to use the target language in the society. That way, English has to be taught in India, as a second language. To put it simply, the teachers of English should prepare their students to use English globally. It means, they have to provide a proper platform for their students to use English language in any day- to- day situation.

English has become inevitable in the school curriculum. It enjoys all positions like I language, II language and III language. English is the medium of instruction in all the English medium schools. Thus, English is the first language in these schools. In other schools English is taught as a second language. In non-Hindi north Indian states like Gujarat, Maharashtra, West Bengal, Odiya, their regional language is the first language, and Hindi is the second language and English is the third language. As English enjoys all the three positions in the academic field, there will not be anybody who completes his studies in India not acquainted with English.

According to Prof. Gatenby there are two general aims: (1) learning the language, and (2) doing something with the language when it is learnt which means understanding the language when spoken or written, and expressing

one's thoughts, feelings and ideas in speech as well as in writing. The aims of teaching English are to make a student:

1. Understand English when spoken
2. Speak comprehensible English
3. Read English and comprehend the content
4. Write English with logical cohesion
5. Can translate from English to vernacular language and
6. Can translate from regional language to English language

## **2.2. AIMS OF TEACHING ENGLISH AT PRIMARY LEVEL**

- To learn English alphabet
- To understand simple statements when spoken.
- To acquire knowledge to read English, at least simple words
- To gain required vocabulary
- To produce simple statements
- To understand simple questions and to answer
- To identify the objects by their names
- To read and understand small stories and incidents.
- To write English legibly and practice the four styles of writing.

## **2.3. AIMS OF TEACHING ENGLISH AT SECONDARY LEVEL**

- To develop knowledge and understanding of Grammar.
- To develop abilities to make use of the grammar in own writing English.
- To understand the meaning of English passage.
- To develop interest in reading English passages
- To develop interest in reading literatures.
- To develop self-study habit.
- To enhance competencies in writing essays and
- To enable the students to write the gist of the passage in own words
- To develop their insight and favourable attitude towards English language.
- To developing the understanding about rules of grammar and

- To develop their use of grammatical rules in writing English.

#### **2.4. AIMS OF TEACHING ENGLISH AT HIGHER SECONDARY LEVEL**

- To motivate students for more studying English language.
- To encourage for composing poems and writing essay.
- To develop the ability for grasping the theme of poem or English passage.
- To encourage the students for writing the theme of poem
- To encourage the students to write the passage meaning in their own words.
- To develop the ability of appreciation of ideas and criticizing the thinking.
- To develop the creativity of the students related to verbal ability
- To develop students reasoning
- To develop students fluency of language.
- To develop the ability of understanding of other school subjects.
- To develop the mastery of language for expressing his ideas, and feelings
- To develop the ability of evaluation and analysis of language components.
- To develop the values, moral and character of the students.

#### **2.5. ENGLISH AS A LINK LANGUAGE**

English came to India with the British rulers. It was hoped that English also would leave Indian shores with the British leaving India after giving India its independence. But, it didn't happen. It continues to enjoy a language of more importance now than never before. There are many reasons for this coveted place for English in India. English is one of the richest languages of the world and reached far and wide. It is the language of science and technology, commerce, trade and more importantly it is used for international negotiations. Around 60% of the world's advanced research is done in English and the rest is immediately translated into English.

India, being a land of many languages, requires a common language for communication between people of different states. India, a democratic country, should have a congenial relationship between the centre and the states for the development of the country. Though Hindi is our national

language, we are not able to declare Hindi as the only official language of the country for inter-state or centre-state relationship. It is mainly because, there are many states in India where Hindi is neither spoken nor understood. There is no other Indian Language that can solve this problem. So, we need English to fill this gap. Even some states have made their efforts to introduce their languages as official language but they could not succeed in their attempt. And we have been following English as Official Language in our country for more than 150 years.

It is a great concern whether it is good to have more languages and we are disseminated with the language identity. Regional identification in most cases becomes quite detrimental to people living in other language area. We see the worst situation gets erupted in Karnataka and Tamil Nadu whenever there is a dispute over the release of Cauvery water. Plausible solutions can be arrived only through political and official negotiations. What we cannot achieve by force can be achieved by words. That way, English has been playing an effective negotiating language role and that ensures any good relationship that prevails between the two states. It is to cite just an example and the same disturbing situation is prevailing between the neighbouring states across India, if not for water problem but for any other reason. So, for any amicable solution to any type of inter-state problem, English continues to be official language and needs to be continued as an official language till no time limit is seen on the horizon.

English has been serving as a link language both in international level and national level. In international level English is a tool for our contact with the outside world. The importance of English in international level Prof. Ish Kumar says, "As a link with the West, English is bound to retain an important place. We cannot afford to be isolated even if it were possible. No country can live an isolated life these days. We need political, economic and cultural link with the rest of the world. We have had strong debt to the English language and have taught it for more than a century and half now. We shall, therefore, have to depend on English for international business

and politics and mainly on English for contact with Western thought and cultures”.

In National level, India has different states with different regional languages spoken. One may startle to know that more than 1500 languages are spoken in India. However many languages may not have their own scripts. Different states are ruled by different Chief Ministers. There is some inter-state problems exist in India. To carry out the discussion for an amicable solution the representatives of these states should have a common language. And English acts as a common language.

The imposition of Hindi as the only official language was vehemently opposed by the southern states. Especially, it was opposed tooth and nail in Tamil Nadu. Many demonstrations had prompted the Parliament to enact in 1963, the Official Languages Act, 1963, providing English to be used for an indefinite period.

English is an Associate Official Language for inter-state communication and communication between the States and the Centre. So, the first Prime Minister, Nehru assured the people of southern states that English would continue to be the Associate Official Language, until the time the southern states accept Hindi as the only official language.

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

## **2.6. ENGLISH AS AN INTERNATIONAL LINK LANGUAGE**

English has become a world language with its spread, defeating all geographical boundaries. Almost all known countries adopted English as one of the major languages for instructions in schools and colleges. It is the first language of the United Kingdom, the United States of America, Canada and Australia. In many European countries and African countries English is used as a second language. Pakistan, Ceylon and Bangladesh also adopt English as a second language in their national life and educational system. Even China and Japan which were reluctant in accepting English into their countries now started showing regard for English.

News items all around the world are printed in English. 50% of the world's newspapers, over 50% of the world's scientific and technical periodicals and more than 60% of the world's radio stations use English as medium of communication. This alone can prove that English is a world language. There is no language that can come closer to the popularity that English enjoys. English plays a vital role in international relations. More than 50% of the people of the world prefer to speak in English. Even in India people of Nagaland accepted English as their mother tongue. English helps in establishing international relations. And it is the source of better understanding among different nations of the world.

F.G.French says, "by accidents of history and by rapid spread of industrial development, science, technology, international trade and by something like an explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer interdependence; English has become a world language".

The Sahitya Academy of India recognizes English as one of the Indian languages; and Jawaharlal Nehru even wanted to include it in the Eighth Schedule of the Constitution, thus giving it statutory recognition as an Indian language. Because of this great popularity and worldwide distribution, English has the pre-eminent claim to be the medium of international communication. In fact, English has ceased to be the

language of its native speakers alone as it has already attained the stature of a world language. So, there is no doubt about the importance of English in world affairs and it will be to our own advantage if we continue to learn English as a second language.

## **2.7. FUNCTIONS OF LANGUAGE**

Language is usually used to communicate thought, ideas, feelings and emotions. Language and communication are two different concepts because we can communicate without any language also. Language has so many functions. Language is also used to direct and to inform. Language is skills of listening, reading, writing and speaking. Language is an art as well as science. As an art, it gives an aesthetic pleasure and as a science it solves the conflicts and problems among humans and unites them. Language needs a continuous process with practice. Language reflects the civilization and integrates the people of the nation. Language requires the understanding of phonemes, morphemes and grammar which means pronunciation, spellings and parts of speech respectively. Language plays an important role in the life of every human being which makes their lives comfortable, easy and the better. The functions of language are

### **(A) PRIMARY FUNCTION**

Language's primary function was in expressive form. It means, language is the medium to express the ideas, feelings, thoughts and emotions. The communication and interaction is in its better form if it has proper and appropriate emotions. Everybody is here wanted to feel the feelings of others as well as let them feel their feelings and respond after that. Only by language it is possible and easy to interpret someone's views and emotions. The primary function of language works in three ways i.e. Oral, written and symbolic which means verbal as well as non-verbal.

### **(B) SECONDARY FUNCTION**

Language in spite of expressing works in other fields also. Language also includes Secondary functions like:

## **1. DIRECTION**

Language directs the one to act and react on someone's information, message or advice. More you act, more you get reactions or responses. The teacher must direct the students to give an appropriate response to the questions. Language directs functionally.

## **2. COMMUNICATION**

Language gives the existence or embodiment to our thoughts and other abstract things. Language helps a person to communicate his views to others and understand theirs. Communication can be done in oral as well as written form.

## **3. SENSUOUS PLEASURE**

Language functions to give sensuous pleasure or aesthetic pleasure. It gives the words to our feelings. These are the feelings come to us by a creation, created by any author or the poet. Sometimes, we can't give words to our feelings but language makes us to express in more effective and attractive way. Language is only that can spell bound everyone and gives the aesthetic pleasure.

## **4. PRESERVATION**

Language preserves knowledge, experience, inventions etc. in written form. As we have heard of our prosperous and our culture by language. We read the historical epics which tell us of our Indian history in the field of spirituality. The preserved knowledge is one's feelings and findings in its origin form which is preserved for our coming generations.

## **5. INFORMATION**

Language helps in exchanging information with one-another. In every field, we use language if we want to pass any information to other sections of society. In education, a teacher also uses language to inform the message or tasks to the students.

## **6. HELPS TO KNOW THE CULTURE**

Only language tells of one's culture. Our literature and culture both are the representatives of a nation. By language, we know about other's cultures also and respect their expressions. The understanding of one-another's culture helps a nation to integrate with other nations. It helps to make relations of an individual to other that become international progress. Language brings the world to an individual closely.

A Language teacher must perform the functions while teaching the students. These four functions are – Diagnostic, Prescribe, Remediate and Evaluate. For this, a teacher herself should be effective in language. Every word should be meaningful and inspirational. A teacher must use the language (word, Sentences etc.) that impress as well as express her, because, expressive and effective words motivate the students to learn something and take interest in content. At primary level, a teacher should have knowledge of four basic skills like Reading (Pronunciation), writing (Spelling, speaking, Pronunciation), Listening (Sound of words). At the secondary level, a teacher must use the language that express feelings, experiences including ideas) and Realization. She must also careful to:

### **(C) DIAGNOSTIC FUNCTION**

In this, a teacher comes to know the problems of students while learning English Language. There is a diagnostic test which tells the teacher about the difficulties and problems coming in teaching – learning process.

### **(D) PRESCRIPTIVE FUNCTION**

When a doctor diagnoses the disease and after that prescribed the medicine likewise after diagnosing the problems and difficulties, a teacher prescribes the solution for the problem. Here, she uses different methods, makes plans, collects teaching materials as the remedy of the problems.

### **(E) REMEDIAL FUNCTION**

A teacher uses remedies like practice and drill, enhances oral and written practice, uses easy and catchy methods, uses Audio-Visual aids etc. to recover the students from the illness of bad learning.

### **(F) EVALUATING FUNCTION**

After the remedial function, now a teacher evaluates that her remedy is working on the learning of students or not. Now, she evaluates a student's achievement and tests his knowledge whether the student is developing or not. By evaluation, a teacher comes to know that what are the weak areas of students and what is going to obstacle a student in effective learning.

## **2.8. LINGUISTIC PRINCIPLES OF ENGLISH LANGUAGE TEACHING**

English teaching in the schools is a compulsory subject. A good teacher is always keen to adopt the new ways of teaching English so that he/she may get satisfaction in teaching. He works on new principles and innovations for the teaching. The knowledge and application of principles help the teacher to teach effectively. According to Washington, "Important principles may and must be flexible," There should be linguistic principles to make the teaching fruitful.

According to 'Advanced Learner Dictionary', Linguistic- means Related to the Language i.e. it is concerned with the study and description of language, not with language teaching, as language connects linguistics and language teaching. Principle - means the basic general truth which is essential for something that influences language teaching.

Linguistic refers to insights about language and when these insights are used to language teaching, it becomes linguistic principles. It is mentioned that a mother tongue is caught not taught, but a foreign language is taught so it can be caught. A teacher has to keep all the efforts to teach a foreign language rather than to teach mother Language. English teacher adopts the new ways and methods in such a way that she may get desirable

achievements. According to John Dewey, “Language exists only when it is listened to as well as spoken. The hearer is an indispensable partner.” Some of the basic principles of teaching the language are explained below:

#### **(A) PRINCIPLE OF NATURALNESS**

When a child is born, mother is considered his first teacher. A mother is equal to hundred teachers. Teaching must be in natural way. Teaching should be based on one or two basic skills, Listening and speaking. Then come to another two skills, reading and writing that come automatically to the students. Speaking will lead to writing and listening and reading. A child learns to speak in a natural atmosphere as he learns the mother tongue only by listening. He does not have to make extra effort in that. Jespersen suggests, “The very first lesson in a foreign language ought to be devoted to initiating the pupil into the world of the sounds.”

#### **(B) PRINCIPLE OF LEARNING BY DOING**

Language focused to develop four skills-listening, speaking, reading and writing. A child learns effectively by doing. He learns the language by model reading, imitation reading, silent reading, writing dictations and spellings which is essential.

#### **(C) PRINCIPLE OF VOCABULARY**

The main objective of teaching English is to increase the vocabulary of the students. There are two types of vocabulary, passive and active. The words which are recognized and understood but never used in written and spoken come in passive vocabulary. But on the other hand, the words which are understood and as speaking and writing come in active vocabulary.

#### **(D) PRINCIPLE OF PURPOSE**

Everything in the world has its purpose. So, English is also learnt for the purposes like social, scientific, academic and literary. A good teacher tells the students how effectively we can use English language in both personal

and professional life. If there is no purpose of anything, it can't be effective and fruitful both to the teacher and learner.

#### **(E) PRINCIPLE OF IMITATION**

Language is learnt at its best through imitation. When a child learns the mother tongue, it comes naturally but a foreign language needs some artificial process that is called, imitation. According to Robert Paul, "when we learn first language, we face the universe directly and learn to clothe it with speech, when we learn a second language; we tend to filter the universe through the language already known." Small children mostly use imitation. A good speech is the result of imitation of good models of speech. A teacher uses Audio- Video Aids to provide good model of reading, Writing, pronunciation etc.

#### **(F) PRINCIPLE OF HABIT FORMATIONS**

As one's habits need practice e.g. singing, dancing as well as language also need practice. Habit brings things fairly automatically. The habits lie in one's personality deeply and reflect through speech behaviour and thinking. Similarly Language is an instrument of all the subjects that should be developed automatically. According to Palmer, "Language Learning is essentially a habit forming process during which we acquire new habits." The habits may be of spelling, intonation, proper accent, listening sounds, reading aloud with articulation, appropriate speed, silent reading, using words properly, learning correct structures and good hand writing.

#### **(G) PRINCIPLES OF MOTIVATION AND INTEREST**

Everything is learnt when we have proper motivation to take interest in that. Similarly, a teacher must motivate the students to take interest in learning. The students can't make a will to learn a foreign language if they are not interested in that because of boring and dull matter. Interest is created by awareness on previous knowledge, variation in teaching lesson, questioning, using teaching aids and device, experienced and activity centered teaching, debates and discussions, deductive and inductive methods, reacting

immediately on wrong or right. So many students find and accept learning English language because of lack of interest. Teachers themselves criticize English in the classrooms then what we do expect from the students. Motivation is of two types (1) Intrinsic (2) Extrinsic

**1 Intrinsic** - A child himself is motivated by his own desires and ambitions.

**2 Extrinsic** - A child is motivated by the atmosphere created by the language teacher. Motivation can be done by awarding or rewarding the students for the best learning.

### **(H) PRINCIPLE OF PRACTICE**

“Practice makes a man perfect.” And the perfection in the language comes only by the practice. The development of expression grammar, vocabulary, pronunciation is based on practice which should be continuous. Grammar needs a lot of practice to know the rules deeply and in direct proportion. Fries, recommended that eighty four percent of time be devoted to practice and only fifteen percent to explanation and commentary. According to Otto Jaspers, “He who gets the tip of his finger dipped in the water three times in 20 weeks will never learn how to swim.” There are different types of drill like imitation, Role playing, oral, substitution, conversation etc.

### **(I) PRINCIPLE OF CONTEST AND SITUATION**

Language is being taught to able the learners to make use of the words in their day-to-day life and its situations. Learning becomes easy if it is made up of real and suitable situations. The fundamental language like vocabulary, structure and grammar must be taught with the help of structures and related the vocabulary to the real situations. These situations can be created by real objects, pictures, gestures, animations etc.

### **(J) PRINCIPLE OF MUTUALITY**

A Language is fruitful if there is mutual bond b/w the teacher and the learner. Both are essential in teaching – learning process. The students must be co-operative to accept the matter whole heartedly while learning the

language. He must be ready to practice and use the foreign language as the teacher must be ready to provide the new language.

#### **(K) PRINCIPLE OF ACCURACY**

If someone is habitual of the wrong habits, it becomes difficult to give up all at early. Wrong habits to pronounce, Spell and write becomes difficult to get rid of. Language habit should be accurate to learn a foreign language quickly. One must try to imitate the best forms of structures.

#### **(L) PRINCIPLE OF PUPIL'S ACTIVITY**

A learner should remain active not passive. The students be active in such methods like Role playing, practice and drill, drawing on the chalk board, hear and see the audio- visual aids and react to it, recitation the poems with proper using of objects from the class rooms.

#### **(M) PRINCIPLE OF BALANCED APPROACH**

There must be balance between all the language aspects. If a teacher is giving information about prose, she must take grammar aspects side by side. If she is teaching poetry, she must inform the students about similes, metaphors, and other grammatical aspects also. If she is discussing something on written composition, she must give importance to oral composition also. There should be proper coordination in teaching a foreign language. There must be proper balance b/w the language aspects while teaching English.

#### **(N) PRINCIPLE OF MOTHER TONGUE**

A child learns his mother tongue without any problem or difficulty. A Child listen his family members and learns the words and communicates easily as he rises with that language and sleeps with that language. So, a teacher should use mother tongue to teach the foreign language, where it is necessary. According to P. Gurrey, "The teaching of the mother-tongue and teaching of a foreign language can support and assist each other."

### **(P) PRINCIPLE OF ORAL-APPROACH**

Speaking a language always leads to reading and writing. First child learns speaking after listen the language. Then he goes to reading and writing it. It is real and vital that makes learning easy. Teacher provides the situations to the students where he talks or speaks rather than listens only. Oral-approach makes the learner active, attentive and confident among the students. If he is speaking accurately then he will read and write proper otherwise not. Oral approach also enables the students to express ideas, feelings and experiences to others. Oral-approach helps the learner to learn correct pronunciation, intonation, stress automatically while using a foreign language.

### **(Q) PRINCIPLE OF ADOPTING MULTIPLE LINE-APPROACHES**

This type of approach helps the learners and teachers in many ways. It means to learn a foreign language from all its sides whether it is communicative, functioning or behavioural. If a teacher wants the students to write a few sentences on, "A visit to the Taj Mahal; First there will be oral practice and discussion based on the previous knowledge. Second, the pupils will be asked to write the sentences in their notebooks. The teacher will check the spellings and make them correct. Then there will be translation of the paragraph may be into the mother tongue. Similarly, in teaching grammar also, there will be material taken from the Composition. All approaches like oral, situational, Social, Bilingual, functional Communicative, Cultural, Structural, Phonetic and Behavioural will move together in learning a foreign language.

### **(R) PRINCIPLE OF PROPER ORDER**

A Language aims at the development of all the four skills – listening, speaking, reading and writing. These should be proper order to learn a language i.e. first the students listen, then speak, third they read and at last they write the language. So, there should be proper order in learning a language.

### **(S) PRINCIPLE OF SELECTION**

The language should be selected according to its frequency, teaching ability, usefulness etc. Selection may be done in keeping the view of grammar. A Person is well-learned who has learnt the vocabulary and the sentence pattern basically. There must be frequency i.e. how many times a particular language item is used at a certain stage. There must be applicability i.e. in how many contexts it is applicable. There must be coverage i.e. how many meanings of word are carrying. There must be availability i.e. the real objects, which are used to teach, are available in the classroom or not. There must be teach-ability i.e. what items are easy to teach and last there must be learn-ability i.e. whether it is easy for a student to learn or not.

### **(T) PRINCIPLE OF GRADATION**

Language is an art and a science both. Language teacher should proceed from known to unknown, concrete to abstract. There must be gradation in the field of aims and objects. It means a teacher should select the base step which will be beneficial for the further study of a language. There will be grades like A,B, C, D, E to sounds, words, phrases, sentences and context respectively . First a teacher should introduce the students of the sounds like Pet, Cat, etc. Then she should tell them about words used in the same situation like college, colleagues, etc. These all should come in a group. In Sentence pattern that is made up of words should be like that. This is my book that is my book, this is your book, this is Radha's book etc. Then comes to words which have similar meaning like meals (stands for dinner, breakfast etc.) house, home, shelter etc. Then there's structure. It means sounds make words, words into phrases, phrases into Sentences, Sentences into context.

### **(U). PRINCIPLE OF CONNECTION OF LIFE**

A Language teacher should motivate the students to use the words, structures, phrases of English in their day-to-day life. The pupils will be taught to convert their feelings, emotions, experiences, and visits with their

mates, close friends, teachers in English language. A teacher should create a situation regarding their real life and motivate the students to express in English language, their personal life's situations

#### **(V). PRINCIPLE OF PROPORTION**

There must be accurate proportion in all the aspects and skills of teaching. One aspect should not be sacrificed for the other. Language should be taught as a whole, According to Dr. West, "The proportion between the passive and active aspects of learning a foreign language should be 5:2 at the early stage and later on this ratio may be 5:3.

#### **(W). PRINCIPLES OF LANGUAGE APTITUDES**

There should be taught language aptitude i.e. phonetic, coding grammar, Rote memorization, Linguistic rules and patterns. According to Carroll and spoon, "For learning a language, language aptitude is needed."

#### **(X). PRINCIPLES OF MAXIMS OF TEACHING**

According to Oxford dictionary," Maxims are general truths drawn from science of experience." Maxims are the various rules for conducting the teaching. The maxims are universal and trust-worthy. There should be maxims : (i) from known to unknown, from simple to complex, concrete to abstract means visualized to imaginative things, from induction to deduction means a conclusion from examples and vice-versa respectively, from psychological to logical means interest, age, capability to logical arrangements, from actual to representation means models to reality, from whole to part, from near to far means belong to a child then far from immediate environment, from definite to indefinite, from analysis to synthesis means divide the topic into subtopics then divide parts into the whole respectively, from empirical to rational means first direct truths and empirical principles then the logical or reasoning.

## **2.9. ENGLISH AS LIBRARY LANGUAGE**

Kothari Commission (1964-66) had recommended English to be used as Library Language. It said, “While the goal is to adopt the regional languages as media on education, we should like to stress again that this does not involve elimination of English. In fact, English, as an important „library language” would play a vital role in higher education. No student should be considered as qualified for a degree, in particular, a Master’s degree, unless he has acquired a reasonable proficiency in English (or in some other library language). The implications of this are two-fold: all teachers in higher education should be essentially bilingual in the regional language and in English, and all students (and, particularly postgraduate students) should be able to follow lectures and use reading materials in the regional language, as well as in English”.

Higher Education in India is possible only through English, as all worthy reference books are in English. Books on Science and Technology are also available in English. Other countries may afford to translate these books into their vernacular or national language, but India cannot, with numerous languages present.

When we consider English as a library language, we expect the learners just to understand the subject matter contained in library books. India, being a progressive country, should eye on its progress in Science and Technology. So, the young generation of India should keep themselves abreast of the latest developments in the field of science and technology, and for this, our students will have to acquire a reasonable amount of proficiency in English.

Moreover, English is a language which is rich in literature. If we are not able to access to this language, then we will be cut off from the entire world. So, we should not allow any sentimental feeling to prevail against the use of English. Our students, who are comfortable in English, are bound to lead a comfortable life, as English will open up new vistas of knowledge and that will give them all prosperity.

English is a rich store house of knowledge. Any important incident or findings are translated into English. Hence, it is rightly said, "Whatever the future of English may be in India, one thing is certain. In India, as in other countries, English will maintain-quite probably increase-its immense usefulness as a library language.

### **2.10. ENGLISH AS A WINDOW ON THE WEST**

English, the much loved and hated surrogate child of the British rule in India, has managed to remain in the centre-stage of controversy even after 45 years of the country's independence. To an impartial observer, it seems that it can neither be thrown away nor can it be adopted completely.

It is clear that when English was introduced in the country in the early 19th century, the purposes were far from harmony with the ideals of the country. Lord Macaulay introduced the teaching of English in India to produce what he called "a class of people Indian in blood and colour, but English in opinion, in moral and in intellect." At that time, his decision was wholly supported by the intellectuals (and even patriots like Raja Ram Mohan Roy) who believed that through English they would be able to enter into the realm of western thought and culture and western view of life.

Post-independent India, naturally, witnessed a great deal of anger against English since it was seen as a tool of oppression in the hands of the foreign aggressor. Perhaps much of it was also to do with the hatred against the British rulers. Rabindranath Tagore, for instance, fought for Bengali at a time when the prestige of English had grown supreme. He was a strong adherent of the theory that the medium of instruction should be through the mother tongue of the child. Delivering his famous Convocation address at the Calcutta University as far back as in February 1937 in Bengali, he said. "Learning should as far as possible follow the process of eating. When taste begins from the first bite, the stomach is awakened to its function before it is loaded, so that its digestive juices get full play. Nothing like this happens, however, when the Bengali boy is taught English. When one is choking and

spluttering over the spelling and grammar, the inside remains starved, and when at length the taste is felt the appetite is vanished."

Mahatma Gandhi also made a strong case for instruction through the mother tongue. He is on record having said, "I must cling to my mother-tongue as to my mother's breast... It alone can give me the life-giving milk." Though he himself wrote a great deal in English, he was never a votary for the retention of English in India and generally perceived it as a "symbol of our slavery."

Now in the 1990's, the question of doing away with English or retaining it still continues to haunt the nation. There are many who are on the either extremes—some want to totally do away with it, while the others would like to retain it.

The truth undoubtedly lies somewhere in the middle. It is a fact that English has assumed a great role as utility language not only in India but throughout the world. Within the country, despite its great opposition, English was adopted by the Constituent Assembly to continue as the "associate official language" for 15 years from the date of the adoption of the Constitution (that is, 1950) after which Hindi was to take over. However, in 1963 on vehement opposition to Hindi from South India, the Parliament enacted the official Languages Act providing for continued use of English for an indefinite period. In this connection, the then Prime Minister Pt. Jawaharlal Nehru's words are worth quoting: "...English is likely to have an important place in the foreseeable future." What, then, are the important functions that English continues to perform in the modern day India that make it almost inseparable? From the various commission reports appointed by the Government of India from time to time to assess the role of English in India, the following pertinent conclusions can be drawn:

English is the language in which nearly all contemporary knowledge is accessible. It is the language of development. Obviously, then for healthy development in all fields of our national life, our scientists, technologists,

doctors, engineers, agriculturists, economists and experts in numerous other fields must have access to the international professional literature in their respective fields, be able to contribute to it and exchange their views on important issues with their counterparts in other parts of the world. Most of these functions can, at present, be performed only through the medium of English and therefore it would not be wrong to say that it is the "window on the world".

English enjoys the status of the "associate official language" and the de facto link language in our country. It is the language favoured by the Union Public Service Commission, the legal and banking systems, trade and commerce and defence.

English continues to be the medium of instruction at many post-graduate institutions, All India Institutes and other professional and technical institutions of higher learning. It is expected that English will continue to perform these functions for a long time to come. It is, therefore, necessary to provide facilities for learning English to those students who may want to pursue their higher studies at these institutions.

The role of English as a "library language" cannot be undermined even where the medium of instruction is other than English.

At the individual level English serves as the "language of opportunity." Any individual seeking socio-economic development would find in English an asset. English is essential for the purposes of translating the relevant texts from and into modern Indian languages.

English is required to exchange views on and gain from various international schools of thought, diverse cultures and world literature and also to interpret Indian thought and culture abroad. Hence, English is found to be essential in India at present for its utility value and not necessarily for the purposes for which the British had introduced it. Further the role and functions English vis-à-vis national/regional languages have to be understood.

While the important role English continues to play in post-independent India is accepted the role of one's mother tongue cannot be undermined. There is a sort of an emotional attachment and something sacred about the mother tongue as it is a part of one's cultural heritage. It is a moral obligation to love and cherish this heritage. It is the language through which first experiences of the world were organised and environment recognised. One's basic needs are often expressed in this language even in later life. Ideas, thoughts, joys, sorrows and other feelings are generally conveyed in the best manner through one's mother tongue.

However, love for the mother tongue should not prejudice one against other languages. Current linguistic research has proved that no language is superior to any other language. All human languages have similar potential. The development and growth of a language depends upon its use.

It is only right and just that most of the States of India should have adopted their regional languages as the Official State languages and also as media of instruction till the graduation level. At the national level, there is need for a national link language. Unfortunately, the official language of the country has still not been decided. And as far as English is concerned, it is indisputably the national and international language for our country.

Language tensions are normal in a world where over 6,000 languages co-exist in 160 countries, and it is all the more normal in a country like India where 880 million people use over 1,650 languages and dialects (as mother language) including more than 200 classified languages and 15 constitutionally recognised languages of national importance. English is not the cause of cultural insecurity or ethnic prejudices in India. It is no longer the foreign oppressor's language, nor is it the exclusive possession of the elitist; it has become the common property of millions of ordinary citizens.

#### **2.11. ENGLISH AS AN ASSET LANGUAGE – NEEDS**

English has been considered to be the asset language. In today's modern world the English language has become part and parcel of every existing

field. It has been an international language of communication, business, science, information technology, entertainment and so on. Earlier everyone is considered to be literate by their degrees and diplomas, but the knowledge of English language makes an individual literate in today's world. Though many countries do have English as their native language, those who have the command over the English Language are considered and respected as highly educated. Moreover they ocean of career opportunities are opened to those English speaking people anywhere and everywhere. It has become the working of English and also an inevitable requirement for a number of fields, professions such as computing and medicine.

In today's world of globalization, we have to get knowledge of advanced technologies and all kinds of branches of Science. There is an urgent requirement of such a common language which can be understood by youth all over India and the language in which all data and information is available. Moreover English language becomes a store house of social and political knowledge. The most recent and the most sophisticated discoveries and inventions in science and technology are being made in the universities located in the United States of America where English language is the means of scientific discourse. The world of today considers English as an asset for some of the following reasons:

### **1. INTERNET**

Due to the rapid growth of Information Technology especially the world of internet, English Language rules users of Internet. We cannot be effective in the internet world without the English Language. It has also become the official language of the internet. The advent of online universities has now made it possible for everyone to learn English. Everyone gets access to the features of internet even across the countries. The Internet has opened up new career opportunities for every citizen of the world outside their respective countries. Internet has also plays a vital to promote and to spread the English language throughout the globe and more and more people are

exposed to the English language and the English has become also the language of the internet as well.

## **2. EDUCATION**

The field of education has amplified the function of English Language. Most of the educational resources, materials and books are in English. The global educational systems in the universities around the world have the requirement of English Language. People those who study in abroad use English language as a medium of communication and learning. The lack of English knowledge makes anyone insufficient in the realm of education in today's world.

## **3. COMMUNICATION**

The most important function of a language is to communicate properly. Hence English language also plays a powerful tool in communication. In order to communicate successfully, one needs a language that is commonly understood by most of the people in the speech community. For many years, English has become the common language globally understood and appreciated by nearly everyone. In other words English becomes an effective instrument to communicate with everyone around the world. Information technology uses this ability of English to function well in the field of communication by internet and emails.

## **4. TRAVEL**

English is spoken around the globe next to Mandarin Chinese. It has been stated that out of the nearly six billion people living in the world today around three hundred and fifty million do speak English. It has become the International Business Language. Many countries around the world make use of English Language for the governance. The relationship among the countries around the world is enhanced by the effective communication in English. Language differs from nation to nation. When we travel around the globe, the English Language becomes the rescue factor to communicate with everyone.

## **5. BUSINESS**

English language has been the language of business in today's electronic world. A good number of companies have ventured into sending the production to overseas in order to cut down their costs. In other words, the companies around the world are in to outsourcing and off-shoring business. In order to communicate with the business people of other countries, English Language becomes the effective tool. It is the trading language of the world to a certain extent. A sound knowledge of English Language makes an individual to be a successful business man around the world.

### **2.12. OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE**

It is believed that teaching of a language means teaching what has been traditionally known as LSRW skills as the objectives of language teaching. However, these are not discrete skills but have to be learnt in an integrated manner. We now make a case for holistic language development in children. When we speak, we also listen simultaneously. When we write we are also reading. This engagement with language enables us to internalize the underlying grammaticality of the language. This leads to language learning. Our classroom should attempt to promote language learning adopting such processes where learners get time to get engaged with the language by using for real life purposes in order to manipulate and think about the linguistic aspects. Learners learn the second or foreign language by using it for pragmatic purposes which includes not only social use of language but also for academic purposes. Cummins and Swain in their book Bilingualism in Education (Longman, London, 1986) make a very fundamental distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Advance Language Proficiency (CALP). The language ability that is associated with BICS largely involves the skills to perform effectively in situations that are rich in context and undemanding at the level of cognition. The language of here and now and that of peer group social interaction belongs to the domain of BICS. CALP refers to language use in academic spheres and includes abstract thinking. An effective language

course in school should aim at promoting BICS and CALP. Objectives of language teaching should enable the learners at the end of ten-year schooling to develop skills and competencies to use the language for real life purpose in a social situation as well as to use the language for academic or higher order thinking purposes. The National Curriculum Framework – 2005 proposes the following objectives for language teaching-learning for high school:

### **1. THE COMPETENCE TO UNDERSTAND WHAT SHE HEARS**

A learner must be able to understand various verbal and non-verbal clues coming from the speaker for comprehending what has been said. She should also be skilled at listening and understanding in a non-linear fashion by making connections and drawing inferences. It is also important to appreciate that the sounds that are fundamental to the growth of children are not just individual language sounds; connected real-life speech with all its hesitation, pauses and silences is most important.

### **2. ABILITY TO READ WITH COMPREHENSION**

She should develop the habit of reading in a non-linear manner using various syntactic, semantic and graph phonemic cues. She must be able to construct meaning by drawing inferences and relating to the text with her previous knowledge. She must also develop the confidence of reading the text with a critical eye and posing questions while reading. The ultimate test of reading ability is a critical appreciation of an unseen text that is at least one stage above the cognitive level of the reader.

### **3. EFFORTLESS EXPRESSION**

She should be able to employ her communicative skills in a variety of situations. Her repertoire must have a range of styles. She must be able to engage in a discussion in a logical, analytical and creative manner. All this will inevitably involve an integration of all the skills.

#### **4. COHERENT WRITING**

Writing is not a mechanical skill; it involves a rich control on grammar, vocabulary, content, punctuation as well as abilities to organise thoughts coherently often using a variety of cohesive devices such as linkers and lexical manipulation through synonymy, etc. A learner should develop the confidence to express her thoughts effortlessly and in an organised manner. The student must be encouraged and trained to choose her own topic, organise her ideas and write with a sense of audience. This is possible only if her writings are seen as a process and not as a product. She should be able to use writing for a variety of purposes and in a variety of situations ranging from informal to very formal.

#### **5. CONTROL OVER DIFFERENT REGISTERS**

Language is never used in a uniform fashion. It has innumerable varieties, shades and colours which surface in different domains and in different situations. These variations, known as registers, should form part of a student's repertoire. Besides the register of school subjects, a student must be able to understand and use the variety of language being used in other domains such as music, sports, films, gardening, construction work, cookery, etc.

#### **6. SCIENTIFIC STUDY OF LANGUAGE**

In a language class, the teaching approaches adopted and the tasks undertaken should be such that they lead a child to go through the whole scientific process of collecting data, observing the data, classifying it, according to its similarities and differences, making hypotheses, etc. Thus, linguistic tools can and must play a significant role in developing a child's cognitive abilities. This would be much better than teaching normative rules of grammar. Moreover, this approach is particularly effective in multilingual classrooms.

## **7. CREATIVITY**

In a language classroom, a student should get ample space to develop her imagination and creativity. Classroom ethos and healthy teacher-student relationship build confidence enable the student to use her creativity uninhibitedly for text transaction and in other appropriate activities.

## **8. SENSITIVITY**

Language classrooms can be an excellent reference point for familiarising students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation

### **2.13. DIFFERENCE B/W MOTHER TONGUE AND FOREIGN LANGUAGE**

The learner of English as a second language has some special problems. In Indian context learning English as a second language is an artificial process. It is the same in the case of mother tongue which is learned quite naturally. The social situation prompts the children to learn the mother tongue. He has strong urge to use his mother tongue. He is continually surrounded by mother tongue and he doesn't have any interference in learning the language. He is benefited from the large number of teachers. Everybody he meets is a teacher of his mother tongue. There is no gap of opportunities to forget the language use. Learning English as a second language has different set up.

Mother tongue is learnt quite automatically, whereas, a second language is learnt consciously. Learning a second language is a painful process and it requires a lot of practice. Constant and sustained practice alone can help the learner of second language to some extent. The teacher has to feel the importance of situation to learn English as a second language and accordingly design the activities that can develop language skills in English in his students.

## **UNIT – III**

### **TEACHING SKILLS**

#### **3.1. MICROTEACHING**

Microteaching is one of the most recent innovations in teacher education or training programme, which aims at modifying teacher's behaviour according to the specific objectives. It is a process of subjecting samples of human behaviour to 5 R's of video tape- 'recording', 'reviewing', 'responding', 'refining', and 'redoing'. Microteaching is a controlled practice that makes it possible to concentrate on teaching behaviour in the student-teacher training programme.

#### **DEFINITIONS OF MICROTEACHING**

Allen, D.W (1966): Microteaching is a scaled down teaching encounter in class size and class time.

Allen, D.W. and Eve, A.W. (1968): Microteaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practices teaching under controlled conditions.

Bush, R. N (1968): Micro-teaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of 5-10 minutes encounter with a small group of real students, often with an opportunity to observe the result on video-tape.

Singh, L. C. (1977): Microteaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5-20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones.

## **CONCEPT OF MICROTEACHING**

Microteaching is a training concept that can be applied at the pre-service and in-service stages in the professional development of teachers. Microteaching provides teacher with a practice setting for instruction in which the normal complexities of class- room are reduced and in which the teacher receives a great deal of feedback on his performance. To minimize the complexities of the normal teaching encounter, several dimensions are limited. The length of the lesson is reduced. The scope of the lesson is narrowed, and the teacher teaches only a few students.

In microteaching, the trainee is engaged in a scaled-down teaching situation. It is scaled down in terms of class size, since the trainee is teaching a small group of 5-10 pupils. The lesson is scaled down in length of class-time and is reduced to 5-10 minutes. It is also scaled down in terms of teaching tasks. These tasks may include the practicing and mastering of a specific teaching skill such as lecturing or teaching explanation, questioning or leading a discussion; mastering of specific teaching strategies; flexibility, instructional decision making, alternative uses of specific curricula, instructional materials and class- room management. Only one skill or task is taken up at a time. If possible, micro-lesson is videotaped or tape-recorded. The student teacher immediately views his lesson, evaluates it, amends his approach, reteaches the lesson to another group of pupils, reviews and evaluates.

## **FEATURES OF MICROTEACHING**

- a) Micro-teaching is relatively a new innovation in the field of teacher education
- b) Microteaching is real teaching but focuses on developing teaching skills.
- c) Micro-teaching is a scaled down teaching:
  - To reduce the class size to 5-10 pupils.
  - To reduce the duration of period to 5-10 minutes.
  - To reduce the size of the lesson.
  - To reduce the teaching skill.

- d) Microteaching is a highly individualized training device.
- e) It provides the adequate feedback for trainee's performance.
- f) Microteaching is a device to prepare effective teachers.
- g) It provides opportunity to select one skill at a time and practice it through scaled down encounter and then take others in a similar way.
- h) It use videotape and closed circuit television makes observation very effective.
- i) Microteaching is an analytic approach to training.

### **MAIN ASSUMPTIONS OF MICROTEACHING**

In the words of Allen and Ryan, microteaching is an idea at the core of which lie five essential assumptions:

#### **(A) REAL TEACHING**

Microteaching is real teaching. Although the teaching situation is a constructed one in the sense that teacher and students work together in a practice situation, nevertheless, bonafide teaching does take place.

#### **(B) REDUCING COMPLEXITIES**

Microteaching lessens the complexities of normal classroom teaching. Class size, scope of content, and time are all reduced.

#### **(C) FOCUS ON TRAINING**

Microteaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of techniques of teaching, the mastery of certain curricular materials, or the demonstration of teaching methods.

### **4. INCREASED CONTROL OF PRACTICE**

Microteaching allows for the increased control of practice. In the practice setting of microteaching, the rituals of time, students, methods of feedback and supervision, and many other factors can be manipulated. As a result, a high degree of control can be built into the training programme.

## **5. EXPANDING KNOWLEDGE OF RESULTS**

Microteaching greatly expands the normal knowledge of results or feedback dimensions in teaching. Immediately after teaching a brief micro-lesson, the trainee engages in a critique of his performance. To give him a maximum insight into his performance, several sources of feedback at his disposal

## **PROCEDURE IN MICROTEACHING**

### **1. DEFINING THE SKILL**

A particular skill is defined to trainees in terms of teaching behaviours to provide the knowledge and awareness of teaching skills.

### **2. DEMONSTRATING THE SKILLS**

The specific skill is demonstrated by the experts or shown through videotape or film to the teacher trainee.

### **3. PLANNING THE LESSON**

The student teacher plans a short (micro) lesson with the help of his supervisor, in which he can practice a particular skill.

### **4. TEACHING THE LESSON**

The pupil-teacher teaches the lesson to a small group of pupils (5-10). The lesson is observed by supervisor or peers, videotaped, audiotaped, or televised at close circuit television (CCTV).

### **5. DISCUSSION**

The teaching is followed by discussion to provide the feedback to the trainee. The trainee may display the videotape or audiotape to observe his own teaching activities. The awareness of his own teaching performance provides the reinforcement to the pupil-teacher.

## **6. RE-PLANNING**

In the light of the discussion and suggestions, the pupil-teacher re-plans the lesson in order to practice the small skill effectively.

## **7. RE-TEACHING**

The revised lesson is retaught to another small group of students of same class for the same class duration to practice the small skill.

## **8. RE-DISCUSSION**

The re-teaching is again followed by discussion, suggestions and encouraging the teaching performance. Thus, the feedback is again provided to the trainee.

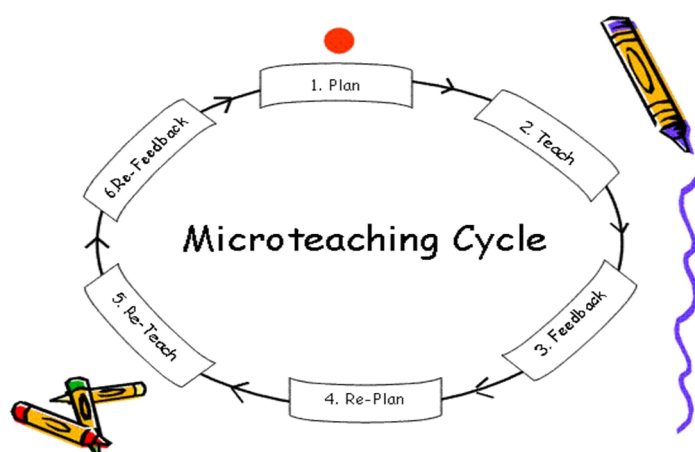
## **9. REPEATING THE CYCLE**

The 'teach-reteach' cycle is repeated until desired level of skill is achieved.

Thus, we find that in microteaching the pupil-teacher tries to complete the five R's viz, Recording, Reviewing, Responding, Refining and Redoing

## **MICROTEACHING CYCLE**

The six steps generally involved in microteaching cycle are Plan, Teach, feedback, replan, reteach, and refeedback. There can be variations as per requirement of the objective of practice session. These steps are diagrammatically represented in the following figure:



## **1. PLAN**

This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analysed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

## **2. TEACH**

This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching learning as per his/her planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify his/her behaviour as per the demand of the situation in the Class. He should have the courage and confidence to handle the situation arising in the class effectively.

## **3. FEEDBACK**

This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

## **4. RE-PLAN**

The teacher trainee replans his lesson incorporating the points of strength and removing the points not skilfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

## **5. RE-TEACH**

This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class

with renewed courage and confidence to perform better than the previous attempt.

## **6. RE-FEEDBACK**

This is the most important component of Microteaching for behaviour modification of teacher trainee in the desired direction in every skill practice.

## **7. TIME DURATION**

- Teach: 6 Minutes
- Feedback: 6 Minutes
- Re-Plan: 12 Minutes
- Re-Teach: 6 Minutes
- Re-Feedback: 6 Minutes

## **PHASES OF MICROTEACHING**

According to J.C. Clift and others, microteaching procedure has three phases:

- Knowledge acquisition phase
- Skill acquisition phase
- Transfer phase

### **1. KNOWLEDGE ACQUISITION PHASE**

In this phase, the student teacher attempt to acquire knowledge about the skill- it is rational, its role in classroom and its component behaviours. For this, he reads relevant literature. He also observes demonstration lesson- mode of presentation of the skill. The student teacher gets theoretical as well as practical knowledge of the skill.

### **2. SKILL ACQUISITION PHASE**

Based on the model presented to the student teacher, he prepares a micro-lesson, practices the skill, and carries out the microteaching cycle. There are two components of this phase:

(a) Feedback and (b) Microteaching settings.

Microteaching settings includes conditions like the size of the micro-class, duration of the micro-lesson, supervisor, types of students etc.

### **3. TRANSFER PHASE**

Here the student teacher integrates the different skills. In place of artificial situation, he teaches in the real classroom and tries to integrate all the skills

#### **3.1.8. DIFFERENCE B/W MICRO TEACHING AND TRADITIONAL TEACHING**

##### **MICRO-TEACHING**

- Objectives are specified in behavioural terms
- Class consists of small group of 5-10 students.
- The teacher takes up one skill at a time
- Duration time for teaching is 5-10 minutes.
- There is immediate feedback.
- Teaching is carried on under controlled situation.
- Teaching is relatively simple.
- The role of supervisor is specific and well defined to improve teaching.
- Patterns of classroom interaction can be studied objectively.

##### **TRADITIONAL TEACHING**

- Objectives are general and not specified in behavioural terms.
- Class consists of 40-60 students
- The teacher practices several skills at a time.
- The duration is 40-50 minutes
- Immediate feed-back is not available
- There is no control over situation
- Teaching become complex.
- The role of the supervisor is vague.
- Patterns of classroom interactions cannot be studied objectively

### **3.2. TEACHING SKILLS**

A teaching skill is a set of teaching behaviours of the teacher, which is especially effective in bringing about desired changes in student's behaviour. It is essential to practice the teaching skills in order to become better teachers or effective teachers

Dwight Allen and Ryan in 1966 identified 20 teaching skills at Stanford University in California, USA. This list has now increased to 37 teaching skills. These teaching skills can be assessed by means of an observation scale.

It is not possible to train all the student teachers in all these skills in any training programmes, because of constraints of time and fund. Therefore, a set of teaching skills, which cut across the teaching subject areas, has been identified. These skills have been found very useful for every teacher. They are:

1. Skill of introducing the lesson
2. Skill of probing questions
3. Skill of explaining
4. Skill of illustrating with examples
5. Skill of reinforcement
6. Skill of stimulus variation
7. Skill of classroom management
8. Skill of using blackboard

In the following sections, we are going to discuss these teaching skills in detail in terms of concept, components, purpose, and lesson plan and observation schedule.

#### **SKILL OF INTRODUCING THE LESSON**

Introduction of the lesson is the first step of teaching-interactive phase- because as the introduction of the lesson as will be the teaching. Skill of Introducing of the lesson may be defined as proficiency in the use of verbal

and nonverbal behaviour, teaching aids and appropriate devices for making the pupils realize the need of studying the lesson by establishing cognition and affective rapport with them. By mastering this skill, the student teacher is able to utilize previous knowledge and experience of his pupils and able to maintain continuity of the ideas and information in the introduction of lesson. The following are the components of this skill:

- (a) Utilization of previous experiences
- (b) Use of appropriate devices
- (c) Maintenance of continuity and
- (d) Relevancy of the verbal and non-verbal behaviour

#### **A. UTILIZATION OF PREVIOUS EXPERIENCES**

One cannot teach in vacuum. The new learning is to be based on the previous knowledge and learning experiences acquired through formal or informal education or direct or indirect experiences. Hence, an appropriate introduction of a new lesson has to be based on the previous knowledge and experience of the pupil. Therefore, a teacher has to acquire the art of utilizing such knowledge and experiences for this purpose and he has to take care of the following things:

- (a) The knowledge acquired by the students in the previous classes
- (b) The general awareness of the students with their physical and social environment.
- (c) Devices and techniques of exploring the previous knowledge.
- (d) Techniques of establishing links between the previous and new knowledge.
- (e) Ability of creating situations in the class for the utilization of previous experiences.

#### **B. PROPER USE OF DEVICES/ TECHNIQUES**

A teacher should essentially acquire the ability of using appropriate devices or techniques for introducing a lesson. The various devices used for this purpose are as:

- (a) Questioning
- (b) Narration, description or lecturing
- (c) Story telling
- (d) Using audio-visual aids
- (e) Demonstration or experimentation
- (f) Dramatization or role playing
- (g) Visits or excursions
- (h) Use of examples, analogies and similarities.

### **C. MAINTENANCE OF CONTINUITY**

Proper introduction requires the continuity in the ideas or information presented to the pupils. There should be a logical sequence in the main parts of the introduction. One question/statement or activity on the part of the teacher should lead to the other related one in a chain of continuity for creating the need of studying the lesson. What is done at a particular moment should be properly related to pupil's previous response and it should be properly related with the preceding activity of the teacher himself.

### **D. RELEVANCY OF THE VERBAL AND NON-VERBAL BEHAVIOUR**

A teacher should try to observe relevancy in his verbal or nonverbal behaviour. What is to be stated, asked, demonstrated, dramatized or illustrated should contribute maximum towards the introduction of lesson in the ways-

- (a) Testing of the previous knowledge
- (b) Utilization of these past experiences
- (c) Establishing cognitive and affective rapport with pupils
- (d) Making the pupils feel the need of studying the lesson
- (e) Pin pointing the aims of lesson

## MICROTEACHING LESSON PLAN

Name of student teacher: Vidhyanathan S  
 Subject: English  
 Class: IX standard  
 Topic: The Solitary Reaper  
 Name of the Skill: Skill of Introducing the Lesson  
 Duration: 5 Minutes

S.No	Teacher's activity	Student's activity	Components
1	Good morning students. Tell me, have you read poems written by William Wordsworth?	Good morning teacher. Yes, we have read Daffodils	Use of previous knowledge
2	What was its theme?	The speaker experiences a connection with nature. Imagination is the main theme of this poem.	Use of previous knowledge
3	The teacher displays the pictures of reaper, cuckoo bird, nightingale, and asks the students to guess about the poem.	Student's responses may be nightingale, nature, etc.	Using appropriate devices
4.	Teacher also narrates a story of a reaper and asks the students to guess about the poem	Student's responses may be farmer, harvesting, etc.	Using appropriate devices
5.	The teacher writes all the responses given by students on the blackboard and later introduces the topic of the poem.	Students guess the name of poem by combining their answers	Maintaining continuity

## OBSERVATION SCHEDULE

Name of student teacher: Vidhyanathan. S  
Name of supervisor: Maruthachalam. M  
Subject: English  
Topic: The Solitary Reaper (Poem)  
Date: 16.11.2017  
Class: IX standard  
Duration: 10 Minutes  
Teach/Reteach

**Instructions:** grade the performance and indicate it by encircling the letter

**Legend:**

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component

S.No	Components	Grading	Remarks
1.	Use of Previous Knowledge	A, B, C, D, F	
2.	Use of Appropriate Devices	A, B, C, D, F	
3.	Relevancy of Verbal and Non-Verbal Behaviour	A, B, C, D, F	
4.	Maintaining Continuity	A, B, C, D, F	

## **SKILL OF PROBING QUESTIONS**

While asking questions to the students, a teacher faces different situations in his class or in other words, when teacher asks questions from the students in his class, different situations may arise. They are:

- a. The student may give no answer
- b. The student may give incorrect response
- c. The student may give partial response
- d. The student may give correct answer

The main purpose of this skill is to how to deal these situations effectively. In the case of incorrect and no answer the teacher goes deep into student's responses/answers by asking many questions about what he already knows and to lead him to the correct answer. When the answer is correct, the teacher may help the student to go deep into the content by asking questions of how, why and sometimes of what types used. This skill involves a series of questions to go deep into students responses.

The teacher should ask simple, concise and grammatically correct questions. It should be addressed to the whole class instead of asking one student only. This is because the purpose of the questions is to make the whole class think on the point under discussion. The students should be given some time to think and then the teacher should point towards one student to respond. The following are the components of this skill.

1. Prompting Technique
2. Seeking Further Information
3. Redirection
4. Refocusing
5. Increasing critical awareness

### **A. PROMPTING TECHNIQUE**

This technique means to go deep into the student's response, when it is incorrect or no response. Then a series of hints or prompts are given to

students through systematically questioning in order to lead the student to the desired correct response or answer.

### **B. SEEKING FURTHER INFORMATION**

This technique is used, when the response of student is incomplete or partially correct. The teacher help the students to clarify or elaborate or explain his initial response by asking more small questions or creating situations in which the student is made to think and respond.

### **C. REDIRECTION**

This technique involves asking the same question from another student. The main purpose of their technique is to increase more and more student's participation. When the situation is of no response or incorrect response prompting should be preferred to redirection.

### **D. REFOCUSING**

This technique is used, when the student's response is correct. This involves comparing the phenomenon in his response with other phenomena either for similarity/difference or for relationship between the two situations.

### **E. INCREASING CRITICAL AWARENESS**

This technique is used, when the student's response is correct. The teacher poses higher order questions to stimulate the student to think beyond what the student knows. This involves how and why sometime 'what' type of questions on the point under discussion.

### **MICROTEACHING LESSON PLAN**

Name of student teacher: Vidhyanathan S  
 Subject: English  
 Class: IX standard  
 Topic: Sentence  
 Name of the Skill: Skill of Probing Questions  
 Duration: 10 Minutes

S.No	Teacher's Activity	Student's Activity	Components
1	Good morning students. Tell me, what is a sentence?	Good morning teacher No response	Prompting
2	How do you call a crowd or flock?	A group of people A group of sheep	Increasing critical awareness
3	Now can you say how do you call a group of words?	A sentence	Prompting
4	Name the different types of sentences	Assertive, interrogative, imperative, exclamatory	Seeking further information
5.	How do you define imperative sentence?	No response	Increasing critical awareness
6	Close the window, shut the door What do you understand, from this example?	It expresses command	Prompting
7.	Can you mention other qualities that defines imperative sentence?	Request, order, wish	Seeking further information
8.	Ram, Can you give me an example for interrogative sentence?	No response	Prompting

9.	What did I do?	Asked a question	Increasing critical awareness
10.	Ram you say what an interrogative sentence is?	No response	
11.	Arjun, you say what an interrogative sentence is?	A sentence which asks question	Redirection
12.	Name the two types of interrogative sentence.	Yes or No type question 'Wh' type question	Seeking further information
13.	Can you explain the difference between Wh type question and yes or No type question?	Yes or No type question seeks answer in a single word, whereas Wh type question seeks answer in short or in detail.	Refocusing
14.	So, what is a sentence?	A group of words, which gives complete meaning is called sentence	

### **OBSERVATION SCHEDULE**

Name of student teacher: Vidhyanathan. S  
Name of supervisor: Maruthachalam. M  
Subject: English  
Topic: Sentence (Grammar)  
Date: 15.11.2017  
Class: IX standard  
Duration: 10 Minutes  
Teach/Reteach

**Instructions:** grade the performance and indicate it by encircling the letter

**Legend:**

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component

S.No	Components	Grading	Remarks
1.	Prompting	A, B, C, D, F	
2.	Seeking further information	A, B, C, D, F	
3.	Redirection	A, B, C, D, F	
4.	Refocusing	A, B, C, D, F	
5.	Increasing critical awareness	A, B, C, D, F	

## **SKILL OF EXPLAINING**

The main purpose of using this skill is to give proper explanation and reasons to bring clarity and proper understanding of what is being taught. The following are the components of this skill:

1. Beginning statement
2. Explaining links
3. Concluding statement
4. Questions to test student's understanding
5. Irrelevant statement
6. Lacking in continuity
7. Vague words and phrases

### **A. BEGINNING STATEMENT**

The purpose of this component is to create readiness among the students to pay attention to the point being explained. It is the introductory statement to begin explanation.

### **B. EXPLAINING LINKS**

The teachers, to make their explanation effective, generally use this component. These are words and phrases, which are mostly conjunctions and prepositions. They are:

The result of, the cause of, such that, the consequence of, the function of, hereafter, due to, so that, as a result of, this is, how, therefore, before, in order to, hence, after, since, but, thus, because, the purpose of, what, etc.

Example: Because of his hard work, the student scored good marks in his exams

### **C. CONCLUDING STATEMENT**

This is the statement at the end of the explanation. It includes the summary of all the main result of the explanation.

#### **D. QUESTIONS TO TEST STUDENT'S UNDERSTANDING**

These are short questions put to the students to test their understanding of the concept after the explanation. The main purpose is simply to judge whether the students have understood or not.

#### **E. IRRELEVANT STATEMENT**

There are statements sometimes made by the teacher during explanation, which have nothing to do with the present concept. These statements do not contribute to understanding rather create confusion in the minds of the students.

#### **F. LACKING CONTINUITY**

It happens when the sentences remain incomplete or reformulated in the middle of the statement.

- A statement is not logically related to the previous statement
- When a topic of previously taught content is referred without showing the relationship to what is being explained.
- When there is no sequence of space or place
- Use of inappropriate vocabulary of technical terms
- Words, which are quite unknown to the students

#### **G. USE OF VAGUE WORDS OR PHRASES**

Some of these words and phrases are: Some, much, seems, many, something, somewhat, things, probably, the rest, a little, perhaps, almost, might, may, types of, few, in fact, actually, etc.

### MICRO TEACHING LESSON PLAN

Name of student teacher: Vidhyanathan S  
 Subject: English  
 Class: IX standard  
 Topic: Notes making (Comprehension)  
 Name of the Skill: Skill of Explaining  
 Duration: 10 Minutes

S.No	Teacher's Activity	Student's Activity	Components
1	What are notes?	No response Listening attentively	Beginning statement
2	Why do we notes? We make notes for many purposes. Some of the common purposes for which we make notes are: studying, writing articles, essay, etc.	No response Listening attentively	Beginning statement
3	The purpose of note making enables one to condense, what one reads to the essential points, which are easier to remember, but there are some characteristics of good notes.	Listening attentively	Explaining links
4	How to make notes?  In order to make notes, one should develop the ability to identify the main points, condense the main information, organise the condensed information in a systematic manner  Thus summing up we can say that note making is a skill which we develop to record important points	No response  Listening attentively	Explaining links  Concluding statement

5.	How do we notes?	By condensing original text By noting down the important points	Testing students' understanding of concept
6	How do you use the notes you had made?	Helps to remember the points for an exam	Testing students' understanding of concept

### OBSERVATION SCHEDULE

Name of student teacher: Vidhyanathan. S  
 Name of supervisor: Maruthachalam. M  
 Subject: English  
 Topic: Notes taking (comprehension)  
 Date: 14.11.2017  
 Class: IX standard  
 Duration: 10 Minutes  
 Teach/Reteach

**Instructions:** grade the performance and indicate it by encircling the letter

#### Legend:

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component

S.No	Components	Grading	Remarks
1.	Beginning statements	A, B, C, D, F	
2.	Explaining links	A, B, C, D, F	
3.	Concluding statement	A, B, C, D, F	
4.	Questions to test students understanding	A, B, C, D, F	

5.	Questions followed by correct response	A, B, C, D, F	
6.	No irrelevant statement	A, B, C, D, F	
7.	No lacking in continuity	A, B, C, D, F	
8.	No inappropriate vocabulary	A, B, C, D, F	
9.	No lacking fluency	A, B, C, D, F	
10.	No vague words and phrases	A, B, C, D, F	

### **SKILL OF ILLUSTRATING WITH EXAMPLES**

Some abstract ideas or concepts are very different to teach. In spite of teacher's best efforts of explaining the concepts, the teachers are unable to convey the true sense and meaning of the concepts. This difficulty of the teacher can be solved easily if they are able to master the skill of illustrating with examples. The following are the components of this skill:

1. Formulating simple example
2. Formulating relevant example
3. Formulating interesting example
4. Using appropriate media for example
5. Using examples by inducto-deductive approach

#### **A. FORMULATING SIMPLE EXAMPLE**

A simple example is one, which is related to the previous knowledge of students. It should be according to the age level, grade level and the background of students.

#### **B. FORMULATING RELEVANT EXAMPLE**

An example is relevant to the concept, when the concept or the rule can be applied to it. This means to say that the rule is explained by the example.

#### **C. FORMULATING INTERESTING EXAMPLE**

An example is interesting if it can arouse curiosity and interest of students

#### **D. USING APPROPRIATE MEDIA FOR EXAMPLES**

Appropriateness of media refers to its suitability to age level, grade level, and maturity level and to the unit taught.

#### **F. USING EXAMPLES BY INDUCTO-DEDUCTIVE APPROACH**

This involves the teacher giving examples relating to the concept or rule to clarify it. Based on the examples given, the students formulate the rule. After this, the teacher asks the students to give examples to test whether the students have rightly understood the concept or not.

#### **MICROTEACHING LESSON PLAN**

Name of student teacher: Vidhyanathan S  
Subject: English  
Class: IX standard  
Topic: Letter Writing (Composition)  
Name of the Skill: Skill of Illustrating with Examples  
Duration: 10 Minutes

S.No	Teacher's Activity	Student's Activity	Components
1	Good Morning students.  How do you convey your information to your friend, if telephone or mobile contacts are not possible?	Good morning teacher  Write a letter/message	Formulating simple example
2	Have you ever written a message to anyone?  You want to inform about your wish to your friend. What type of message do you write?	Yes  Congratulating message	Formulating relevant example
3.	If our school is holiday tomorrow, to whom do you write message?  What do you do?	Enthusiastically says To my friend ram  Play cricket	Formulating interesting example and Using appropriate media examples

4.	<p>Study this message.</p> <p>Ram. Tomorrow, holiday for us. -Inform your parents -Inform Seetha and other friends -come to cricket stadium at 9.a.m</p> <p>Sunita What is the purpose of the above message?</p> <p>What is the language used?</p>	<p>Giving instructions</p> <p>Every instruction begins with a verb that suggest an action.</p>	<p>Inductive approach</p>
5.	<p>What are the expressions that can be used for inquiring?</p>	<p>Would you mind ... Do you think it is possible -----</p>	<p>Deductive approach</p>

### **OBSERVATION SCHEDULE**

Name of student teacher: Vidhyanathan. S  
Name of supervisor: Maruthachalam. M  
Subject: English  
Topic: Message writing (Composition)  
Date: 17.11.2017  
Class: IX standard  
Duration: 10 Minutes  
Teach/Reteach

**Instructions:** grade the performance and indicate it by encircling the letter

**Legend:**

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component

S.No	Components	Grading	Remarks
1.	Formulating simple example	A, B, C, D, F	
2.	Formulating relevant example	A, B, C, D, F	
3.	Formulating interesting example	A, B, C, D, F	
4.	Using appropriate media for examples	A, B, C, D, F	
5.	Using inducto-deductive approach	A, B, C, D, F	

## **SKILL OF REINFORCEMENT**

Every responding students of the class needs social approval of his/her behaviour. To satisfy his/her need, the student is always eager to answer each question known to him. If the teacher is always encouraging, the students by using words like “good”, etc., “excellent”; the statements like “that is very good”, “brilliant answer”, etc. and certain non-verbal expressions, as smiling, nodding the head and paying attention to the responding student, the students participation in the class is maximised. The main theme of this skill is that encouraging remarks of teacher increases the student’s participation in the development of learning process. The following are the components of this skill:

1. Positive verbal reinforcement
2. Positive non-verbal reinforcement
3. Negative verbal reinforcement
4. Negative non-verbal reinforcement
5. Wrong use of reinforcement
6. Inappropriate use of reinforcement

### **A. POSITIVE VERBAL REINFORCEMENT**

These are the positive comments given by the teacher on the correct response of the student. They are:

- a) Using words and phrases like “good”, brilliant, excellent, very good, etc.
- b) Repeating and rephrasing student’s responses
- c) Using student’s idea in the development of the lesson
- d) Using extra verbal clues, like um, aha, etc. to encourage students
- e) Using prompts like carry on think again, etc. to help the student to give correct response.

### **B. POSITIVE NON-VERBAL REINFORCEMENT**

The teacher gives comments to students on their correct response without using words or phrases. This he does by nodding the head, smiling, patting,

looking attentively at the responding student, writing students answer on the black board. The teacher encourages the students to participate maximally in the development of the lesson.

### **C. NEGATIVE VERBAL REINFORCEMENT**

The teacher gives comments on the incorrect or partially incorrect by saying that the student's response is incorrect or making sarcastic remarks like idiot, stupid, etc. Such behaviour of the teacher discourages student's participation.

### **D. NEGATIVE NON-VERBAL REINFORCEMENT**

The teacher shows his disapproval without using words. This involves frowning, staring, looking angrily at the responding student, when the student gives wrong response. This type of behaviour of the teacher creates fear in the minds of the student and decreases student's participation in the class.

### **E. WRONG USE OF REINFORCEMENT**

This is the situation, where the teacher does not give reinforcement when the situation is demanding encouragement

### **F. INAPPROPRIATE USE OF REINFORCEMENT**

This is the situation, when the teacher does not encourage the student with respect to quality of his response. He uses the same type of comment for very responses.

### **MICROTEACHING LESSON PLAN**

Name of student teacher: Vidhyanathan S  
 Subject: English  
 Class: IX standard  
 Topic: Selfish Giant (Supplementary Reader)  
 Name of the Skill: Skill of Reinforcement  
 Duration: 10 Minutes

S.No	Teacher's Activity	Student's Activity	Components
1	Good morning students. Have you read about the stories by Oscar Wilde?	Good morning teacher Yes	
2	Excellent! Can you name the short stories read by you?	Selfish giant, The happy prince	Positive verbal reinforcement
3.	Smiles. What did you learn from The Selfish Giant?	No response	Non-verbal positive reinforcement
4.	Try to recall. Think deeply	Thinking Negative consequence of selfishness	
5.	Nods the head and smiling. The main theme of this story is about negative consequences of selfishness and that of redemption	Listening	Non-verbal positive reinforcement Repeating the students responses

### **OBSERVATION SCHEDULE**

Name of student teacher: Vidhyanathan. S  
Name of supervisor: Maruthachalam. M  
Subject: English  
Topic: Selfish Giant (The Supplementary Reader)  
Date: 18.11.2017  
Class: IX standard  
Duration: 10 Minutes  
Teach/Reteach

**Instructions:** grade the performance and indicate it by encircling the letter

**Legend:**

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component

S.No	Components	Grading	Remarks
1.	Positive Verbal Reinforcement	A, B, C, D, F	
2.	Positive Non-verbal Reinforcement	A, B, C, D, F	
3.	Negative Verbal Reinforcement	A, B, C, D, F	
4.	Negative Non-Verbal Reinforcement	A, B, C, D, F	
5.	Wrong use of Reinforcement	A, B, C, D, F	
6.	Inappropriate use of reinforcement	A, B, C, D, F	

## **SKILL OF STIMULUS VARIATION**

For the success of any lesson, it is essential to secure and sustain the attention of student learning is optimum, when the students are fully attentive to the teaching-learning process, how to secure and sustain the attention is main theme of this skill. It is known that based on psychological experiments that attention of the individuals tends to shift from one stimulus to others very quickly. It is very difficult for an individual to attend to the same stimulus for more than a few seconds. Therefore, for securing and sustaining the attention of the students to the lesson, it is imperative to make variations in the stimulus. This is because attention is the necessary pre-requisite for learning. The following are the components of this skill:

1. Movements
2. Gestures
3. Change in speech pattern
4. Change in interaction style
5. Focusing
6. Pausing
7. Oral-visual switching

### **A. MOVEMENTS**

Making movements from one place to another place with some purpose.

E.g. For writing on the blackboard

To conduct experiment

To explain the chart

To pay attention to the student, who is responding to the questions.

### **B. GESTURES**

These include movements of head, hand and body parts to arrest attention, to express emotions or to indicate shapes, sizes and movements. All these acts are performed to become more expressive.

### **C. CHANGE IN SPEECH PATTERN**

When the teacher wants to show emotions or to put emphasis on a particular point, sudden or radical changes in tone, volume or speed of the verbal presentation are brought out. The change in the speech pattern makes the student to be attentive and creates interest in the lesson.

### **D. CHANGE IN INTERACTION STYLE**

When two or more persons communicate their view with each other, they are said to be interacting. In the classroom, the following three styles of interaction are possible.

1. Teacher – class (teacher talks to class and vice versa)
2. Teacher – Student ( teacher interacts with student and vice versa)
3. Student – student (student talks to student)

All these types of interaction should go side by side to secure and sustain the attention of the students.

### **E. FOCUSING**

The teacher draws the attention of the students to the particular point in the lesson either by using verbal or gestural focusing. In verbal focusing, the teacher makes statements like “look here”, “listen to me”, and “note it carefully”.

In gestural focussing, pointing towards some objects with fingers or underlining the important words on the blackboard.

### **F. PAUSING**

This means, “stop talking” by the teacher for a moment. When the teacher becomes silent during teaching, it at once draws the attention of the students with curiosity towards the teacher; the students easily receive the message given at this point.

### **G. ORAL-VISUAL SWITCHING**

The teacher gives information to the class verbally about something. This is called oral medium. The teacher shows maps, charts and object without saying something is termed as visual medium.

If the teacher is giving information to the students through any one medium (oral, visual, and oral-visual) for a long time, it is possible that the students will lose attention to what the teacher is conveying to them. Therefore, it is essential for the teacher to change medium rapidly in order to secure and sustain student's attention to what he says. There are three types of media. They are:

- 1. Oral-Oral-Visual:** while speaking, the teacher shows objects and models and explains their various parts; it is switching from oral to oral-visual.
- 2. Oral-visual:** while speaking, the teacher shows objects, maps, charts, etc. it is switching from oral to visual
- 3. Visual – Oral – Visual:** The teacher demonstrates the experiment silently and then explains the phenomenon with the help of charts, maps, diagrams, etc. It is visual oral switching

These devices are used interchangeably to secure and sustain student's attention to the lessons.

### **MICRO TEACHING LESSON PLAN**

Name of student teacher: Vidhyanathan S  
 Subject: English  
 Class: IX standard  
 Topic: William Shakespeare  
 Name of the Skill: Skill of Stimulus Variation  
 Duration: 10 Minutes

S.No	Teacher's Activity	Student's Activity	Components
1	Good Morning students. Today, I am going to tell you a story. Try to be very attentive	Good morning teacher. What is the story?	Verbal focussing
2	Who was very famous for writing dramas in England?	William Shakespeare	
3	Yes, Teacher writing the topic on the blackboard.  Now, I shall tell you the story of William Shakespeare. It is very interesting. Listen carefully.	Observing attentively  Students become very curious to know about Shakespeare	Movements  Verbal focussing
4	He was born at Stratford-upon-Avon in Warwickshire on April 23, 1564.	Listening carefully	Pausing
5.	Do you know? He married Anne Hathaway, who was eight years of his senior.	Listening attentively	Non-Verbal cues to express his emotions/Non Verbal focussing

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<b>6</b>	Shakespeare was an extraordinary genius in his lifetime. From 1604 to 1608, he wrote the greatest plays namely Othello, Macbeth and King Lear.	Listening attentively	Change in speech pattern Pausing
<b>7</b>	He wrote 37 plays and 154 sonnets. He utilises all kinds of dramatic forms namely comedy, farce, history, chronicle play, romance and tragedy. Teacher show the picture of William Shakespeare	Attending with joy and amazement	Change in speech pattern Oral-Visual Switching Pausing
<b>8.</b>	Not only plays and sonnets, he also wrote a long poem Venus and Adonis in 1593.  Showing the portrait of Shakespeare	Enthusiastically listening	Oral-Visual Switching Change in speech pattern
<b>9.</b>	Do you know? Even after five centuries, scholars all over the world find fewer meaning in his plays.	Feeling amazed	Pausing Verbal focussing
<b>10.</b>	He died on St. George's day 1616 at the age of 53.	Felt sorrowful and sad	Change in speech pattern gestures

### **OBSERVATION SCHEDULE**

Name of student teacher: Vidhyanathan. S  
Name of supervisor: Palanisamy  
Subject: English  
Topic: William Shakespeare  
Date: 13.11.2017  
Class: IX standard  
Duration: 10 Minutes  
Teach/Reteach

**Instructions:** grade the performance and indicate it by encircling the letter

**Legend:**

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component

S.No	Components	Grading	Remarks
1.	Movements	A, B, C, D, F	
2.	Gestures	A, B, C, D, F	
3.	Change in speech pattern	A, B, C, D, F	
4.	Change in interaction style	A, B, C, D, F	
5.	Pausing	A, B, C, D, F	
6.	Focusing	A, B, C, D, F	
7.	Oral-Visual switching	A, B, C, D, F	

## **SKILL OF CLASSROOM MANAGEMENT**

Learning is effective, if the children actively participate in the learning activities of the class. The main purpose of this skill is to achieve the maximum participation of student in the development of lesson. The following are the components of this skill:

1. Calling students by their names
2. Making norms of the classroom behaviour
3. Giving clear direction
4. Ensuring sufficient work for each child
5. Keeping students in eye span
6. Shifting from one activity to another activity smoothly
7. Recognising and reinforcing attending behaviour of students
8. Checking inappropriate behaviour of students

### **A. CALLING STUDENTS BY THEIR NAMES**

Students are attentive when they are called by their names by the teacher. However, this seems to be simple, but has great significance in obtaining students participation. Active student's participation controls the learning activities.

### **B. MAKING NORMS OF CLASSROOM BEHAVIOUR**

This includes the pinpointed instruction of the teacher to the students:

- a. Stand up and answer when you are asked question
- b. Raise hands if you know answer to the question
- c. Never give group response
- d. Listen to the teacher attentively when the teacher is teaching.

### **C. GIVING CLEAR DIRECTIONS**

Here the teacher gives clear directions to the students to follow the norms of the classroom behaviour. They should not be engaged in any other activity,

when the teacher is teaching. The directions provide good classroom management.

#### **D. ENSURE SUFFICIENT WORK FOR EACH CHILD**

The teacher should allot work to each child keeping in view the individual difference. This act of the teacher will prepare each child for active student participation

#### **E. KEEPING STUDENTS IN EYE SPAN**

After teaching the concept, the teacher should check the effects of his teaching. The teacher may assign some activity like asking them to read silently and writing important words. The teacher should go to each student to check his work. If needed the teacher should give instruction for further improvement.

#### **F. SHIFTING FROM ONE TEACHING ACTIVITY TO THE OTHER ACTIVITY**

While teaching a lesson in the class, the teacher is engaged in many academic activities such as explaining, illustrating, questioning, the teacher should smoothly change from one activity to another activity. While teaching to read a passage, the teacher should ask his/her students to read the passage silently. This change in the teacher's behaviour is the shifting from one activity to another activity. Before shifting the activity, the teacher must ensure himself that the students have followed the concept under study.

#### **G. RECOGNISING AND REINFORCING ATTENDING BEHAVIOUR**

In order to ensure attending behaviour of students, the teacher should use verbal and non-verbal reinforcement. For example smiling, nodding the head for the correct response of the student. This type of the behaviour of the teacher is very effective to simulate classroom-learning environment.

#### **H. CHECKING INAPPROPRIATE BEHAVIOUR IMMEDIATELY**

This involves that if the students not behaving properly in the learning situation or may not be attentive mentally. He/she should be immediately

checked. He/she should be directed to behave properly to the needs of the situation. This will increase the attending the behaviour of the student leading him to better management of classroom.

### **SKILL OF USING BLACK BOARD**

This skill is very much essential. It is a visual teaching aid and its significance in the teaching learning process is huge. The following are the components of this skill:

1. Legibility of handwriting
2. Neatness of blackboard work
3. Appropriateness of black board work

#### **A. LEGIBILITY OF HAND WRITING**

- a. Each letter should be distinct. There should be no confusion in the shape of the letters such as (c, e, l, t)
- b. Adequate spacing between two letters and two words
- c. The slantness of each letter should be nearly vertical
- d. The size of the letters should be such that they are legible from the end of the class
- e. The size of the small letters should be same and size of the concept letters should be same.
- f. The size of the capital letters should be slightly greater than that of the small letters.
- g. Thickness of the letters should be of same width

#### **B. NEATNESS IN BLACK BOARD WORKS**

- a. Straightness of lines: the neatness of the black board increases if you write straight lines parallel to the base of the black board
- b. Adequate spacing between the lines: the words/sentences should be written in straight lines parallel to the base of the black board. There should be adequate spacing between the lines.

- c. Avoidance of overwriting: in order to keep the black board work neat and clean there should be no over writing
- d. Focusing the relevant matter: Erase the unrelated and irrelevant work and work not required and retain the relevant matter

### **C. APPROPRIATENESS OF BLACK BOARD WORK**

- a. Continuity of Points: the points of the lesson should be logically arranged one after the other in a sequence
- b. Brevity and Simplicity: write only the salient points in a simple and clear language
- c. Drawing attention and focusing: underline the important points or use coloured chalk for drawing the student's attention
- d. Illustrations: illustrations should be simple, large and clear to convey the idea easily and conveniently.

### **INTEGRATION OF TEACHING SKILLS**

It is a process, which involves the following steps: (a) perceive and analyse the teaching situation (b) select and organise the appropriate skills in effective sequence to produce best results. In order to practice the integration, the following skills are chosen for the lesson plan.

- 1. Skill of probing questions
- 2. Skill of reinforcement
- 3. Skill of explaining
- 4. Skill of illustrating with examples and Skill of stimulus variations

## UNIT – IV

### METHODS OF TEACHING ENGLISH

#### 4.1 METHODS AND APPROACHES – INTRODUCTION

Education is learning in a desired direction using systematic procedures. The desired direction is stated by philosophers, academicians, statesmen. The systematic procedures are designed by behavioural scientists and educationists. In pedagogy of teaching English, the three key terms namely Method, Approach & Technique are used frequently and interchangeably. This tripartite arrangement is hierarchical in order. The term '**METHOD**' is very ambiguous, and refers to the overall plan for the orderly presentations of language material, no part of which contradicts and all of which is based on selected approach and procedure. A method includes three components namely **APPROACH, DESIGN AND PROCEDURES**, the subcomponents of which are shown in the following picture:

#### METHOD

##### APPROACH:

- a) A theory of the nature of language:
  - an account of the nature of the language proficiency
  - an account of the basic units of language structure
- b) A theory of the nature of language learning:
  - an account of the psycholinguistics and cognitive process involved in language learning,
  - an account of the conditions that allow for successful use of these process

##### DESIGN:

- a) The general and specific objectives of the method
- b) The syllabus model
  - Criteria for the selection and organisation of linguistic and/or subject matter-content

c) Types of learning and teaching activities

- Kinds of tasks and practice activities to be employed in the classroom and in materials

d) Learner roles

- Types of learning tasks set for learners
- The degree of control learners have over the content of learning
- Patterns of learner groupings that are recommended or implied
- The view of the learner as a processor, performer, initiator, problem solving etc.

e) Teacher roles

- Types of functions teacher fulfills
- Degree of teacher influence over learning
- Degree to which the teacher determines the content of learning
- Types of interaction between teachers and learners

f) The role of instructional materials

**PROCEDURES:**

a) Classroom technique, practices and behaviours observed when the method is used

- Resources in terms of time, space and equipment used by the teacher
- International patterns observed in lessons
- Tactics and strategies used by teachers and learners, when the method is being used

An **‘approach’** is concerned with the theory of the nature of language and language learning.

**‘Design’** concerns itself with:

- The general and specific objectives of the course.
- A syllabus model.
- Types of learning and learning tasks.
- Roles of learners and teachers, and

- Role of learning materials. ‘

**‘Procedure’** is concerned with:

- The actual happenings in the classroom.
- Classroom techniques, practices and behaviours.

The term ‘Method’ is sometimes compared with the term ‘Approach’. According to Yardi, “Method is rigid while Approach is flexible”. Pointing out the different views often held in less informed circle of teachers about the importance of method. He further asserts: “What matters is the man (the teacher) not the method.”

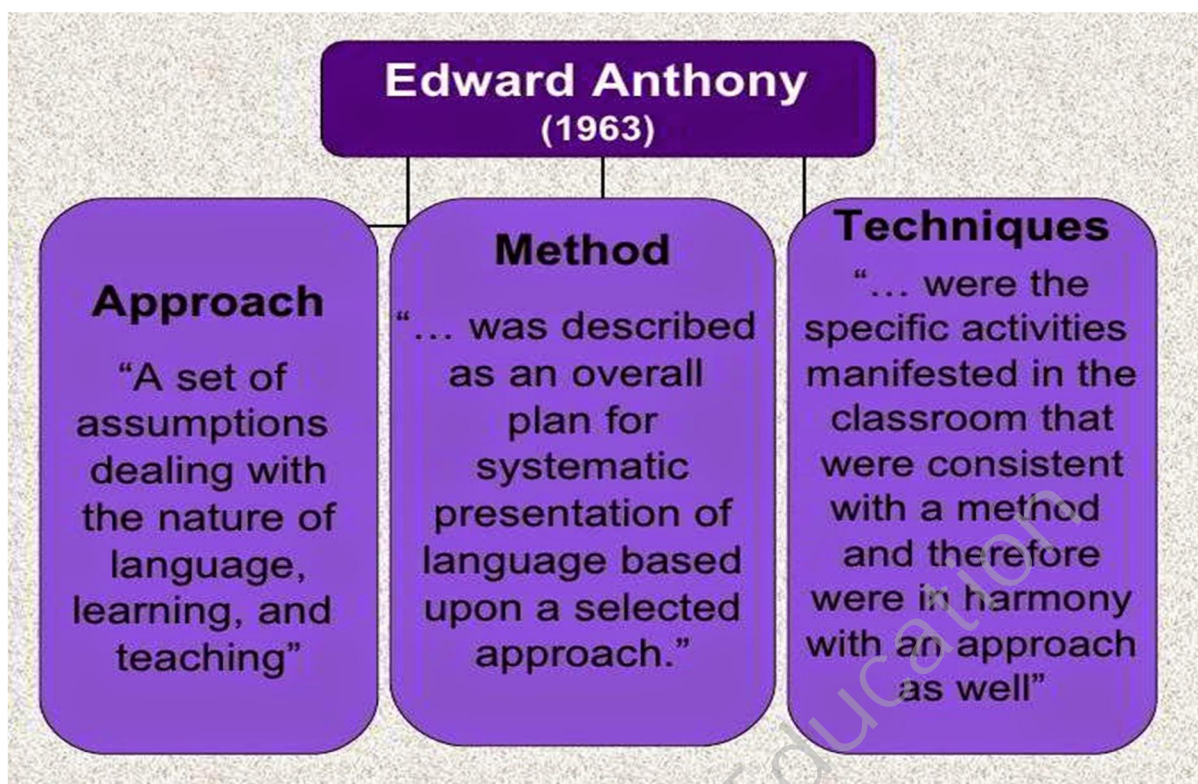
Yardi further explains the connotational difference between the terms ‘method’, ‘methodology’, and ‘methodics’. These are often used in English language teaching pedagogy. Each one of them carries a different shade of meaning. ‘Method’, in his opinion is used in the context of language teaching methods like ‘Direct Method’, ‘The grammar- translation Method’ or ‘The Bilingual Method’.

Yardi further went on to add that the term ‘method’ is not strictly speaking a ‘technical term’. It is a popular one, and means ‘a way of doing something’. It is often used loosely as a substitute for ‘methodology’.

‘Methodology’, according to Yardi, ‘is a technical term which refers to a body of principles and techniques of teaching’.

The third term ‘methodics’ is being used frequently in recent years by the British linguists. The term ‘Methodics’ means ‘a framework of organization for language teaching which relates linguistic theory to pedagogical principles and techniques’.

Edward M. Anthony, the American Applied linguists, distinguished between technique, method, and an approach. The three terms can be represented by the following model (called the Edward Antony Model):



K. Bose cautions the teaching community regarding their pedagogical duties in the following words, "It is expected of a teacher that he/she should think and reason out some fundamental assumptions that lie underneath the syllabus construction that might bind together the syllabus, objectives and instructional materials and that might justify the use of any classroom techniques that teacher adopts while teaching. It should under no circumstances appear like a layman's trick to teach the second language". The above statement makes it evident that the teachers of English should be cautious about some of the fundamental assumptions that lie underneath the syllabus construction.

A teacher at times uses a single approach, a single method, or even resorts to multiple approaches and methods in view of several factors including the background, age of learners, and the teaching items. The skill of a teacher lies in shifting to and evolving new approaches and methods of teaching English comfortably in the Indian context. Therefore, an attempt has been made to review some of the methods and approaches which are being used commonly by the teachers of English in India.

In Teaching of English, We would discuss following Methods and Approaches:

- Grammar-Translation Method
- Direct Method
- Bilingual Method
- The Structural Approach
- Integrated Approach
- The Communicative Approach
- Situational Approach

#### **4.2. THE GRAMMAR-TRANSLATION METHOD**

Today English is the world's most popular foreign language. Five hundred years ago, it was Latin. Latin was the major language of education, commerce, religion and government in the Western world. It was a living language. In the sixteenth century when French, Italian and English gained importance, they displaced Latin as a language of oral and written communication. From a living language, Latin turned into a classical language, suitable for scholars and academicians. Study of Latin grammar became one of the most important aspects of schooling. The system based on the study of Latin became the standard way of studying foreign language in schools. This system became known as the Grammar-Translation Method.

#### **A. CHARACTERISTICS OF GRAMMAR-TRANSLATION METHOD**

One of the oldest methods of teaching English in India, the Grammar Translation Method is also called the Traditional Method. The main characteristics of the Grammar-Translation Method are:

- Target language (here, English) is learnt through mother tongue (Hindi, in our case). Thus Hindi is the medium of instruction. It is used to explain new items and to make comparisons between the two languages.

- Highest importance is given to learning the rules of grammar.
- The knowledge of grammar is applied to translating sentences from English to Hindi and from Hindi to English.
- Grammar rules are presented first. They are then practised through translation exercises.
- Reading and writing are the major focus. Little or no attention is paid to speaking or listening.
- For improving vocabulary, word lists (English words and their Hindi translation) are memorised by learners
- High value is given to accuracy.

#### **B. MERITS OF GRAMMAR-TRANSLATION METHOD**

The merits of Grammar-Translation Method are:

- It is convenient for the teacher, as the medium of instruction is mainly Hindi.
- Simple teaching learning materials are required.
- There is no special need for creating life situations in the classroom.
- A systematic teaching procedure is followed. The syllabus is well defined. It has plenty of exercises for practice.
- It follows the principle of 'from known to unknown.' Abstract ideas and expressions are easily explained in Hindi.
- Students can achieve good scores by memorising, which is a low-level mental activity.
- It is helpful in jobs that require a lot of paperwork, translation, writing reports, drafting formal letters (applications) etc.

### **C. DEMERITS OF GRAMMAR-TRANSLATION METHOD**

The limitations of Grammar-Translation Method are:

- Students have to think first in Hindi and then translate the thoughts into English.
- Study is mechanical and therefore boring.
- Students (and sometimes their teachers too) are usually not able to speak English. Correct pronunciation, stress, intonation and the spoken components of English are neglected.
- Students are not given sufficient listening practice. Thus they are not ready to face real life situations.
- Students form the habit of word by word translation. This leads to serious mistakes in translation.
- Learning is slow and a lot of homework is required.
- It encourages memorising rules and word-meanings. Higher mental functions like application, analysis, synthesis etc. are neglected.
- It is more teacher-centred than child-centred method.

### **4.3. THE DIRECT METHOD**

Direct Method is the result of failure of Grammar Translation Method vis-à-vis in making the students to have practical command over English. If a language is taught directly where immediate association between experience and expression in words, phrase and meaning is possible, then there are all possibilities for learning the language. The basic aim of Direct Method is to teach any foreign language through conversation, discussion and reading in the target language by associating the experience and expression without using the students' mother tongue.

## **PRINCIPLES OF DIRECT METHOD**

### **1. ORAL PRACTICE**

The Direct method gives importance to speech. English is taught through English only. Students are given sufficient practice in listening to the language and then speaking it. Oral practice helps the students to associate with the objects and ideas for which they stand.

### **2. RESTRAIN THE MOTHER TONGUE**

The students are taught by showing the real objects or performing actions or by suitable illustration in context. This makes them to think in English and they learn to respond in English.

### **3. THE SENTENCE IS THE UNIT OF SPEECH**

No single in English has a single meaning. All the words have connotative meanings. In Direct Method meanings are taught contextually.

### **4. GRAMMAR IS TAUGHT INDUCTIVELY**

Inductive method of teaching grammar is always good for the learners, as it makes the learners to frame the rules from the language they learn. So, they are able comprehend the language well and frame the rules of the language better.

### **5. OPPORTUNITIES TO LEARN NEW VOCABULARY**

New words are chosen after careful selection and gradation and they are taught at definite stages through spoken language. So, the students learn more vocabulary.

## **ADVANTAGES OF DIRECT METHOD**

### **1. NATURAL METHOD**

Natural way of learning any language is in the order of Listening, Speaking, Reading and Writing. The Direct Method follows this natural method.

## **2. FLUENCY OF SPEECH IS GUARANTEED**

As students are involved in conversation in English, their oral fluency will be improved.

## **3. IT DEVELOPS PRONOUNCING SKILL**

The students are making to listen to their teachers and then to speak, they have a good model to pronounce English words. This practice helps them developing a better English pronunciation.

## **4. SUPPORTS IN WRITTEN WORK**

Fluency in speech helps in written work. Only thing that the students have to concentrate is to mind on their spelling.

## **5. PROMOTES THE STUDY OF LITERATURE**

The students are able to further proceed to enjoy literature with the knowledge their gained in oral and written aspects of the target language.

## **6. ACCOMMODATES AUDIO-VISUAL AIDS**

Unlike the Grammar Translation Method, Direct Method makes of audio-visual aids, and thus, making the learning interesting and proper.

## **DISADVANTAGES OF DIRECT METHOD**

### **1. IT IS NOT A COMPLETE METHOD**

The Direct Method gives much importance to speech. It almost neglects reading and writing. It fails to give a balanced language development in the students. So, it is an incomplete method.

### **2. IT REQUIRES COMPETENT TEACHERS**

Teachers should be very competent in using English to the level of the students. If they lack in communication skill in English and stumble, then, they will resort to other way of satisfying students which are quite detrimental to both students and the system.

### **3. IT DEMANDS LINGUISTICALLY QUALITATIVE STUDENTS**

As the discussion and teaching are all there in English, it demands highly linguistically interested qualitative students. Otherwise, the efforts of the teachers will be futile.

### **4. NON-AVAILABILITY OF PROPER AIDS**

We don't have enough facilities that can support our teaching in making a direct bond between the objects and the ideas that they stand for.

### **5. OVER-CROWDED CLASSES**

Individual attention at every stage of teaching is required in this method. Small classes are advisable to this method. Unfortunately, all the Indian classes are over-crowded.

### **6. DIFFICULT VERBAL EXPLANATION**

In most of the cases, teachers are forced to rely on verbal explanation. Apart from it being difficult, it leads to boredom as verbal is a perennial villain in the classroom.

#### **4.4. BILINGUAL METHOD**

Bilingual method is a recently developed and invented by Prof. J Dodson of Wales. Bilingual method means a method in which two languages i.e. the language to be learnt and mother tongue are used.

In translation method, the some two languages are used. But there is great difference between these two methods. It is a unique method which is a midway between two old methods translation cum grammar method and direct method.

The word 'Bilingual' applies to a person who knows two languages- the mother tongue and the foreign or second language. In bilingual method, the emphasis is on pattern practice. Mother tongue is only used to make the

meanings of English words. Mother tongue has restricted use in Bilingual method.

### **PRINCIPLES OF BILINGUAL METHOD**

- The meanings of words and phrases/sentences in a foreign language can be made clear by the use of mother tongue.
- There is no need to create situations for making the meaning of English words and sentences.
- Bilingual method is the improvement and combination of translation method and direct method.

### **CHARACTERISTICS OF BILINGUAL METHOD**

- Sentences' is the unit of teaching.
- It emphasizes on creating situation.
- Mother tongue is used when it is necessary to explain the difficult area of language.
- Rigorous practice is done in sentence.
- Rules of grammar are not taught separately as is done in grammar translation method.

### **THE ADVANTAGES OF THE BILINGUAL METHOD**

- The time and labour of the teacher is saved
- It is less costly and suited to all types' schools in rural or urban.
- It is helpful in creating linguistic habits.
- This method does not need trained teachers
- Much audio-visual aids are not needed.

- It also stresses speech practice.
- A teacher of English can teach successfully through this method
- It ensures accuracy
- It ensures fluency in speaking English
- Less costly than direct method
- It suits majority of Indian teachers

#### **THE DISADVANTAGES OF THE BILINGUAL METHOD**

- This method is still in an experimental stage.
- It is not so useful in teaching secondary and senior secondary classes.
- It is sometimes rather impossible to provide a correct mother tongue equivalent.
- It may create confusion among students due to the contrast between the features of two languages.
- Students are likely to develop an undesirable, habit of language.

#### **4.5. DR. WEST METHOD**

Dr. West approached the problem of teaching English not from the standpoint of pedagogy, but from the standpoint of social needs of the Indian people. He holds that, "Indian boys need most of all to be able to read English, than to write it, and lastly to speak it and understood it when spoken". Moreover, he maintains, "learning to read a language is by far the shortest road to learning to speak and write it. "According to him, it is easier to acquire a reading knowledge of a language than to acquire a speaking. Therefore, the teacher's chief concern should be to develop the habit of purposeful silent reading in the children and not the habit of oral reading. The West's method puts emphasis on three important elements. First,

reading, Secondly, Readers with selected vocabulary and thirdly, judicious use of the mother tongue.

### **THE MAIN FEATURES OF DR. WEST'S METHOD**

#### **READING**

According to Dr. West, Indian children should be taught how to read English. The teacher should engage them in purposeful silent reading. This would increase the students' power of comprehension. In order to develop the habit of purposeful silent reading in the children he provides us with a new type of reading book containing interesting reading matter and a specially selected vocabulary. The minimum number as selected. By Dr. West for his readers is 2,280 which has been classified under the following four heads

- a. Essential words – This, it, is, a, shall etc.
- b. Common environmental words – chair, table, glass, bus etc.
- c. General Words – good, bad, nice etc.
- d. Specific environmental words – tree, garden, river, mountain etc.

The new words have been evenly distributed in the lesson and they are frequently repeated to make students familiar with them. a good number of pictures have also been provided. Dr. West has permitted the use of the mother tongue in his method according to necessity. Moreover, there are companion Books with vernacular meaning of the new words. Pupil's comprehension in reading is measured with the help of comprehension tests. But in preparing his readers Dr. West has not followed any well-defined grammatical plan.

Dr. West holds that Supplementary Readers should be used along with the new method readers in order to arise interest in other reading and to give more practice in silent extensive reading but new words should not be occurred in the Supplementary Readers. In this method the teacher has to give necessary help when called for.

## **ORAL WORK**

Dr. West, while stressing silent reading, has made provision for some oral work mainly in the form of reading aloud before silent reading begins. An alternative short primer has been provided for 'speech training on a sentence method'. He admits that, speaking gives reality to the subsequent reading of the language. The primer is meant for only those teachers who intend to start with a small amount of speech training. Dr. West has taken oral work as a preliminary subsidiary to the art of reading.

## **TRAINING IN SPEECH**

Dr. West has given some scope for training in speech to make his method complete. In order to give a scheme of speech training he has made a distinction between speech and vocabulary. According to him "The ideal speaking vocabulary is the most easily learnt and most easily used set of word which is capable of expressing correctly the largest number of ideas". The size of the speaking vocabulary is much smaller than that of the reading vocabulary. Dr. West has selected a minimum speaking vocabulary of 1,158 words capable of expressing all our ordinary ideas. He has classified these words under two main heads, viz, 'form' words and 'content' words. Dr. West holds that specific practice in speaking and drill in vocabulary should be given in order to develop the speaking ability in children. In his new method composition books he has provided question, orders and other forms of exercises for this purpose. According to him, no attempt should be made to teach any two-language skills at the same time. He also holds that written work should be correlated with oral work. In the New Method, theoretical grammar is not taught separately, but is used for curative purposes when necessary. Dr. West holds that grammar should be regarded 'not as a diet, but as a drug'. Dr. West considered English as a skill subject and emphasized the principle of specific practice. For this purpose, he wanted teachers to work out different types of exercises and to conduct drills. His Teachers' Hand Books serve as guidebooks for teachers.

### **MERITS OF DR. WEST METHOD**

- Dr. West was one of those who first paid attention to the selection and grading of vocabulary and took the first step in its reform.
- West's Method is very effective in the teaching of reading through it has some important pedagogical drawback.
- In view of the limited time now available for teaching English and considering the fact that most of the Indian children will need only a passive knowledge of it in their future occupations, this method can profitably be employed in teaching the language in India.
- The graded Readers, companions, composition books, supplementary Readers and Teachers' Handbooks were all interesting and appeared to be helpful.
- The practice exercises are quite interesting.

### **DEMERITS OF DR. WEST METHOD**

- Dr. West has over-estimated the value of reading by saying that it by far the shortest road to learning to speak and write it. Reading can assist speaking and writing to some extent by supplying some linguistic materials, but it cannot be 'the shortest road' to learning then.
- If the pupils have to start with reading in the initial stage, the language learning is sure to be dull and lifeless to him. Therefore, it is un-psychological.
- The modern educationists do not support Dr. West's view that 'a reading knowledge of a language is easier to acquire than a speaking'. They hold that a speaking knowledge is easier to acquire than a reading or writing. Moreover, 'children should not begin reading till they have acquired facility in speech and a fairly large vocabulary.
- Dr. West has over emphasized the importance of acquiring a vocabulary and has selected the commonest words. However, he has neglected the graduated introduction of sentence patterns and of the phrases and idioms that are essential elements in developing language

sense. The frequent use of the same word may develop an artificial style.

- This method attaches too much of importance to silent reading. No doubt, in learning of a language, silent reading has an important role. In addition, this method does not give due importance to the oral work. To neglect oral work in the lower classes is unscientific and unpsychological. Moreover, the distinction of speaking and reading cannot be maintained in practice.
- Dr. West's new method of teaching English does not help Indian students to achieve the four-fold objectives of language learning as already specified. Among other limitations of the new method the want of the graduated introduction of sentence patterns, the total language, the isolated study of words, the total neglect of grammar and composition, can be mentioned

#### **4.6. THE COMMUNICATIVE APPROACH**

The communicative approach is the recent and latest approach of teaching English. It enables the students to communicate his ideas in a better way. The socio-linguists Dell Hymes propagates this approach. David Trim and Henry have developed this approach as National functionalism and the communicative approach.

#### **CHARACTERISTICS OF COMMUNICATIVE APPROACH**

1. The communicative approach is based upon need analysis and planning to prepare communicative curriculum and syllabus.
2. It is based upon the concept of how language is used and what is functional utility of language.
3. It lays less stress on grammar.
4. It is based upon the concept of how language is used and what is functional utility of language.
5. It lays emphasis on language in use rather than language as structure.
6. It gives emphasis on the semantic objective of the language which means the meaning of language in real life situations and contexts.

7. The skills of speaking and writing are included in communicative approach.
8. It provides the communicative opportunities where the students may be able to communicate their ideas through dialogue, discussions, and debate literary and cultural activities of the school.

#### **MERITS OF COMMUNICATIVE APPROACH**

- It develops the speech ability among the students.
- It teaches different ways of expression.
- This approach is based on the practical utility.
- It lays more stress on the functional value of the language.
- It enables the students to communicate their ideas both inside and outside the class room

#### **DEMERITS OF COMMUNICATIVE APPROACH**

- This approach ignores grammar and structures.
- It is not properly and scientifically developed.
- It is a new approach and it is to be used and tested in our schools for language teaching.
- Practical utility of this approach is yet to be confirmed.
- Trained teachers are not available in this approach to teach English language.

#### **4.7. AUDIO VISUAL METHOD**

The audio-visual method was first developed by the CREDIF term in France in the 1950s. This method is intended for teaching everyday language at the early stage of second or foreign language learning. It was based on a behaviourist approach, which held that language is acquired by habit formation. Based on assumption that foreign language is basically a mechanical process and it is more effective if spoken form precedes written form. The stress was on oral proficiency and carefully structured drill sequences (mimicry/memorisation) and the idea that quality and

permanence of learning are in direct proportion to amount of practice carried out.

### **USES**

1. Audio-visual methods in teaching strengthen instructor's verbal presentation
2. Convey information mainly via sound and image instead of by text.
3. Students often benefit from the visual/sound appeal of audio-visual methods in teaching

### **THE PRINCIPLE OF AUDIO VISUAL METHOD**

- a. Selective
- b. Preparation
- c. Physical control
- d. Proper Presentation
- e. Response

### **THE TECHNIQUES IN AUDIO VISUAL METHOD**

1. The Lesson begins with the filmstrips and tape-presentation.
2. The teacher through pointing, demonstrating, selective listening, question and answer explains the materials.
3. The dialogue is repeated several times and memorized by frequent replays of tape-recording and filmstrips or by language laboratory practice.
4. The filmstrip and tape-recorder gradually emancipate students.

### **ADVANTAGES**

- (a) The students are easy to understand the material because they are not only listen but also see the presentation.
- (b) The students are fluent in speaking.
- (c) Audio Visual Method enhance student learning and create a more inviting atmosphere.

## **DISADVANTAGES**

- (a) Basic method of teaching is repetition.
- (b) Mechanical drills of audio-visual approach are boring, mindless and counterproductive.
- (c) Audio-Visual materials were open to same sort of misuse.
- (d) Audio Visual method does not develop writing and reading skill.
- (e) New materials necessitated extensive use of equipment with all associated problems of blackout, extension leads, carrying tape-recorders from classroom to classroom.

## **4.8. COMPUTER ASSISTED INSTRUCTION (CAI)**

A self-learning technique, usually offline/online, involving interaction of the student with programmed instructional materials. Computer-assisted instruction (CAI) is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place.

CAI uses a combination of text, graphics, sound and video in enhancing the learning process. The computer has many purposes in the classroom, and it can be utilized to help a student in all areas of the curriculum. CAI refers to the use of the computer as a tool to facilitate and improve instruction. CAI programs use tutorials, drill and practice, simulation, and problem solving approaches to present topics, and they test the student's understanding.

## **CAI PROVIDES**

1. Text or multimedia content
2. Multiple-choice questions
3. Problems
4. Immediate feedback
5. Notes on incorrect responses
6. Summarizes students' performance
7. Exercises for practice
8. Worksheets and tests.

## **TYPES OF COMPUTER ASSISTED INSTRUCTION**

### **1. DRILL-AND-PRACTICE**

Drill and practice provide opportunities for students to repeatedly practice the skills that have previously been presented and that further practice is necessary for mastery.

### **2. TUTORIAL**

Tutorial activity includes both the presentation of information and its extension into different forms of work, including drill and practice, games and simulation.

### **3. GAMES**

Game software often creates a contest to achieve the highest score and either beat others or beat the computer.

### **4. SIMULATION**

Simulation software can provide an approximation of reality that does not require the expense of real life or its risks.

### **5. DISCOVERY**

Discovery approach provides a large database of information specific to a course or content area and challenges the learner to analyse, compare, infer and evaluate based on their explorations of the data.

### **6. PROBLEM SOLVING**

This approach helps children develop specific problem solving skills and strategies.

## **ADVANTAGES OF CAI**

- One-to-one interaction
- Great motivator
- Freedom to experiment with different options

- Instantaneous response/immediate feedback to the answers elicited
- Self-pacing - allow students to proceed at their own pace
- Helps teacher can devote more time to individual students
- Privacy helps the shy and slow learner to learn
- Individual attention
- Learn more and more rapidly
- Multimedia helps to understand difficult concepts through multi-sensory approach
- Self-directed learning – students can decide when, where, and what to learn

### **LIMITATIONS OF CAI**

- May feel overwhelmed by the information and resources available
- Over use of multimedia may divert the attention from the content
- Learning becomes too mechanical
- Non-availability of good CAI packages
- Lack of infrastructure

### **4.9. COMPUTER ASSISTED LANGUAGE TEACHING**

An increasingly used electronic device in education today is a computer. Computer has become both a language medium and an aid to instruction. CAI-Computer Assisted Instruction is a form of programmed instruction.

The computer can do the work of a teacher. The teacher designs a programme and feeds in all the information. Once this is done, the computer can answer queries, records, print, point out mistakes and explanations to. The use of computer in language classroom is also increasing because of its speed of operation.

The immediate response, the feedback, change in the display, quick reporting of the result, contribute to its popularity. This creates excitement and encourages an active participation of the learner in learning English language. For a language teacher, the computer vocabulary has become an

indispensable aid in teaching vocabulary, grammar and composition. Rewriting a composition exercise is a laborious process for the students. In computer, it is saved and any correction, addition and deletion in all made possible because of a word processor. The learner sees for himself what he has created and can take pride. Grammar items are easily learnt through computer. Series of exercises are given and when the learner completes them an immediate feedback is given. A congratulatory message flashes on the screen if the answer is correct, and an encouraging corrective comment if wrong. Depending on the passages made by the pupil, further exercises are given slowly increasing the difficulty.

Another advantage of computer in learning the language is that it has its privacy and a pupil need not be embarrassed before his peers. He can work on his own and at his own pace. The computer assisted language lab is gaining entry into many educational institutions these days. For the teacher it saves time and energy and she or he can make better use of the experiences. It takes away the tedious mechanical task of corrections and evaluation, which is an added advantage to the teacher. Information about every pupil, their strength, weakness and the progress they have made can be kept in the save file. This helps the teacher to assess a pupil's work of the whole year, before writing out the progress report. Parents can also see the files to note the progress and achievements of their children.

#### **4.10. PLAY-WAY METHOD**

Play is an innate, creative, joyful, non-serious, interesting and recreative activity. It is the activity in which natural urges of the child find spontaneous expression. It is regarded as the language of the child. What he cannot express through language, he expresses that through his behaviour and that behaviour is play.

According to Froebel, "Education is a development from which man's life broadens until it has related itself to nature, until it enters sympathetically into all activities of society, until it participates in the achievements of the race and aspirations of humanity. It is a process of unfolding child's innate

powers and to awaken his spiritual nature which may enable him to realize his inner unity, achievements of race and aspirations of humanity. He clearly emphasized on natural release of the child's physical and mental powers through which he will develop a balanced personality. As he said, "play is the highest phase of child development and the source of all that is good."

All the educationists made efforts in order to bring play into the field of education. The Play-way was first used as a method of teaching by Cadwell Cook. This was first used for teaching the different plays of Shakespeare by Cook. He noticed that they took more interest in those plays where they themselves were involved in the activity. He said, "Good work is more often the result of spontaneous effort and free interest than of compulsion and forced application. Effectiveness of learning lies not in reading and listening, but in action, performance and experience". He further said, "The core of my faith is that only work worth doing in play; by play I mean doing anything with one's heart in it. Only that child learns best who learns with interest and with a purpose and sees significance in what he does."

#### **DEFINITIONS:**

**Ross:** "Play is joyful, spontaneous and creative activity in which man finds fullest self-expression."

**Thomson:** "Play is impulse to carry out certain instinctive actions."

**Crow and Crow:** "Play is the activity in which a person engages himself when he is free to do what he wants to do."

**Froebel:** "Play is the highest phase of child development and the source of all that is good."

#### **PRINCIPLES OF PLAY-WAY METHODS**

The following are the underlying principles of play-way method:

### **A. LEARNING BY DOING**

Training of five senses makes all round development in an individual. The principle of learning by doing involves maximum usage of these senses. Any knowledge which a child gains through his head and hands becomes interesting and purposeful for him. The children experiment and discover themselves the required knowledge by means of play-way method.

### **B. PRINCIPLE OF INDIVIDUAL DIFFERENCES**

The play-way method takes into account the individual differences of the learners. Every individual works according to his differences in different spheres like interests, attitudes, sentiments, capabilities, intelligence level etc. It makes the learning easy and understandable by involving every learner according to his differences.

### **C. SYMPATHETIC ATTITUDE**

Play-way method develops a congenial environment in teaching-learning process. It does not create artificial environment or any compulsion on the learners. Everyone is free to do and act according to his interests. Whenever children need suggestions, they accept them without any hesitation.

### **PROCEDURE**

When we review all the progressive methods of teaching, we find that they contain the principles of play. All the progressive methods viz. Kindergarten, didactic method, project method, Dalton plan involves the procedure which is of play-way in nature. For example the Dalton plan follows the procedure like assignments or contracts, subject teacher, subject rooms, records, conferences, time budgeting and daily time schedule; involves the play-way principles in each step. Every activity is done according to the capabilities, needs and interests of the learners. They are at liberty to move from one room to another according to their wishes. So, all the progressive methods follow the play-way procedure in their completion.

## **PRACTICAL APPLICATIONS OF PLAY-WAY METHOD**

### **1. KINDERGARTEN METHOD**

Kindergarten means 'garden of children'. In this method, children are provided with seven gifts called apparatus in order to develop the different ideas like shape, colour, number, weight etc. Children learn while playing and singing in a happy atmosphere of kindergarten. It is based upon the play urge of the children. Every activity is designed according to their interests.

### **2. DIDACTIC METHOD**

This method was developed by Maria Montessori. It provides sense training to the individuals, because senses are the gateways of knowledge. In it, the children enjoy, play and learn.

### **3. PROJECT METHOD**

As a method of teaching, it was used by J.A. Stevenson. In it the children choose their projects according to their interests, urges and capabilities and complete their projects only when they follow certain psychological principles of learning like law of readiness, law of effect etc. they learn in real life situations which becomes significant for them.

### **4. DALTON PLAN**

This method was devised by Miss Helen in Dalton USA. In it, complete freedom is given to children to complete their school work according to their interests and capacity.

### **5. HEURISTIC METHOD**

This method was devised by Prof. Armstrong. In it, the children discover things themselves. He experiments and finds out different principles or rules for himself. The child struggles to find out conclusions for an investigation which he chooses voluntarily and happily.

## **PLAY-WAY IN TEACHING DIFFERENT SUBJECTS**

### **A. LANGUAGES**

Play-way method helps the children to acquire the free use of language. Debates, discussions, tutorials, class-meetings, school assemblies provides sufficient opportunities for expressing one's ideas thus help in acquiring control over the use of languages in different situations. Even pronunciation can be well taught in play-way spirit. The little children recite nursery rhymes in a singing manner even if they do not understand its meaning. So play-way method is very effective and significant at elementary level in order to make the use of language in different situations.

### **B. MATHEMATICS**

Different mathematical operations like addition, subtraction, multiplication and division can be taught through play-way method. Counting and simple calculations can be taught by organizing projects like running a shop, managing a post-office, opening a co-operative store etc.

### **C. SOCIAL STUDIES**

It can be taught through dramatics, stamp collecting, drawing of maps, graphs, charts, pictures, globe-making, models, historical and cultural excursions and tours.

### **D. SCIENCE**

Science can be best taught through play-way method. Different experiments, collection of specimens, manufactured articles, minerals, preparation of charts, models and graphs, photography, soap making, chalk making, preparation of squashes, jams etc. can be best taught through play-way spirit. Children love to make things for themselves so they should be given ample opportunities for activity and play.

## UNIT – V

### ACQUISITION OF LANGUAGE ELEMENTS

#### 5.1 PARTS OF SPEECH

Sentence, clauses and phrases are made up of words. According to their nature and functions in the sentence, words are divided into eight classes, called parts of speech.

#### NOUNS

A noun may be defined as the name of a person, place or thing.

For example:

- b) **Gandhiji** is the father of the nation
- c) **India** is the biggest democracy in the world

The nouns may be divided into two types. They are abstract and concrete nouns.

#### PRONOUNS

A pronoun may be defined as a word used instead of a noun.

For example:

- a) Hari said that **he** was a good swimmer
- b) Mary told **her** parents that **they** should force her to marry Francis

#### ADJECTIVE

An adjective may be defines as a word, which qualifies a noun and adds something to its meaning.

For example:

- a) He is an **eloquent** speaker
- b) I have **many** friends in Delhi

## **VERB**

Verbs are word, which describe the action or condition of the subject, i.e. what the subject does, or what happens to it, or what it is.

For example:

- a) The thief **jumped** over the wall
- b) The sun **sets** in the west

## **ADVERB**

Words which modify, add something to the meaning of a verb, an adjective or an adverb is called adverb.

For example:

- a) Copy out this **carefully**
- b) These shoes are **too** big for me
- c) He ran very **fast**

## **PREPOSITION**

Preposition is a word, which is usually placed before a noun or pronoun to show latter's relation to some other word in the sentence.

For example:

- a) I put it **in** the box
- b) The monkey climbed **up** the tree
- c) The horse galloped **around** the field

## **CONJUNCTION**

A conjunction may be defined as a word used to join together words, phrases or clauses.

For example:

- a) He works hard to earn his bread **and** butter

- b) To fight **or** give up-that is what we have to decide

### **INTERJECTION**

An interjection is a word of exclamation, expressing a sudden feeling or excitement.

For example:

- a) **Oh!** I have lost my purse
- b) **Alas!** The poor woman died in the hospital
- c) **Hurrah!** We have a holiday tomorrow

### **5.2. TENSE FORMS**

The word **tense**, derived from the Latin word **tempus**, which means **time**. Thus, the tense of a verb shows the time in which the action of the verb takes place. English language has three main tenses, namely past, present and future. Each of these tenses has four forms. They are simple, continuous, and perfect and perfect continuous. Let us discuss one by one in the following sections.

#### **SIMPLE PRESENT/PRESENT INDEFINITE TENSE**

E.g., I write

The verb “write” in the above sentence shows the action of writing, without indicating whether the action of writing is complete or incomplete. Thus, the tense of the verb ‘write’ is called present indefinite or simple present. Structure of simple present tense: **V<sub>1</sub>**

#### **PRESENT CONTINUOUS TENSE**

E.g. I am writing an essay

The verb “am writing” in the above sentence shows, the action of writing is continuing at the time of speaking. Hence, the tense of a verb (am writing) is

called present continuous tense. Structure of a verb of present continuous tense: **Be form verb (am/is/are) + V<sub>1</sub> + ing**

### **PRESENT PERFECT TENSE**

E.g. I have written an essay

The verb “has written” in the above sentence shows the action of writing has perfected or completed at the time of speaking. Hence, the tense of a verb is in present perfect. Structure of a verb of present perfect tense: **Have form verb (have/has) + V<sub>3</sub> (Past Participle)**

### **PRESENT PERFECT CONTINUOUS TENSE**

E.g. I have been writing articles in the newspaper since 2001

The verb “have been writing” in the above sentence shows the action of writing has started in the year 2001, has gone on continuously and still the action is going on. It is not yet completed. Hence, the tense of the verb is called present perfect continuous. Structure of a verb of present perfect tense: **Have form verb (have/has) + been + present participle (V<sub>1</sub> + ing).**

### **SIMPLE PAST/PAST INDEFINITE**

E.g., I wrote

The verb “wrote” in the above sentence shows the action of writing, which was performed in the past, without indicating whether the action of writing is complete or incomplete. Thus, the tense of the verb ‘wrote’ is called past indefinite or simple past. Structure of a verb of simple past: **V<sub>2</sub> (past)**

### **PAST CONTINUOUS TENSE**

E.g., I was writing a letter

The verb “was writing” in the above sentence shows the action of writing was continuing for some time in the past and hence the tense of the verb is

called past continuous tense. Structure of a verb of past continuous tense:

**Be form verb (was/were) + V<sub>1</sub> + ing**

### **PAST PERFECT TENSE**

E.g., I had written an essay, before Sunita arrived.

The verb “had written” in the above sentence shows the action of writing had been perfected or completed, before some other action (Sunita arrived) or point of time in the past and hence the tense of the verb is called past perfect or pluperfect. Structure of a verb of past perfect tense: **Had + V<sub>3</sub> (Past Participle)**

### **PAST PERFECT CONTINUOUS TENSE**

E.g., I had been writing an essay until I got award

The verb “had been writing” in the above sentence shows the action of writing which started sometime in the past and had been continuing uninterruptedly until another action (till I got award) or point of time in the past and hence the tense of the verb is called past perfect or pluperfect. Structure of a verb of past perfect continuous tense: **Had + been + V<sub>1</sub> + ing**

### **SIMPLE FUTURE TENSE**

E.g., I shall write

The verb “shall write” in the above sentence shows the action of writing to be performed in the future, without indicating whether the action is complete or incomplete and hence the tense of a verb is called future indefinite or simple future. Structure of a verb of simple future tense: **Shall/will + V<sub>1</sub>.**

### **FUTURE CONTINUOUS TENSE**

E.g., I shall be writing

The verb shall be writing in the above sentence shows the action of writing will be continuing for a certain point of time in the future and hence the

tense of a verb is said to be in future continuous tense. Structure of a verb of future continuous tense: **Shall/will + be + V<sub>1</sub> + ing**

### **FUTURE PERFECT TENSE**

E.g. I shall have written

The verb “shall be written” in the above sentence shows the action of writing will have been perfected or completed by a certain point of time in the future and hence the tense of a verb is said to be in future perfect tense. Structure of a verb of future perfect tense: **Shall/will + have + V<sub>3</sub> (Past participle)**

### **FUTURE PERFECT CONTINUOUS TENSE**

E.g. I shall have been writing

The verb “shall have been writing” in the above sentence shows the action of writing, which has been in progress over a period of time and will continue uninterruptedly up to a certain point of time in the future and hence the tense of a verb is said to be in future perfect continuous tense. Structure of a verb of future perfect continuous tense: **Shall/will + have + been + V<sub>1</sub>**

### **5.3. SENTENCE – CLASSIFICATION**

A **group of words**, which gives **complete meaning** or complete sense, is called a sentence.

E.g. Ramu is the best student.

George Washington went to USA.

Kannan Devan factory is located in Trichy.

According to their **meaning and word order**, the sentences are classified into four types. They are:

1. Assertive Sentence
2. Imperative Sentence
3. Exclamatory Sentence
4. Interrogative Sentence

### **ASSERTIVE SENTENCE**

- E.g. She went to the market yesterday  
Dr. Indira Parthasarthy is a famous writer.  
Amala received best student award

These statements are simple statements of fact. It states, asserts, or declares something about and so they are called assertive sentences. Therefore: A sentence, which asserts, states, or declares something about is called **assertive** or **declarative** sentence.

### **IMPERATIVE SENTENCE**

- E.g. Please, help me  
May, God bless you!  
Follow the rules  
Take these pills regularly

The first statement expresses request, the second statement expresses a wish, third expresses command or order and the last statement expresses advice. Thus, a sentence, which expresses **a request, order, command, wish, desire, and advice**, is called imperative sentence.

### **INTERROGATIVE SENTENCE**

- E.g. Do you speak English?  
What are you doing?

These statements ask questions. Thus, a sentence, which **asks a question**, is called interrogative sentence.

### **EXCLAMATORY SENTENCE**

A sentence which expresses a strong and sudden feeling is called an exclamatory sentence.

- E.g. What a fool he is!  
How generous of you to have helped him like this

What a pity you couldn't come!

#### **5.4. SIMPLE COMPLEX AND COMPOUND**

According to the clause structure, the sentences can be divided into four different kinds. They are simple, compound, complex and compound complex.

##### **SIMPLE SENTENCE**

A simple sentence contains a subject and a verb and it expresses a single complete thought that can stand on its own.

Examples:

- The baby cried for food.
- Professor Maple's intelligent students completed and turned in their homework.
- Megan and Ron ate too much and felt sick

##### **COMPOUND SENTENCE**

A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought. Basically, a compound contains two simple sentences. These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).

Examples:

- The shoplifter had stolen clothes, so he ran once he saw the police.
- They spoke to him in Spanish, but he responded in English.

##### **COMPLEX SENTENCE**

A complex sentence is an independent clause joined by one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought. A

complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).

Examples:

- After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.
- Opinionated women are given disadvantages in societies that privilege male accomplishments.
- The woman who taught Art History 210 was fired for stealing school supplies.

### **COMPOUND-COMPLEX SENTENCES**

A compound-complex sentence has two independent clauses and at least one dependent clause.

Examples:

- After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.
- The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

### **5.5. PATTERN OF SENTENCES**

#### **1. S--V--(Adv.)**

(Subject--Intransitive Verb--Adverb, usually optional)

Examples:

- The man **coughed** (loudly).
- The audience **laughed**.
- The guest **has arrived**.
- The children **walked** down the street.
- The waiter **hurried** away from the door.

**Note:** An intransitive verb is an action verb that does not require a direct object or a complement to complete its meaning. The word "intransitive" literally means "does not carry across." Therefore, the action of the verb does not transfer to an object, that is, a person or thing that receives the action of the verb. Often, adverbs or adverb phrases will appear in these sentences to expand the basic meaning of the verb.

Note: Some intransitive verbs can take a direct object in a different sentence. Usually the meaning of the verb changes in a sentence requiring a direct object. Here is an example:

- He **runs** every morning. (Intransitive verb)
- He **runs** a successful business. (Transitive verb)

## 2. **TRANSITIVE VERB PATTERNS (ACTIVE VOICE)**

### A. **S--V--DO**

(Subject + Transitive Verb + Direct Object)

Examples:

- The dog **catches** the ball.
- The baby **likes** bananas.
- Dogs **chase** cats.
- That man **teaches** English.
- The scientist **performed** an experiment.

**Note:** Some verbs require an adverb with this pattern.

S--V--DO--Adv.

(Subject + Transitive Verb + Direct Object + Adverb)

- The guard **put** the key in the door.
- The police **treated** the old man politely.

## B. S--V--IO--DO

(Subject + Transitive Verb + Indirect Object + Direct Object)

Examples:

- Tom **wrote** his mother a letter.
- Mr. Smith **teaches** the students English.
- The dog **gives** the man the newspaper.
- The shopper **gave** the clerk ten dollars.
- Pearl **sent** Tom a book.

## C. S--V--DO--OC

(Subject + Transitive Verb + Direct Object + Object Complement)

Examples:

- He **called** the teacher a genius.
- Teaching English **is driving** Shelley bananas.
- The class **elected** Jerry president.
- Studying **keeps** him busy.
- The lawyer **considered** the defendant innocent.
- Alice **cut** her hair short.
- The child **made** her mother happy.

## 3. S--V--SC (Subject--Linking Verb--Subject Complement)

Examples:

- That man **is** a merchant.
- His brother **became** chairman.
- He **will remain** an officer.
- The nurse **seemed** tired.
- This soup **tastes** good.
- I **feel** sick.
- My grandfather **looks (or appears)** old.

- His hair **turned** grey.

**Note:** You can often determine whether the verb is linking by replacing it with "to be." If the meaning of the sentence remains the same, you have a linking verb.

**Note:** A subject complement follows a linking verb. It can be either a noun or an adjective. The noun SC renames or identifies the subject. The adjective SC describes the subject.

#### 4a. S--V (to be)--Adv. or PP

(Subject--Verb ("to be")--Adverb or Prepositional Phrase)

Examples:

- My parents **are** here.
- My house **is** on Vanowen Street.
- The groceries **are** in the kitchen.

Note: This pattern is similar to pattern 3 (S--V--SC). However, the verb is not followed by a subject complement (an adjective or noun that completes the meaning of the subject). Instead, an adverb of place or a prepositional phrase showing location completes the meaning of be. In this case, "to be" is not a linking verb. Some grammar books will call "to be" an intransitive verb in this special case. Intransitive verbs do not require a complement or a direct object to complete their meaning.

#### 4b. There--V (to be)--S--Adv. or PP

(There--Verb ("to be")--Subject--Adverb or Prepositional Phrase)

- There **was** some money in my pocket.
- There **were** two exams yesterday.

Note: This pattern is often called the "delayed subject" pattern. The word "there" (called an expletive) fills in the place where the subject normally appears. The subject doesn't appear until after the verb. If you delete

"there" and move the subject into its normal position in front of the verb, you have made this a "pattern 4a" sentence. Remember that "there" is never the subject of the verb. The verb must agree in number (singular or plural) with the subject word that follows it. If you understand this pattern, you will always know whether to make the verb singular or plural

### **NOTES ON TRANSITIVE VERB PATTERNS**

The action expressed by a transitive verb "carries across" to a receiver. The receiver of the action is called the **direct object**. Transitive verbs require a direct object to complete their meaning. A good test for recognizing a direct object is to ask the question "what?" after the verb. The answer is the direct object.

The **indirect object** comes between a transitive verb and the direct object of that verb. The I.O. receives the result of the action; in other words, the I.O. receives the D.O. A good way to identify the indirect object is to ask the question "to whom?" or "for whom?" after the direct object. The answer is the indirect object.

An **object complement** completes the meaning of the direct object with a noun that renames it or an adjective that describes it.

In the **active voice** transitive verb patterns shown on page 2, the **subject** of the sentence performs the action of the verb. Only transitive verb patterns can be changed to the passive voice. In the **passive voice**, the subject of the sentence **does not** perform the action of the verb. The subject is usually the receiver of the action (a direct or indirect object). Form the passive verb using "to be" as an auxiliary plus the past participle of the main verb.

### **EXAMPLES:**

- **Active voice:** The dog **catches** the ball.  
**Passive voice:** The ball **is caught** (by the dog).
- **Active voice:** The scientist **performed** an experiment.

**Passive voice:** An experiment was performed (by the scientist).

- **Active voice:** Pearl sent Tom a book.

**Passive voice:** A book was sent to Tom (by Pearl).

- **Active voice:** He called the teacher a genius.

**Passive voice:** The teacher was called a genius

### **5.6. FORMS OF SENTENCES: ACTIVE AND PASSIVE**

Voice refers to the form of a verb that indicates when a grammatical subject performs the action or is the receiver of the action. When a sentence is written in the active voice, the subject performs the action; in the passive voice, the subject receives the action. In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing or performing the action. Active verbs are stronger and usually more emphatic than forms of the verb “be” or verbs in the passive voice.

**Active:** The award-winning chef prepares each meal with loving care.

**Passive:** Each meal is prepared with loving care by the award-winning chef.

In the above example of an active sentence, the simple subject is “chef” and “prepares” is the verb: the chef prepares “each meal with loving care.” In the passive sentence, “meal” is the simple subject and “is prepared” is the verb: each meal is prepared “by the award-winning chef.” In effect, the object of the active sentence becomes the subject in the passive sentence. Although both sentences have the same basic components, their structure makes them different from each other. Active sentences are about what people (or things) do, while passive sentences are about what happens to people (or things)

### **USING THE AUXILIARY VERB “BE”**

The passive voice is formed by using a form of the auxiliary verb “be” (be, am, is, are, was, were, being, been) followed by the past participle of the main verb

Active:	He loves me
Passive:	I am loved
Active:	We took our children to the circus
Passive:	The children were taken to the circus

Notice how the “be” auxiliaries change the meaning of the verbs from action to condition or from “doing” to “being.”

He remembers his grandmother. (“He” is doing an action: remembering)

His grandmother is remembered. (“She” is in a condition: being remembered)

In this way, the past participle functions very much like an adjective; it describes the subject.

Active:	The woman is pretty.
Passive:	She is a pretty woman
Active:	The woman is married.
Passive	She is a married woman.

### **VERB TENSES USED IN ACTIVE AND PASSIVE VOICE**

The following is a summary of active and passive forms of all verb tenses. Remember that in active forms the subject of the sentence is the person or thing that does the action. In passive constructions, the verb is performed by someone or something other than the subject; often, the action is done to the subject by someone else.

#### **PRESENT TENSE**

Use the simple present tense to make a generalization, to present a state of being, or to indicate a habitual or repeated action.

Active	Passive
Base form or “-s/-es” form	am/is/are + past participle

For Examples:

Active: Professor Brown teaches at Hunter

Passive: Sonia is taught by Professor Brown

Active: All humans are equal.

Passive: All humans are created equal

### **PRESENT PROGRESSIVE**

Use the present progressive to describe an ongoing activity or a temporary action.

Active	Passive
am/is/are + -ing	am/is/are + being + -ed/-en

Examples:

Active: The students are learning Spanish

Passive: Classes are being conducted in Spanish.

Active: He is being hired to work at McDonald's

Passive: I am working at McDonald's until I finish school.

### **PRESENT PERFECT**

Use the present perfect to describe an action occurring in the past but relevant to the present, or extending to the present.

Active	Passive
has/have + -ed/-en	has/have + been + -ed/-en

**Example:**

Active: Hunter has opened a language institute in East Harlem

Passive: The language institute has been opened to relocate students

Active: Hunter has offered E.S.L courses for twenty years

Passive: E.S.L. courses have been offered for twenty years

### **PRESENT PERFECT PROGRESSIVE**

Use the present perfect progressive to describe an ongoing action beginning before now and is still relevant to the present.

Active	Passive
has/have + been + -ing	-

Example:

Active: Hunter has been awarding BA and MA diplomas for over 100 years

Passive: -

Note: Because of awkward construction, the perfect progressive form is not used in the passive voice. Instead, an adverb may be used to show continuing action: "We have been **repeatedly** scolded for being late."

### **PAST TENSE - SIMPLE PAST**

Use the simple past to indicate a general or habitual action occurring in the past or at a specific time in the past.

Active	Passive
base + -ed or irregular form	was/were + -ed/-en

Example:

Active: Our family bought all our clothes at Sears when I was young

Passive: The clothes were bought by my mother

Active: My uncle gave me one hundred dollars

Passive: The money was given to me to buy new clothes.

In informal conversation, speakers of English often express habitual behaviour in the past using the modal “would.”

Active: would + base

Passive: would + be + -ed/-en

Active: We would usually eat burgers in the food court.

Passive: Most of the French fries would be eaten before we got to the table.

### **PAST PROGRESSIVE**

Use the past progressive to indicate an ongoing action in the past or an action continuing through a specific past time.

Active	Passive
was/were + -ing	was/were + being + -ed/-en

Examples:

Active: He was driving a car

Passive: A car was being driven by him

### **PAST PERFECT**

Use the past perfect to indicate an action completed prior to a particular time or before another action in the past.

Active	Passive
had + -ed/-en	had + been + -ed/-en

Example

Active: He had given an award

Passive: An award had been given by him

### **PAST PERFECT PROGRESSIVE**

Use the past perfect progressive to indicate a continuing action that began before a past action or time.

Active	Passive
had + been + -ing	-

### **FUTURE TENSE - SIMPLE FUTURE**

Use the future to indicate an action that is expected to take place at a future time. Active Passive

Active	Passive
will + base	will + be + -ed/-en

Example

Active: Paul and Mary will marry in June

Passive: They will be married by a priest and a rabbi

### **FUTURE PROGRESSIVE**

Use the future progressive to indicate an action in future with emphasis on continuing action.

Active	Passive
will + base + -ing	-

Example:

Mary and Paul will be spending lots of time on the beach. Note: Not used in the passive voice.

**FUTURE PERFECT**

Use the future perfect to indicate a future action expected to be completed before another future action or time.

Active	Passive
will + have + -ed/-en	will + have + been + -ed/en

Example

Active: By their wedding date, they will have saved enough money to buy a house.

Passive: Enough money will have been saved by them

**FUTURE PERFECT PROGRESSIVE**

Use the future perfect progressive to indicate an action projected to have been going on for a while before a time in the future.

Active	Passive
will + have + been + -ing	-

Example

When they celebrate their first anniversary, they will have been living together for a full year. Note: Not used in the passive voice.

**WHEN TO USE PASSIVE VOICE**

Although active voice is generally preferred in academic writing, passive voice is acceptable under certain conditions.

**USE PASSIVE VOICE**

- To emphasize the receiver of the action instead of the doer

Examples

Quizzes are given regularly.

Grades for all students are averaged.

Questions are encouraged.

- To keep the focus on the same subject through several sentences or paragraphs

Example:

My sister and I grew up and went to school in Jamaica. We were educated according to the British system. In 1997 we were given the opportunity to come to the United States. We decided to finish high school before leaving our own country. We were concerned that the education in this country might not be as good as the one we had there, and we wanted to improve our English too.

- When we do not know who performed the action:

Example

Ray's calculator was made in Germany.

The answers have been filled in.

- When we do not wish to mention the doer of the action:

Example:

Many problems have been ignored for too long.

I was given some bad advice.

Note: This use often reveals an unwillingness to take responsibility (or place it on someone else).

- When we want to sound objective or avoid using the subject “I”

Examples:

Studies have shown . . .

It is well-known . . .

Hamlet is considered . . .

It can be assumed . . .

It has been established

### **5.7. QUESTION TAG**

Examples: a) Ram works hard, **doesn't he?**

b) He is not coming, **is he?**

A short Question following a sentence is called a question tag.

### **RULES FOR MAKING QUESTION TAG**

1. The sentence and the question tag must be in the same tense.
2. If the Sentence is positive, the question tag must be negative and vice versa.
3. Always use pronoun in the question tag.
4. For negative question tag, use the Contracted form of 'helping verb' and 'not'. E.g. didn't, hadn't, won't etc.

### **SOME IMPORTANT RULES**

**RULE-1:** There is no contracted form of 'am not' but 'aren't' is used in question tag.

- E.g. - I am fine, aren't I?

**RULE-2:** Each, every, everyone, everybody, no one, nobody, none are singular and hence will take singular verb/ singular pronoun/ singular adjective with them but their question tag will take plural verb and plural pronoun.

- E.g. - Everyone has come, hasn't he (Incorrect)

- Everyone has come, **haven't they** (correct)
- None of your friends like her, do they?
- Everyone can speak English, can't they?

**RULE-3:** Collective noun takes singular verb and singular pronoun in question tag.

- E.g. - The jury has taken its decision, **hasn't it?**

**RULE-4:** If we talk about the individual members of the collective noun or if there is a difference in opinion among the members of the collective noun, plural verb and plural pronoun are used.

- E.g. - The committee are divided in their opinion, **aren't they?**
- The audience have taken their seats, **haven't they?**

**RULE-5:** Some words are negative in meaning namely hardly, seldom, scarcely, rarely, barely etc. Hence they will take positive question tag after them.

- E.g. - He hardly does any work, **does he?**
- He found barely anything to eat, **did he?**
- He is seldom absent, **is he?**

**RULE-6:** If the sentence starts with "let us/ let's ", "shall we" is used in the question.

- E.g. - Let us go to party tonight, **shall we?**

**RULE-7:** In Imperative sentences, question tag 'won't you' is used.

- E.g. - come in, **won't you?**

**RULE-8:** If in an imperative sentence, somebody is being offered anything, or if someone is being asked to do something, "will you/ would you" is used in the question tag.

- E.g. - Open the door, would you?

- Have some more tea, would you?

**RULE-9:** "Can't you" is used in the question tag to express impatience.

- E.g. - Shut your mouth, **Can't you?**

**RULE-10:** In negative imperative sentence, "will you?" is used in the question tag.

- E.g. - Do not worry, **will you?**

**RULE-11:** If a sentence starts with "There", the question tag will have "there" in the place of pronoun.

- E.g. - There is no water, **is there?**
- There were no good schools in the town, **were there?**

**RULE-12:** Question tag is always made in accordance with the main part of the sentence.

- E.g. - I think, he is right, **isn't he?** (Here 'I think' is not important and hence it is not the main part of the sentence".

## **UNIT – VI**

### **LESSON PLAN FORMAT – PROSE**

#### **6.1 PLANNING OF THE LESSON - INTRODUCTION**

A lesson plan is a teacher's detailed description of the course of instruction or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running the particular lesson, and it includes the goal( what the students are supposed to learn), how the goal will be reached( the method, procedure) and a way of measuring how well the goal was reached (test, worksheets, homework etc.)

#### **NEED OF THE LESSON PLANNING**

1. Through lesson planning the subject is organized properly.
2. It keeps the teacher free from the faults of thoughtless teaching.
3. It makes the proper atmosphere for learning process.
4. The teacher also gets a clear idea about when they should start evaluation and when they should proceed to the next lesson.
5. Lesson plans helps in organized teaching and saves time.
6. Lesson plans allow the teacher to apply appropriate strategy.
7. Teacher will be more prepared and confident while teaching the lesson.

#### **IMPORTANCE OF LESSON PLANNING**

Every teacher is required to prepare a lesson plan because this is considered as guide for the day's lessons. Lesson planning is important because it gives the teacher a concrete direction of what she/he wants to take up for the day. Research has shown that student learning is correlated to teacher planning. One major explanation is that when plan is ready, teachers can focus on its implementation. When teachers do not have to think so much

about what they need to do next they are able to focus on other parts of the lesson.

Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long-term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary.

An effective lesson plan includes several elements: learning objectives, quality questions, supplies and activities. It is important to have the learning objectives in mind because those should drive the development and implementation of all activities in the classroom. Quality questions are inquiries that the teacher plans to direct at the students over the course of the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than simple memorization and comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets.

Lesson planning is a complex yet essential part of the teaching process that changes over time as teachers gain more hands-on experience.

### **CHARACTERISTICS OF GOOD LESSON PLANNING**

Learning to plan is just like any other skill. It takes time and practice. At first lesson planning may seem like a time consuming process but by creating detailed lesson plans as a beginner teacher one is able to develop routines that can become more automatic over time.

- Lesson planning should be in a written form.
- In lesson planning, the general and important objectives should be clearly defined.
- The lesson plan should relate to suitable teaching method and its use.
- A continuity component reviews and reflects on content from the previous lesson.

- Subject, time, class, average age of the students should be mentioned in the lesson plan.
- Important examples should be included in lesson planning.
- Inspirational or motivational methods should be experimented in lesson planning.
- In lesson planning, the time for each topic should appropriately be pre-determined.
- In lesson planning, the techniques and supportive materials of education like charts, maps and other audio-visual materials and its utilization should be written.

### **ADVANTAGES OF LESSON PLAN**

Some of the advantages of lesson planning are as under:

- It inspires the teacher to improve the further lessons.
- It helps the teacher in evaluating his teaching.
- It develops self confidence in the teacher.
- The teaching matter is organised in a time-frame.
- It inspires the teacher to ask proper and important questions.
- It provides guidance to the teacher as to what and how he should teach.
- It helps in creating the interest of students towards the lesson.
- It stimulates the teacher to think in an organised manner.
- It helps the teacher to understand the objectives properly.

### **6.2 DIFFERENT MODELS OR APPROACHES FOR WRITING LESSON PLAN**

For planning and writing the lesson plans, various styles and approaches can be used such as The Herbartian Approach or Five Steps Approach (Herbart), Gloverian Approach (A.H.T. Glover), The Evaluation Approach (Dr. B.S.Bloom), Unit Approach or Morrisonian Approach (Morrison), The Project Approach (Kilpatrick) and RCEM Approach. A brief account of these approaches is given below:

## **1. HERBARTIAN APPROACH**

German Philosopher and educationist John Fredrick Herbart (1746-1841) developed a psychological procedure in the field of lesson planning. His approach indicates more towards teacher's presentation rather than the student's behaviour. Herbart proposed four steps: a) Clearness b) Association c) System d) Method. These steps were further modified by Herbart as:

### **PREPARATION**

In this step, previous knowledge is explored so that the students become motivated to gain new knowledge.

### **PRESENTATION**

In this step, the content is presented in an effective manner. Active participation of the students is an essential part of presentation.

### **ASSOCIATION OR COMPARISON**

This step is related with the task of strengthening the content presented in the second step. Teacher compares the previous knowledge with new knowledge and thus the students establish a link between them.

### **GENERALISATION**

After comparison, students learn to simplify the content. Rules, principles, characteristics, objectives, importance and limitations etc. are drawn in this step.

### **APPLICATION**

Students learn to apply the knowledge in similar situations.

### **RECAPITULATION**

Teacher asks questions related to the content to check how much the students have understood.

## **2. RCEM Approach (Regional College of Education, Mysore)**

This approach to lesson planning has been developed at Regional College of Education, Mysore. It is named as RCEM approach. This approach makes use of Systems Approach to education. The main steps involved in this approach are:

### **INPUT**

In this step, the entry level behaviour of the students is examined. Instructional objectives are specified in behavioural terms.

### **PROCESS**

This step is concerned with the presentation of content matter. It corresponds to interaction process of the classroom. Activities of teacher and students are involved in this process.

### **OUTPUT**

This is the evaluation phase of the lesson. Teacher uses various evaluation techniques to know the extent of achievement of instructional objectives.

## **3. MORRISON OR UNIT APPROACH**

This approach is associated with the name of the professor H. C. Morrison (1871- 1945) of the University of Chicago. According to this approach, the teaching learning process must result into the mastery of the content matter of a unit. The teacher moves to the second unit only when she thinks that the students have acquired mastery over the subject matter of the unit and are capable of generalising and applying the ideas of learned material. Morrison proposed five steps:

### **EXPLORATION**

In this step, the teacher tries to know the students entry level behaviour (previous knowledge).

## **PRESENTATION**

The overview of the subject matter is given and the structure of the whole unit is discussed with the students.

## **ASSIMILATION**

In this step, the students study the subject matter deeply and try to understand it.

## **ORGANISATION**

The students present the acquired knowledge in a systematic manner in written form.

## **RECITATION**

This step is related with the student's verbal expression of the subject matter which is learned by them.

## **4. GLOVERIAN APPROACH**

This approach owes its origin and propagations to A. H. T. Glover. In his honour, it is named as Gloverian Approach. He disagreed with the teacher-centered approach and proposed a four-step learner-centered approach:

### **QUESTIONING**

Teacher or student asks question relating to a problem. Teacher presents the problem in such a manner so that the students become curious to know the answer.

### **DISCUSSION**

Various aspects related to question are discussed in the class and interaction becomes meaningful.

## **INVESTIGATION**

Teacher acts as helping hand and guides the students so that the investigation becomes fruitful.

## **EXPRESSION OR PUPIL ACTIVITY**

Students present the result of their efforts and teacher guides further if required.

## **5. THE EVALUATION APPROACH**

Bloom's evaluation approach involves the following systematic steps of the lesson planning:

### **FORMULATION OF EDUCATIONAL OBJECTIVES**

Objectives specification is primary step in this approach. After formulating educational objectives, instructional objectives are specified in behavioural terms. This specification helps in identification of terminal behaviour.

### **PROVIDING LEARNING EXPERIENCES**

Relevant experiences are provided to students so that instructional objectives can be achieved. Teaching methods, techniques and aids are used as per the requirement of content matter.

### **EVALUATION**

In this step, the evaluation of terminal behaviour is carried out keeping in view the instructional objectives specified in advance.

## **6. ECLECTIC APPROACH**

In this study, the steps followed to develop lesson plans are a mixture of Herbartian as well as RCEM approach. The basis of RCEM Approach is taken up from Bloom's taxonomy of objectives. In this research, behavioural objectives were followed up according to RCEM approach whereas

presentation of lesson plan was followed according to Herbartian Approach which is as follow:

### **1) PREPARATION**

Well planned is said to be half done. This is the initial stage in which various activities are performed to arouse the interest of students. Previous knowledge of the students is tested and they become motivated to grasp new concept. The following activities are involved in this step:

a) Introductory particulars indicating Pupil Teacher's Name or Roll No, Date, Class, Section, Subject, Topic, Duration of Period etc.

### **B) INSTRUCTIONAL AIDS**

Instructional Aides are the supporting material which assists in learning. These aids help in thorough understanding of the concepts. Specific Aids - Charts, real objects, advertisements in newspapers etc. (as per requirement of lesson).

### **C) INSTRUCTIONAL OBJECTIVES IN BEHAVIOURAL TERMS**

These were the behavioural outcomes which were tried to be achieved by the teacher by way of providing various learning experiences to students.

### **D) PREVIOUS KNOWLEDGE ASSUMED & PREVIOUS KNOWLEDGE TESTING**

#### **I) PREVIOUS KNOWLEDGE ASSUMED**

Pre-requisites for the new learning were mentioned in this step.

#### **II) PREVIOUS KNOWLEDGE TESTING**

In this step, the previous knowledge of the students was tested and a link was established between previous knowledge and new learning. Students were made curious to learn new things.

### **III) ANNOUNCEMENT OF THE TOPIC**

After getting unsatisfactory or partial satisfactory or satisfactory response from the students, the topic was announced. After this, the name of the topic was written on the chalkboard.

### **2. PRESENTATION**

This step includes all the activities to be performed while teaching for attaining behavioural objectives. In the present study, presentation included four columns: teaching points, teacher's activities, students' activities and chalk board work / teaching aids.

### **3. RECAPITULATION**

It was done to know the extent of learning of lesson by the students and to summarise the lesson. It was done after the presentation of lesson by asking questions (oral) from the students. Final recapitulation was done through the criterion referenced test at the end of every lesson.

### **4. HOMEWORK**

Homework was given to the students at the end of lesson. They were asked to learn the content taught, write the questions, give suitable examples on their own and draw the diagrams.

### **6.3 PLANNING A PROSE LESSON (HERBARTIAN STEPS)**

While Herbart emphasized only four steps, i.e. clarity, association, system and method, his followers modified the four steps. Thus, the five steps are termed as Herbartian five steps of teaching.

### **PREPARATION/INTRODUCTION**

Some questions are asked from the pupils in order to test their previous knowledge so that curiosity may arouse in them for learning of new knowledge. By testing their previous experiences pupils are prepared for acquiring new knowledge.

### **STATEMENT OF AIM**

Here, the topic becomes clear to the pupils and the teacher himself is supposed to write the topic on black- board in clear words.

### **PRESENTATION**

The lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn themselves by stimulating their mental activity. The teacher tries to receive most of the point from the pupils by questioning so that the new knowledge may get related to the previous knowledge.

### **COMPARISON AND ASSOCIATION**

In this, the facts, events and application taught are related mutually by comparison to enable the pupils to understand the taught material. The teacher establishes a relationship between two subjects and also between the facts and events of one subject and the facts and events of other subject. The compares them so that the new knowledge may get stabilized and clarified in the minds of the pupils.

### **GENERALIZATION**

Herbart termed this step as 'system'. After explaining the main lesson, the pupils are provided with opportunities to think. They formulate such principles and rules which may be used in various situations of the future life.

### **APPLICATION**

In Application it is observed whether the acquired knowledge may be applied to the new situations. The teacher verifies this by asking recapitulate question or by providing opportunities to apply the acquired knowledge in the new situations. This stabilizes the new knowledge and validity of the rules may also be proved.

## **HERBARTIAN LESSON PLAN MODEL**

Date.....

Class.....

Period.....

Subject.....

Topic.....

### **1. GENERAL OBJECTIVES**

These objectives are formulated by the teacher in his subject keeping in view the entering behaviours of the learners. For example: 1. to develop the knowledge of grammar among the students.

### **2. SPECIFIC OBJECTIVE**

These objectives are formulated on the basis of general objectives and considering the nature of the topic and level of students. These are specified in terms of knowledge, skill or appreciation. These objectives are written in behavioural terms. For Example (i) Students will be able to recall the definition of noun. (ii) Students will be able to enumerate the examples of noun.

### **3. INTRODUCTION**

Here, the teacher employs his insight and experiences for linking new knowledge with the previous knowledge of the students. The topic is not introduced directly but it is usually emitted by the students' responses by asking introductory questions.

### **4. TEACHING AIDS**

Audio-visual aids are selected according to the proposed topic.

## **5. PREVIOUS KNOWLEDGE**

Students' previous knowledge is mentioned. For example: Students are familiar with figure of speech. They know that nouns are naming words.

## **6. STATEMENT OF AIM**

The teacher gives his statement of teaching topic by incorporating the students' responses. For Example: "Today, we will study about the noun and its kinds."

## **7. PRESENTATION**

The teacher prepares the developing questions after introducing the topic. The question are arranged in logical sequence, i.e., from simple to complex, considering the structure of the topic.

## **8. EXPLANATION**

The teacher is supposed to explain the answers of the given developing question. As whole of the content-matter is in the question-answer form.

## **9. BLACK BOARD SUMMARY**

The teacher has to prepare the black-board summary of his teaching point and explanations.

## **10. REVIEW QUESTIONS**

The purpose of these questions is to practice the students' learning and to evaluate their performance whether they have comprehended the teaching unit or not. These review questions are asked only after rubbing the black-board summary. For example:

Q.1.What is the definition of Noun?

Q.2. Give some examples of Noun.....

## **11. HOME ASSIGNMENTS**

At the end of the lesson plan, home assignment is given to the students on the same teaching unit. The purpose of homework is to practice, to organize and to study the topic for better understanding and retention.

## **ADVANTAGES OF HERBARTIAN APPROACH**

### **1. ORGANIZED TEACHING**

Each step has been organized in a logical order which provides an opportunity to the fresh teacher to become aware of future mistakes. Originality is never affected and the teaching goes on in a very organized way.

### **2. ACQUIRING THOUGHTS AS APPERCEPTION**

Herbart believed that when the new thought related to the thoughts lying in unconscious mind of the pupils are presented, the thoughts of unconscious mind come to the conscious mind, establish relationship with the new thought and again go to the unconscious mind. Herbart termed this material process of acquiring thoughts as apperception.

### **3. USE OF INDUCTIVE AND DEDUCTIVE METHODS**

While presenting the new knowledge, help of various examples is sought through generalization and rules are derived. It is an inductive method. In the step application, these rules are to be executed, this is a deductive method. Thus, both inductive and deductive methods are used in this five steps approach.

### **4. RECAPITULATION**

Such question is asked while recapitulating which, on answering, result in the learning and application of the acquired knowledge in new situations.

## **5. CORRELATION POSSIBLE**

Herbart considered entire knowledge as a single unit. The knowledge of the pupils is acquired in a single unit. This allows to establishing a correlation between previous and new knowledge and between all subjects of the curriculum.

## **DISADVANTAGES OF HERBARTIAN APPROACH**

### **1. MECHANICAL METHOD OF TEACHING**

The use of these steps takes away the freedom of the teacher as he cannot incorporate his independent thought in any step. This reduces his originality. Hence, Herbartian approach is a mechanical method of teaching.

### **2. NO PLACE FOR INDIVIDUAL DIFFERENCES**

While using Herbartian approach, similar questions are asked to the entire. This overlooks individual differences.

### **3. USEFUL IN KNOWLEDGE LESSON ONLY**

Herbartian approach is useful in the knowledge lesson only, not in appreciation and skill lessons.

### **4. TEACHER MORE ACTIVE**

In Herbartian approach, the teacher has to be more active. It is more desirable if the pupils remain more active than the teachers. As this teaching method is not activity-centered, pupils don't get any motivation for learning.

### **5. NO NEED OF GENERALIZATION**

Generalization is not needed while teaching language, geography, history, music and arts etc. Thus, all the five steps are not needed while teaching.

## **6. UNINTERESTING**

This approach stresses upon the teaching of all the subjects of curriculum in a similar sequence overlooking the interests, attitudes, abilities, and capacities of the pupils according to their mental development. The entire teaching becomes monotonous. The pupil does not show any interest in acquiring new knowledge. Thus, Herbart's teaching method is not interesting

## **7. DIFFICULTY OF CORRELATION**

Considering the knowledge as a complete unit, Herbart emphasized correlation between different subjects for the unity in the mental life of the pupils, but following these five steps teachers impart the knowledge of different subjects to the pupils differently. They seek to establish a correlation between various subjects in order to bring integration in the mental life of the pupils which is essentially difficult, if not impossible. So, in nutshell it can be concluded that Herbartian Five-Step Approach, is an impressive and psychological teaching method. It includes both inductive and deductive methods. A correlation among all the subjects of the curriculum is possible by its use. There is a provision of recapitulation in the step under application.

However, some educationists point out that this method is useful only for knowledge lessons. Generalization is not needed in every lesson. Herbart's method is mechanical. There is no place for individual differences. It does not motivate the pupils to learn by doing. The correlation between the different subjects is essentially difficult. Glower points out that in Herbartian approach; emphasis is laid on teaching only instead of learning. This reduces the freedom of the teacher. Pupils also become passive. Neither is their character formed nor do they reach their desired goals. However, the pupil-teachers should follow this approach with necessary changes keeping its merits in view.

#### **6.4. AIMS OF TEACHING OF PROSE**

The aim of teaching English prose is for language development and literary development both. But at the Junior Level, the chief aim is language development. This means that emphasis should be given on the development of four basic skills of listening, speaking, reading and writing. Thompson & Wyatt said, 'To aim at literature is to miss the way to language. Aim at language is to pave the way to literature.' The aims of teaching prose may be divided into two:

##### **I. GENERAL AIMS**

- To enable the students to read aloud prose lessons with correct pronunciation stress, intonation and pause.
- To enable the students to comprehend the thought and idea contained in the passage.
- To enrich their active and passive vocabulary
- To enable the students to express the ideas contained in the passage orally and in writing.
- To develop their interest for reading.
- To enable them to write correctly.
- To build their character and prepare for world citizenship.

##### **II. SPECIFIC AIMS**

The specific aims vary according to the subject matter of the prose lessons. The specific aims of different types of prose lessons are:

###### **(a) DESCRIPTIVE**

- To develop the student's imagination and love for natural objects.
- To acquaint the students with the writer's style.

###### **(b) STORY**

- To give certain facts and lessons through the story.

- To shape the student's character.
- To develop interest for story reading.

### **(c) ESSAY**

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

### **(d) PLAY**

- To make them speak conversational English.
- To encourage the students to play different roles.,
- To build their character.

### **(e) BIOGRAPHY**

- To get students acquainted with the life and deeds of great men.
- To inculcate in them desirable sentiments and ambitions.
- To show them the path of character building.

## **PROCEDURE OF TEACHING PROSE LESSON**

Procedure of teaching prose lesson involves the following steps:

- Preparation
- Presentation
- Recapitulation
- Home Assignment

### **I. PREPARATION**

English is a foreign language. Indian students find it difficult to learn so proper preparation is required to motivate the students to learn English. Under this following points are to be considered:

### **(A) GENERAL AIMS**

- To enable the students to read aloud prose lessons with correct pronunciation stress, intonation and pause.
- To enable the students to comprehend the thought and idea contained in the passage.
- To enrich their active and passive vocabulary
- To enable the students to express the ideas contained in the passage orally and in writing.
- To develop their interest for reading.
- To enable them to write correctly.
- To build their character and prepare for world citizenship

### **(B) SPECIFIC AIMS**

The specific aims vary according to the subject matter of the prose lessons.  
The specific aims of different types of prose lessons are:

#### **(a) DESCRIPTIVE**

- To develop the student's imagination and love for natural objects.
- To acquaint the students with the writer's style.

#### **(b) STORY**

- To give certain facts and lessons through the story.
- To shape the student's character.
- To develop interest for story reading.

#### **(c) ESSAY**

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

#### **(d) PLAY**

- To make them speak conversational English.

- To encourage the students to play different roles.,
- To build their character.

#### **(e) BIOGRAPHY**

- To get students acquainted with the life and deeds of great men.
- To inculcate in them desirable sentiments and ambitions.
- To show them the path of character building.

#### **(C) MATERIAL AIDS**

The teacher makes the appropriate use of audio-visual aids to make the lesson interesting.

#### **(D) PREVIOUS KNOWLEDGE**

The teacher should know how much knowledge students already possess regarding the lesson. So that he can give new knowledge by linking it to their previous knowledge.

#### **(E) INTRODUCTION**

The introduction is the important part to make the students ready to learn and start the lesson. As it is believed that, 'well begun is half done.' The introduction has two purposes:

- To bring the previous knowledge to consciousness
- To link the previous knowledge to the new knowledge to be given

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

## **(F) STATEMENT OF THE AIM**

Under this, the teacher clearly explains the topic which he is going to teach and instructs the students to open their books at the appropriate page.

## **II. PRESENTATION**

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

### **(A) READING ALOUD BY THE TEACHER**

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

### **(B) PRONUNCIATION DRILL**

Pronunciation drill should precede reading aloud. The words should be selected on the basis of the pronunciation skills of the class. The selected words should be written on the blackboard one by one and practiced.

Those words are selected which are:

- difficult to pronounce by the students
- commonly mispronounced by the students
- Containing the silent letter.

### **(C) READING ALOUD BY THE STUDENTS**

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

#### **(D) EXPOSITION OF NEW WORDS/ PHRASES**

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

- By showing the object, model, picture or chart.
- By using the word in sentence
- By giving synonym/ antonym
- By drawing a sketch or figure on the blackboard
- By showing action or gesture
- By translating the word in mother tongue

#### **(E) SILENT READING**

After exposition of new words/phrases, the teacher asks the students to read the passage silently. This helps rapid reading, learning of new words and quick grasp of meaning. The teacher should supervise the class while students are reading. Adequate time should be given to complete the reading of the passage.

#### **(F) COMPREHENSION QUESTIONS**

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

- By asking meanings of new words
- By asking short questions on the main portion of the passage
- To pick out different forms of words or phrases

#### **III. RECAPITULATION OR APPLICATION TEST**

The purpose of recapitulation is to evaluate the extent to which the objectives of the lesson have been achieved. The recapitulation is generally done with different types of questions. The question should be from all the

passages taught in different units. These questions are different from comprehension questions. The questions can be as follows:

- Fill in the blanks
- Match the column
- Complete the lines
- Choose the correct answer

#### **IV. HOME ASSIGNMENT**

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

- Use the new words in their sentences.
- Make a list of words related with a particular group or topic
- Remember the spellings of new words.
- Write the answer of the given questions.

## **UNIT – VII**

### **LESSON PLAN FORMAT – POEM**

#### **7.1 TEACHING OF POETRY**

**Coleridge** defined poetry as, 'The best words in their best order.' Poetry embodies the beauty of form, beauty of thought and beauty of feelings. **E. Allen Poe** calls poetry, "The rhythmical creation of thought."

Poetry has tremendous appeal for children and it is the best way of exciting their love of the language. It lays the foundation for the appreciation of the beauty of language. It educates their emotions and enhances their power of imagination. The rhythm of poetry helps the students to acquire natural speech rhythm.

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

#### **AIMS OF TEACHING OF POETRY**

Poetry is taught for sheer pleasure and enjoyment. It further lays the foundation for an adequate appreciation of English poetry. Therefore the aims of teaching of poetry should be different for different levels. The general aims of teaching English poetry are as follows:

#### **GENERAL AIMS**

##### **(A) AT PRIMARY LEVEL**

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem
- To develop the students' power of imagination
- To train the emotions of the students
- To develop love for poetry reading and writing

## **(B) AT SECONDARY /HIGHER SECONDARY LEVEL**

- To enable the students to appreciate the poem
- To enable them to understand the thought and imagination contained in the poem
- To appreciate the rhyme & rhythm and style of the poem
- To train the emotions, feelings and imagination of the students
- To develop their aesthetic sense
- To create love for English poetry

### **SPECIFIC AIMS**

The specific aims of teaching poetry differ from poem to poem. They depend largely on situation, scene, feeling and thought depicted in the poem. The specific aims of teaching English poetry are as follows:

- To enable the students to recite the poem namely '-----' with proper rhyme and rhythm
- To enable the students to enjoy the recitation of the poem '-----'
- To understand the central idea of the poem
- To communicate the exclusive message of the poem to the students
- To enable them to appreciate the beauty and images depicted in the poem.

### **7.2. POETIC DEVICES**

Device is the basic of a particular purpose of a poem. The purpose is realised through questioning. The devices are:

- a) connotation
- b) imagery
- c) figures of speech

### **CONNOTATION**

Words in a language have two meanings. One is literal (denotative) meaning and the other is figurative (connotative). The denotative of a word is its

primary meaning while the connotation is the range of secondary or accompanying meanings, which it commonly suggests or implies. “Home” denotes the place where one lives but connotes privacy or intimacy. Connotation in a poem enriches the meaning.

### **IMAGERY**

The language of poetry is full of imagery representing sense experiencing of the poet. An image is a “picture made out of words”. “Music and Rhythm add beauty to the poem. Poetry directly appeals to our senses through its music and rhythm while indirectly to our sense through imagery. Visual image, sound, image, smell image and taste images are some of the types of images. In Wordsworth’s “she dwelt among the untrodden ways”, the visual image is “ways” and “grave”.

### **FIGURES OF SPEECH**

A figure of speech is a device, used by speakers and writers to express an idea effectively. It is a stylistic device and a captivating one.

E.g. He fought like a lion (Simile)

Life is a bed of roses (Metaphor)

I can mend your soul (Pun)

### **tone**

The tone of the poet may be ironical, satirical, humour, etc. the poetic devices are indicators of the tone.

E.g. I followed like a child

A blind man led me home

## **ALLITERATION**

Alliteration is the repetition of speech sounds in a sequence of nearby words.

E.g. Alone, alone all, all, alone

Alone on a wide, wide sea

## **RHYME**

The combination of consonance and assonance is rhyme.

E, g. Boulder – shoulder; wakes –shakes

## **RHYTHM**

Rhythm is the flow of sound resulting from the variation of the language. It adds music to poetry. Rhythm is regular.

E.g. Rhythm is the flow of sound resulting from the variation.

E.g. Soft is the note and sad the lay.

## **7.3. DIFFERENCE BETWEEN PROSE AND POETRY TEACHING**

The aim of teaching prose is the intensive study of linguistic items like language, structure, and vocabulary to make the pupils get the language abilities. A prose lesson should provide plenty of language activities that are LSRW to the student. Vocabulary enrichment has to be done. Unfamiliar words and structures are to be introduced. A prose lesson is conveniently divided into units. It makes the students more library minded and develops their interest for extra reading. Human knowledge is preserved in prose.

The aim of teaching poetry is to develop learner's aesthetic sense or sense of beauty. Another aim is to make the learner appreciate and enjoy the poem. Ordinary words gain special meaning in poetry. Poetry is an important mode of expression in a language. It arouses the feelings of a person. Hadow says, "Poetry teaching is like making love each must do in his own way". It

trains the learners for the pitch of the voice for rhymes and rhythm as well as for cadence and effectiveness. There is no need for teaching grammar and structures in poetry. It is obvious that poetry is a more powerful form of expression than prose. Teaching of poem is an art.

#### **7.4. PROCEDURE OF POETRY TEACHING**

- Preparation
- Presentation
- Comprehension/Appreciation
- Home Assignment

#### **I. PREPARATION**

Under preparation following points are to be considered:

##### **(A) GENERAL AIMS**

##### **(A) AT PRIMARY LEVEL**

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem
- To develop the students' power of imagination
- To train the emotions of the students
- To develop love for poetry reading and writing

##### **(B) AT SECONDARY /HIGHER SECONDARY LEVEL**

- To enable the students to appreciate the poem
- To enable them to understand the thought and imagination contained in the poem
- To appreciate the rhyme & rhythm and style of the poem
- To train the emotions, feelings and imagination of the students
- To develop their aesthetic sense
- To create love for English poetry

### **(B) SPECIFIC AIMS**

The specific aims of teaching poetry differ from poem to poem. They depend largely on situation, scene, feeling and thought depicted in the poem. The specific aims of teaching English poetry are as follows:

- To enable the students to recite the poem namely '-----' with proper rhyme and rhythm
- To enable the students to enjoy the recitation of the poem '-----'
- To understand the central idea of the poem
- To communicate the exclusive message of the poem to the students
- To enable them to appreciate the beauty and images depicted in the poem.

### **(C) MATERIALS AIDS**

A suitable material aid can be used depending on the theme and content of the poem.

### **(D) PREVIOUS KNOWLEDGE**

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

### **(E) INTRODUCTION**

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

Introduction of the poem can be done in different ways:

- Parallel poem that describes the similar theme or similar emotion may be read.
- By giving a brief summary of the poem pertaining to the back ground and general theme of the poem and then asking few questions on it.
- By giving a life - sketch, poetic style and characteristics of the poet.

If the poem is descriptive, a picture can be shown. Two or three questions on the picture can be asked.

### **(F) STATEMENT OF THE AIM**

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

### **PRESENTATION**

**According to Ryburn,** "A good poem is a complete whole." Therefore poetry should be taught in one unit, but in condition that the poem is too long, it must be divided in units in such a way, so that it may not lose its rhythm, music and emotional effect. The presentation stage consists of the following points:

#### **1ST MODEL RECITATION BY THE TEACHER**

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

#### **2ND MODEL RECITATION BY THE TEACHER**

According to Ryburn, "One reading, of course, is not enough. It must be read twice or thrice." To have greater effect, the teacher recites the poem once again with proper rhyme and rhythm. This time the students are asked to open their books and follow in it.

#### **IMITATION READING BY THE STUDENTS**

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

### **MEANING OF DIFFICULT WORDS**

The expositions of words are not done in detail while teaching of poetry. Only those difficult words or phrases which create hindrance in the comprehension of the poem should be explained.

### **SILENT READING OF THE POEM BY THE STUDENTS**

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

### **CHORAS RECITATION**

At the primary stage, the students enjoy the recitation of the poem in chorus. It helps them in overcoming their shyness. At this stage the teacher can read the poem line by line which shall be followed by the students collectively.

### **COMPREHENSION / APPRECIATION**

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

1. Pick out the rhyming words,
2. To complete the lines
3. To explain the central idea of the poem

### **HOME ASSIGNMENT**

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

**UNIT – VIII**  
**TECHNOLOGY RESOURCES FOR ENGLISH LANGUAGE**  
**TEACHING**

**8.1 CONCEPT AND USE OF AV AIDS IN THE TEACHING OF ENGLISH**

Audio visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, until the teacher understands the relationship between audio visual material and teaching learning process.

Audio visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. A.V. aids are multi-sensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

**DEFINITIONS OF AUDIO -VISUAL AIDS**

1. According to Kinder S. James: Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.
2. According to Burton: audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.
3. According to Carter.v.Good: audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.
4. According to good's dictionary of education: audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.

5. According to Edger Dale: audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials.

### **PURPOSES OF TEACHING AIDS**

1. To supplement and enrich teachers own teaching to make teaching-learning more concrete
2. To serve an instructional role in itself
3. To create interest among the group.
4. To make teaching as an effective process.

### **ADVANTAGES OF TEACHING AIDS**

1. Teaching Aids helps in effective perceptual and conceptual learning.
2. Teaching Aids helpful in capturing and sustaining attention of students.
3. Teaching Aids arouses interest and motivates students to learn.
4. Teaching Aids is helpful in new learning.
5. Teaching Aids helps in saving energy and time of both the teachers and students.
6. Teaching Aids provides near realistic experience.
7. Teaching Aids can meet individual demands.
8. Teaching Aids is useful in for education of masses.

### **CHARACTERISTICS OF GOOD TEACHING AIDS**

Teaching aids should be

1. Meaningful and purposeful
2. Motivates the learners
3. Accurate in every aspect
4. Simple and cheap
5. Improvised
6. Large in size
7. Up-to-date and easily portable

## **CLASSIFICATION OF AUDIO-VISUAL AIDS**

The audio – visual aids have been classified in a number of ways according to different approaches, some are as:

### **1. TECHNICAL APPROACH**

They have been classified into two types viz, audio aids and visual aids.

#### **A. AUDIO – AIDS**

The aids involving the sense of hearing are called audio – aids e.g.; radio, tape-recorder, records player etc.

#### **B. VISUAL AIDS**

Those aids which use sense of vision are called as visual aids, e.g.; models, pictures, maps, bulletin board, slides, epidiascope, overhead projector etc.

According to 2nd approach, the audio – visual aids have been classified into two types namely projected and non- projected teaching aids.

#### **A. PROJECTED AIDS**

Teaching aids which help in their projection on the screen are called as projected aids. For example, film strips slides, film projector, overhead projector, epidiascope etc.

#### **B. NON –PROJECTED AIDS**

Teaching aids which do not help in their projection on the screen are called non-projected teaching aids. For example, chalk board, charts, actual objects, models, taps – recorder, radio etc. These Non –Projected Aids are classified into activity aids, display boards, dimensional aids, graphic aids, and auditory aids.

## **PRINCIPLES FOR THE EFFECTIVE USE OF TEACHING AIDS**

1. Audio visual materials should function as an integral part of the educational program.
2. Teaching Aids should be centralized, under specialized direction and leadership in educational programs
3. An advisory committee consisting of representative from all areas of curriculum should be appointed to assist in selection and coordination Teaching Aids.
4. An education program should be flexible.
5. Teaching Aids should be carefully located to eliminate duplication, easy accessibility and convenient use.
6. Teaching Aids should be available whenever and wherever they needed for effective utilization as an integral part of curriculum.
7. Budget appropriations should be made regularly for A.V. education programs.
8. Periodic evaluation to be done to assess the function of, utilization and expenditure of the program

### **8.2. BLACK BOARD - DEFINITION**

A chalkboard or blackboard is a reusable writing surface on which text or drawings are made with chalk or other erasable markers. Blackboards were originally made of smooth, thin sheets of black or dark grey slate stone. Modern versions are often green or brown and are thus sometimes called a green board or brown board instead.

A blackboard can simply be a piece of board painted with matte dark paint (usually black or dark green). A more modern variation consists of a coiled sheet of plastic drawn across two parallel rollers, which can be scrolled to create additional writing space while saving what has been written. The highest grade chalkboards are made of rougher version porcelain enamelled steel (black, green, blue or sometimes other colours). Porcelain is very hard wearing and chalkboards made of porcelain usually last 10-20 years in intensive use.

## **BLACKBOARDS HAVE DISADVANTAGES**

- They produce a fair amount of dust, depending on the quality of chalk used.
- Some people find this uncomfortable or may be allergic to it, and there has been speculation about links between chalk dust and respiratory problems.
- The dust also precludes the use of chalk in areas shared with dust-sensitive equipment such as computers. However, these alternative methods of displaying information have drawbacks of their own.
- The scratching of fingernails on a blackboard is a sound that is well-known for being extremely irritating.
- Blackboards are also used in many establishments (typically public houses) as a form of advertising often for upcoming events and menus - as well as to keep the score in darts matches

## **8.3. WHITE BOARD – INTRODUCTION**

One of the most fundamental aspects of a classroom is a writing surface that can be used by both the instructor and students. The modern form of this, which can be seen in nearly every classroom that has been built or renovated in the past 20 years, is the whiteboard. Dry-erase markers are used to write on it, and it can generally be wiped clean without any special cleaning solution. Despite its seemingly simple nature, using the whiteboard as a teaching tool can take years to master. Because it has so little inherent structure to what it can be used for, it generally reflects on the talent and experience of the instructor using it.

## **HISTORY OF WHITE BOARDS**

While whiteboards are now a staple in nearly all classrooms, they were not used widely until the past two decades. However, several tools that are functionally very similar have existed for far longer. Writing slates have been used in education for centuries. The blackboard became popular in schools in the 1800s. Flip charts grew popular after their invention in the

early 1900s. The whiteboard itself was not invented until the 1960s, and because it was prohibitively expensive initially, it was rarely used outside of businesses. After the introduction of dry-erase markers in the 1970s, the whiteboard began to see more use, and after less expensive methods of producing the writing surfaces for them were developed, it finally saw widespread adoption in the mid-1990s.

### **ADVANTAGES TO WHITEBOARDS**

Whiteboards, at their core, are a free-form medium. The way in which an instructor uses them is limited mostly by creativity. This inherent versatility means the whiteboard can be used to address a variety of learning styles, by mixing text with figures and graphics, and then explaining what is written or drawn on them. Information written on a whiteboard is also generally left there for long enough time for students to copy it into their class notes. Furthermore, whiteboards can be used in conjunction with other ways of presenting course content, such as hand-outs or worksheets, slideshows or videos shown on a projector, or lab activities.

Whiteboards can also be a participatory medium. The instructor does not need to be the only one writing on it; particularly in smaller classes, students can perform activities on the whiteboard, which has the advantage of the entire class being able to view each student's solution. Additionally, students can work on activities collaboratively, to produce solutions they might not be capable of coming up with individually, and the relatively large size of the whiteboard aids in collaboration.

Unlike printed media, pre-recorded content, or other prepared classroom materials, whiteboards are a nonstatic medium. What this means in practice is the instructor can change or adapt the material being presented on them during the actual presentation. If a group of students is having difficulty with a particular topic, the instructor can easily modify the lesson to accommodate that need. If the instructor finds that prepared materials are insufficient to convey the topic at hand, the whiteboard can be employed to flesh out the presentation.

Compared to its predecessor, the blackboard, whiteboards have a number of notable advantages. Chalk dust from blackboards is known to be an irritant to the respiratory tract, which was problematic for anyone with asthma or similar respiratory conditions. Whiteboards are easy to clean, requiring only a dry cloth for quickly erasing them, and isopropyl alcohol to get rid of leftover markings. Although they can dry out quickly, dry-erase markers are more ergonomic and easier to write with than a small stick of chalk.

### **DISADVANTAGES TO WHITEBOARDS**

As mentioned previously, whiteboards are typically reflective of the instructor using them. Those who have not been trained to use the board properly will likely not be able to present material on it effectively. This learning curve is not strictly tied to experience level, as some instructors misuse whiteboards even if they are otherwise very skilled, while some newer instructors find using the whiteboard easy with relatively little training.

There are a number of practical concerns when using a whiteboard for teaching. First and foremost, legibility of an instructor's handwriting determines much of its efficacy. If students cannot read what has been written on the board, the instructor would be better off using printed hand-outs or a slide presentation. Similarly, for graphs and figures, one must be reasonably competent at drawing to make use of a whiteboard for conveying this information worthwhile. The time it takes to write or draw material is also a concern, and an instructor may want to arrive to class early to write some of it on the board in advance.

Information written on a whiteboard can quickly become disorganized and confusing if an instructor makes no effort to structure where and how they write. Dividing the board into rectangular sections, using multiple marker colours, and using at least some prewritten notes for the lecture can alleviate this problem, but special care must be taken whenever one decides to add unscripted material into a live lecture. Instructors must also develop

the skill of speaking while writing, and not simply saying exactly what they have written, to avoid spending too much time writing during the lesson.

As compared to paper hand-outs, or a digital presentation that can be distributed online, teaching with a whiteboard can place more responsibility on students to take high quality notes. This is not strictly a negative aspect, as it may help some students to write while listening. However, students who are visually impaired may have a greater difficulty with this, and students who are absent from class will need to catch up on their own unless the entire lecture is being recorded. For highly technical fields, copying down material can be a chore, and students may make errors in copying equations or code, which makes prewritten materials superior in these cases

#### **8.4. FLANNEL BOARD**

This teaching tool is called by different names: Visual Board, Frick Board, Slap Board, Felt Board, Choreograph, Video graph. Flannel graph is a storytelling system that uses a board covered with flannel fabric, usually resting on an easel. It is very similar to Fuzzy felt, although its primary use is as a storytelling medium, rather than as a toy

#### **HOW TO USE**

The principle involved is the inter looking of fibres of two rough or fairy surfaces, so that the pieces pressed on to a background which is hard and vertical will stay. It can be illustrated on a larger scale by pressing two tooth brushes or hair brushes together, so the bristle inter-look. In case of flannel graph similar principle of friction helps an object to cling to the surface of the board.

The flannel board is usually painted to depict a background scene appropriate to the story being told. Paper cut-outs of characters and objects in the story are then place on the board, and moved around, as the story unfolds. These cut-outs are backed, either with flannel, or with some other

substance that adheres lightly to the flannel background, such as coarse sandpaper.

### **ADVANTAGES OF FLANNEL BOARD**

- 1) Permits numerous and varied arrangements of visual materials.
- 2) Permits the use of either chart or small pieces of material. Materials can be packed and transported complete notes.
- 3) Permits the development of a complete story.
- 3) Promotes conscientious planning, which must precede the development of the material in the first place.
- 4) Challenges one to develop symbols to portray such things as abstractions.
- 5) Easier to construct materials for flannel board than to make slides or movies.

### **DISADVANTAGES OF FLANNEL BOARD**

- 1) Transportation and storing of boards and materials is a problem. Suitable tables to support boards must be available.
- 2) Time and cost of making material for presentation present a problem.
- 3) Cost of boards themselves can't be overlooked.
- 4) Presentation is limited a new idea involves a lapse of time before the new material can be added
- 5) Might tend to deter one from using other more effective methods and techniques when it is evident that other methods might be more appropriate.
- 6) To tell a complete story it often takes either too much board space or smaller designs and materials some of which cannot be seen well.

### **8.5. BULLETIN BOARD - DEFINITION**

It is a soft board which will hold pins or tags almost suitable. Simple device placed either indoor or outdoor. Items generally displayed are photographs, publications, posters, and newspaper cut outs.

### **ADVANTAGE OF BULLETIN BOARD**

- 1) Explains important events Reports special activities

### **DISADVANTAGE OF BULLETIN BOARD**

- 2) Not effective for illiterate group.
- 3) Takes lot of pre-planning and preparation

A bulletin board (pin board, pin board or notice board in British English) is a place where people can leave public messages, for example, to advertise things to buy or sell announce events or provide information. Dormitory corridors, well-trafficked hallways, lobbies, and freestanding kiosks often have cork boards attached to facilitate the posting of notices. At some universities, lampposts, bollards, trees, and walls often become impromptu fostering sites in areas where official boards are sparse in number.

### **8.6. PEG BOARD**

It is a type of board which contains small holes to fix certain letters into the holes which is used especially in the offices to display certain items, name of the personal or faculty member.

### **8.7. MAGNETIC BOARDS**

It is a framed iron sheet carrying porcelain coating in some dark colour generally black or green. It can be used to display pictures, cut-outs and light objects with disc magnets or magnetic holders.

### **8.8. FLASH CARDS**

Flash cards are a set of pictured paper cards of varying sizes that are flashed one by one in a logical sequence.

### **PURPOSES OF FLASH CARDS**

1. To teach the students.
2. To give health education.
3. Useful for small group.

4. Used in group discussions.

### **PRINCIPLES OF FLASH CARDS**

1. The messages can be brief, simple line drawing or photographs, cartoons and the content will be written in few lines at the back of the each card.
2. 10" X 12" or 22" X 28" is commonly used size. 10-12 cards for one talk can be used. It should not be less than 3 and more than 20.
3. Prepare a picture for each idea which will give visual impact to the idea.
4. The height of writing on the flash card is to be approximately 5cm for better visualization.

### **USING THE FLASHCARDS**

1. For class room instruction, the flash card s is to be properly used. The following steps are used while displaying flash cards.
2. Give brief introduction about the lesson to students.
3. Give instructions to students about their actions while you flash the cards.
4. Flash the card in front of the class by holding it high with both your hands so that all the students can see it.
5. Let the student respond as per instructions already given.
6. Review the lesson by selectively using flash cards.

### **ADVANTAGES OF FLASH CARDS**

Flash cards can be used to introduce and present topics.

1. It can be used to apply information already gained by students to new situations
2. It can be used to review a topic.
3. Can be used for drill and practice in elementary classes
4. To develop the cognitive abilities of recognition and recall of students.
5. It can work as a useful supplementary aid and can be effectively used with other material.

### **DISADVANTAGES OF FLASH CARDS**

1. Cannot be used for a large group
2. Prone to get spoiled soon
3. Preparation is time consuming.

### **8.9. POSTERS**

Posters are the graphic aids with short quick and typical messages with attention capturing paintings.

#### **PURPOSES OF POSTERS**

1. To provide general motivation
2. To create an esthetic or atmospheric effect
3. To communicate a more general idea
4. To thrust the message for leading to action
5. For the class room and community

#### **PREPARATION AND RULES OF POSTERS**

1. To do a special job.
2. To promote one point.
3. To support local demonstration.
4. Planned for specified people
5. Tell the message at single glance.
6. Use bold letters.
7. Use pleasing colours...
8. It should place, where people pass or gather.

#### **FEATURES OF A GOOD POSTER**

1. Brevity: message should be concise
2. Simplicity: message should be easily understandable
3. Idea: should base on single idea and it should be relevant.
4. Colour: suitable colour and combination should be used to make the poster attractive and eye catching.

5. Display: while displaying one should be sure to find a place where there is adequate light and where the larger population will see it.

### **ADVANTAGES OF POSTERS**

1. It attracts attention.
2. It conveys the message very quickly.
3. It does not require a detailed study.
4. Good poster leads to action with good motivation
5. It can stand alone and is self-explanatory.

### **DISADVANTAGES OF POSTERS**

1. Poster does not always give enough information
2. When a poster is seen for longer time it may not be attractive. So it should be dynamic

### **8.10. CHARTS**

Chart is the easiest and cost-effective teaching aid. It can be used to teach all the four skills. It is the timesaving teaching aid for teaching structures by Substitution Tables. Moreover it can be used for at least for a few years. It is also useful to minimal pair drill. Mechanics of writing also can be taught by drawing the strokes. Vocabulary, pronunciation and main points of the lesson also can be taught through chart. Chart promotes the photographic memory in the students. Models: Models also play a vital role in teaching of English. When we do not have the real objects, models will come in handy. Some real objects like ship, Indian Parliament etc. cannot be brought to the classroom. In that case, models will be much useful. These visual symbols used for summarizing, comparing, contrasting or performing other services in explaining subject matter. A chart is a combination of pictorial, graphic, numerical or vertical material, which presents a clear summary.

### **PURPOSES OF CHARTS**

- 1) To visualize an item, it is otherwise difficult to explain only in words.
- 2) To highlight important points.

- 3) To provide outline for materials covered in presentation.
- 4) To show continuity in process.
- 5) For creating problems and stimulating thinking.
- 6) For showing development of structure.

## **TYPES OF CHARTS**

### **NARRATIVE CHART**

Arrangement of facts and ideas for expressing the events in the process or development of a significant issue to its point of resolution or we can show an improvement over a period of years.

### **THE CAUSE AND EFFECTIVE CHART**

Arrangement of facts and ideas for expressing the relationship between rights and responsibilities or between a complex of conditions and change or conflict.

### **THE CHAIN CHART**

Arrangement of facts and ideas for expressing transitions or cycles.

### **THE EVOLUTION CHART**

Facts and ideas for expressing changes in specific items from beginning data and its projections in to future.

### **STRIP TEASE CHART**

- a. It enables speaker to present the information step by step
- b. It increases the interest and imagination of the audience.
- c. The information on the chart is covered with thin paper strips to which it has been applied either by wax, tape or sticky substance or pins.
- d. As the speaker wishes to visually reinforce a point with words or symbols, he removes the appropriate strip or paper.
- e. It produces interest.

- f. It increases learning and aids recall.

### **PULL CHART**

It consists of written messages which are hidden by strips of thick paper. The message can be shown to the viewer, one after another by pulling out the concealing strips.

### **FLOWCHART**

Diagrams used to show organizational elements or administrative or functional relationships. In this chart lines, rectangles, circles, are connected by lines showing the directional flow.

### **TABULATION CHART**

It shows the schedule of an activity or of an individual ex: time-table of a class. These are very valuable aid in the teaching situation where breakdown of a fact or a statement is to be listed. Also it is a useful aid for showing points of comparison, distinction, and contrasts between two or more things. While making the table charts the following points must be kept in the mind. The chart should be 50 X 75 cm or more in size. The chart should be captioned in bold letters. The vertical columns should be filled in short phrases rather than complete sentences.

### **FLIP CHART**

A set of charts related to specific topic have been tagged together and hang on a supporting stand. The individual charts will carry a series of related materials or messages in sequence. The silent points of specific topic will be presented.

### **PIE CHART**

A circle will be drawn and divisions will be made into different sections, each section will be coded differently and code key will be given at right corner of the chart as legend. The circumference is divided into suitable sections. It is relevant for showing the component part

### **8.11. VIDEO CLIPS**

In everyday life we see, hear, taste, smell, and feel. We use our senses to explore the world and absorb all of the information around us. Students, however, often are not exposed to all of these sensory stimulants in the classroom, which is why learning can be difficult at times. Instead of creating an engaging, multi-sensory environment, instructors for the most part have to rely on using stationary diagrams and textbooks to teach students key concepts. Video programs are easily accessible, affordable, and engaging resources to supplement traditional instructional materials. Videos take students on a journey to the places and time periods that they learn and read about in their lessons. From involved experiments to history exploration to exam prep, videos provide an invaluable supplement to classroom lessons.

#### **PURPOSE OF VIDEO CLIPS IN THE CLASSROOM**

Videos have been adopted as a medium to supplement curriculum and are used to augment lessons by presenting subject matter in a different light. Video can be used as a tutorial resource, providing concise visuals to accompany lessons taught in the classroom or as a preface to discuss sensitive topics that might be uncomfortable if delivered by the teacher. Most importantly, videos have the power to display actual events, places, experiments, and other footage that would be unrealistic for students to experience in person.

#### **THE POWER OF THE VIDEO CLIPS**

Learning in the classroom can be difficult for students. Consider the difficulties associated with learning about historical icons and events or about animals that inhabit all parts of the globe; these extraordinary subjects become dulled and sterile on paper. Video can breathe life into a lesson, immerse students in a new learning environment and provide a more engaging learning experience. For example, the impact of Martin Luther King Jr.'s "I Have a Dream" speech can be better felt and understood when

students view actual footage of the historic event, rather than having to read about it in their textbooks.

Videos can also introduce students to distant cultures by examining rituals, social interactions, habitats, and lifestyle. Watching a silverback gorilla feed in its natural environment, for example, allows students to really delve into concepts and lessons about animal biology.

### **VIDEO CLIPS ASSISTING DIFFERENT LEARNING STYLES**

It is a known fact that each student has unique learning needs. For those students who are visual and auditory learners, video programs provide a multi-sensory experience to help them master curriculum concepts addressed in textbook lessons. Although a topic like cell division can be described through diagrams and illustrations, seeing the scientific process in action is easier to comprehend for certain learners. This same concept can be applied to numerous other subjects. For example, while math is not an organic process with moving parts, it requires courses of action and seeing an algebraic equation solved on screen often helps students better understand the mathematical process.

### **USING VIDEO CLIPS EFFECTIVELY**

Video clips are a powerful supplement to classroom instruction and having a cohesive instructional plan in place makes for the most effective video-based lessons. Therefore, it is necessary to first define an objective and identify gaps that need to be filled or areas where reinforcement is needed. By doing this, educators are better equipped to find a useful video that will coincide with their teaching and supplement the curriculum. After selecting a suitable video clip, previewing its content before introducing it to the classroom can assure its relevance to a lesson.

It is important to realize that videos are dynamic in the sense that they are time-controlled. They can be paused to interject comments, quiz questions, or links between what is being presented on film to what is being taught.

Videos can be fast-forwarded or freeze-framed to omit or focus on displayed information. They can also be rewound to reiterate a lesson or put in slow motion to catch a significant snippet. Having a discussion after a video is shown can maximize a lesson and act as a prelude to class assignments, activities, experiments, or debates.

Video clip provides students with an exciting media outlet that takes them outside of the traditional learning environment. Videos help to revive interest in a subject, provide a different angle on what is being taught, and afford a necessary break from using traditional classroom resources.

Integration of video in the classroom presents a unique opportunity for both students and educators. By supplying a sensory educational medium, schools offer a more complete experience to students and provide a learning aid to those visual and auditory learners. Students are able to develop a more complete understanding of a subject, lifting it up off the pages of a textbook.

### **8.12. PICTURES – INTRODUCTION**

Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Pictures attract children and motivate them like to learn English so pictures are unlikable things to teach and learn English.

Picture is visual presentation of human, places, or things. The use pictures are more effective than the use words because they are easier to remember and retell. Children can see pictures, recall and retell or describe a human, a place, a thing or a specific situation that is shown in picture. It is much clearer than remembering boring words.

Pictures are used popularly in teaching vocabulary. Teacher can use pictures to help student be able to guess and remember meaning of words easily. The use of pictures make the vocabulary learning more enjoyable and

interesting because they can memories the meaning of the difficult words by singing the song with the pictures as key words and without asking another person or looking them up in the dictionary. Pictures reduce difficulties in teaching and learning new words.

Moreover, pictures are also used in teaching pronunciation and structures. For example, teacher can give a series of action pictures and repeat the same question and the answer “what is he/she doing?” or “what are they doing?” and the answer may be “he/she is + V-ing” or “they are + V-ing”. That is very effective.

Beside, teacher can use pictures to retell a story. Children can hold the content of story very quickly by see pictures. Teacher uses pictures to play a game, ask students to arrange the order of pictures base on story she told. That makes student easier to understand and remember the story and they are able to retell it.

In conclusion, the use pictures are one of the best teaching aids to teaching and learning English. They not only make class become more active and alive, but also help student learn English easily.

### **THE ADVANTAGES OF USING PICTURES**

Pictures are all right for beginner and for young people and also to advanced students. There are many benefits of pictures in a teaching process, that are; giving material by using picture it can stimulate and motivate students to become more observant and express themselves. Picture is inexpensive medium, many even be free, and fairly easy to locate and can be used by individual or in groups. Picture also can be displayed for as long as necessary so pupils can work at their own rate. Picture as up-to-date media can bring reality into the classroom, beside picture can be used to introduce, supplement, or summarize at unit. At last, by giving picture in the classroom can enriches reading and can help clarify misunderstanding.

## **THE DISADVANTAGES OF USING PICTURE**

Besides giving advantages to use in class teaching, picture or photography have also disadvantages are; picture not depict motion as film does. Picture can seem uninteresting to pupils if the picture is not unique. The other disadvantages of using picture is depicting a specific purpose that may be difficult to locate

### **8.13. PHOTOGRAPHS**

A Photograph is worth a thousand words through which a complex idea can be conveyed with just a single still image. Photos make it possible to absorb large amounts of data quickly. Using photographs for explaining complex phenomena is one of the teaching aids of modern education system all over the world. As the world is changing day by day so are the methods of instructions as the modern curriculum requires conceptual elaborations. Visual aids have the tendency to materialize the thoughts of students in the form of graphics to give thoughts a concrete frame of reference. Use of photographs is important for students because they are more likely to believe findings when the findings are paired with coloured images describing complex situations during learning as opposed to other representational data such as complex book text.

Scientists and journalists have recently suggested that the images have a persuasive influence on the public perception. This idea was tested directly in a series of experiments reported by David McCabe, an assistant professor in the Department of Psychology at Colorado State. Visual images are increasingly being used in learning and teaching resources, especially with access to quality digital images in web-based materials. The appropriateness of the images being utilized is crucial to enforce the effectiveness of this practice. Images can be used to promote positive learning experiences for students when used in ways that are consistent with the cognitive theory of visual learning. Therefore, photographs have an added advantage over text, as dual coding takes place in the memory, hence it is easier for the learner

to make cross connections between the two different codes and later retrieve information.

### **8.14. PUPPETS**

One of the old and popular arts in Indian villages is puppetry. Puppetry is an education cum entertaining aid in which puppets manipulated by the performer is a person termed as a characters in a story to be depicted. A puppet is a manipulative doll dressed as a character and the performer is a person termed as a puppeteer. A good puppeteer has to blend his art with dramatization to produce the desired effect. It is used as an effective teaching aid for languages and social sciences.

### **TYPES OF PUPPETS**

1. String or marionettes puppets:-Marionettes consist of puppets with hinged body parts which are controlled by nine strings produces required movements in the puppet. These puppets are mainly manipulated by professional puppeteers.
2. Stick puppets: - stick puppet are the painted cut-outs attached by sticks. The actions of these puppets are manipulated by the teacher and students by hiding behind a screen so that only puppets are visible to the audience or the class.
3. Shadow puppets: - shadow puppets are silhouettes of cardboard which produce shadows on white screen. The motion of these silhouettes is manipulated by the teacher and students.
4. Finger of hand puppet: - Hand puppets are round balls painted as heads with overflowing colourful costumes. These are worn on fingers which operate their movements. These are operated from below the stage.

### **ADVANTAGES OF PUPPETS**

- 1) Creates interest
- 2) Gives the knowledge in a brief period
- 3) Puppet is an effective method in teaching.
- 4) Motivate students

- 5) Easy to carry and operate

### **DISADVANTAGES OF PUPPETS**

- 1) Needs group cooperation and coordination
- 2) Requires skills in preparation and supply
- 3) Skills needed in presentation

### **8.15. POSTCARDS**

Postcards are an easy and fun way for increased student participation in classroom activity and learning. They are a form of show-and-tell in which each student, or team of students, is provided with a card or cards that become the basis for research, oral presentation or a written report.

Postcards were extremely common from all across the United States and around the Western world from about 1900 through the 1960s. Since then, the number of subjects depicted on cards has declined, though the cards still are highly popular.

With a little imagination from the teacher, subjects shown on cards can cover almost any part of the curriculum, and almost any grade level, including college and even master's degree programs. In the early part of the 20<sup>th</sup> Century, itinerant postcard salesmen, who often also were photographers, travelled the nation's byways, selling newly made and photographed cards in bulk to merchants, druggists, companies, chambers of commerce and tourist attractions. The cards proved useful as an early economic-development tool.

### **8.16. ADVERTISEMENTS**

English as a Second Language (ESL) teacher often asked is whether he or she uses appropriate materials in the English classroom and whether it is relevant for the students in their content area. Students in higher education are learning not only the particular concepts and vocabulary but also they are introduced with what is being professional in their own field of study.

Many authors have agreed that authentic materials have a positive effect on learner's motivation in the foreign language classroom.

Advertisements, being regarded as authentic materials are intrinsically more interesting or stimulating than artificial non-authentic materials. Singleton adds that authentic texts bring learners closely to the target language culture, making learning more enjoyable and therefore more motivating. The main arguments for using advertisements in English language teaching have been categorized by Picken under the headings of language, content, language learning, technical and motivational qualities, and broader educational uses. The reason of implementing ads in ESP language teaching is that the language of ads is authentic and up-to-date.

Ads are very valuable resource materials – as they offer information about a culture, both for what they show, that is, paralanguage, slices of everyday life and for the cultural values that they reflect. The subject matter of ads also ties in well with many common topics in language teaching, such as transport, sport, food, travel, and environmental issues. By providing a visual context, ads make it easier for learners to understand the language. On the internet, TV commercial ads are repeatedly presented through audio and visual channels, thus providing further justification for their implementation in the learning process. As from the technical point of view, ads are short, attractive, colourful and tempting. They are appropriate for the relatively short time – span of one language class – and easy to find.

Motivation is present as well when ads are introduced in the classroom. Learners enjoy ads and are motivated by them. Ads are creative and they stimulate the learners to be creative, too. Ads have broader educational goals such as getting students to reflect on their consumer behaviour. Advertisements should attract people's attention and at the same time they should be memorized. The composers use a special language code in combination with poetic devices, such as substitution, repetition, and word-play. Patterns of alliteration, assonance and rhyme can often be read in

headlines and slogans. Playing with words, their meaning, sound and spelling is another means to compose an attractive advertisement.

Rhetorical patterns can also be found in the illustrations of ads. The visual rhetoric is presented through repeating an image or picture to or using similar pictures to stress shared or different features. Advertisements are often used in the ESP classroom to explore the culture presented through a particular advert. Advertisers assume that people can make connections between advertisements and other texts that are well known in their culture.

### **8.17. NEWS PAPERS**

It can furnish health messages in local languages which can reach to the public easily. The information will be available in low cost, easy to read and understand simple language .the people may learn to read and interpret the contents along with pictures to enhance easy grasping.

#### **ADVANTAGES OF NEWSPAPERS**

1. Best method to reach a large group
2. Pictures will help in easy understanding
3. Attractive and easy to understand
4. Lot of information can be obtained in various fields

#### **DISADVANTAGES**

1. Useful for literates only
2. Detailed information cannot be produces

### **8.18. BROCHURES**

Brochure is one of type of visual aids. It consists of picture and the words. According to Luu brochures pervade almost all aspects of our lives. We look at them in doctors' waiting offices, pick them up at travel agencies or airports when we travel, request them from educational institution when enrolling in courses, receive them unsolicited) in the mail, etc. although we

tend to often view brochures as a nuisance, they remain an important source of information.

Hotel brochures (available through travel agents or at airport hotel desk) provide traveller with important information on which to base their decisions. However, brochures are helpful tool for teaching in the classroom or with the individual learners. It is easy to bring and do not need much money to serve. It uses as illustrate the fact and ideas. It can be used in variety educational setting as simulation or guide the students to master the vocabulary. It uses to assist students to improve their vocabulary.

Using brochures is obviously beneficial for language teaching and learning, particularly for teaching vocabulary. Using hotel brochures in teaching EFH at vocational school is a good way to collects a number of information and vocabulary automatically. Moreover it is close to the real life of the students of Hotel Department, so they will be able to absorb the vocabulary or the word faster and memorize them longer.

Brochures as the tool in teaching learning process and also as the product that the students made had given great emphasize for students to gain a lot of new words. By using brochures a teacher can conduct teaching and learning process more effective and can creates a harmonious balanced classroom, where not only teacher be active but also the student themselves. Brochures provide some pictures that relate to hotel could help them to identify the indicators of vocabularies, such as noun, adjective, verb and adverb of hotel. It also could help them to remember the vocabulary in longer time. Hence, brochures that contains good pictures made students interested and motivated in studying English for hotel. Moreover, teacher can create a challenging activity to stimulate the students in learning new words relate to the hotel

#### **8.19. REALIA**

Realia are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations.

A teacher of a foreign language often employs realia to strengthen students' associations between words for common objects and the objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians.

Realia are also used to connect learners with the key focal point of a lesson by allowing tactile and multidimensional connection between learned material and the object of the lesson. They are best represented by simple objects lending themselves to classroom settings and ease of control with minimum risk of accident throughout the student-object interaction.

Technology has begun to impact the use of realia by adding the virtual realia option, whereby three-dimensional models can be displayed through projection or on computer screens, allowing the learner to see detail otherwise difficult to acquire and to manipulate the object within the medium on which it is displayed. The option of zooming and looking within objects makes virtual realia an important learning tool in technical environments where it may be difficult or impractical to examine an object in as much detail manually, such as the workings of living organs or machinery containing hazardous parts, such as combustion engines.

#### **8.20. OVER HEAD PROJECTOR (OHP)**

The overhead projector is the most used in all audio-visual aids. It projects transparencies with brilliant screen images suitable for use in a lighted room. The teacher can write or draw diagrams on the transparency while he teaches; these are projected simultaneously on the screen by the OHP.

#### **PRESENTATION OF OVERHEAD PROJECTOR**

1. Keep the screen above the heads of the participants.
2. Keep the screen in full view of participants
3. Make sure you are not blocking any ones view when presenting.
4. Darken the room appropriately by blocking out sunshine and dimming nearby.

5. Turn the screen off between slides if you are going to talk for more than two.
6. Talk to the audience, not to the screen

### **PURPOSES OF OVERHEAD PROJECTOR**

1. To develop concepts and sequences in a subject matter area.
2. To make marginal notes on the transparencies for the use of the teacher that can carry without exposing them to the class.
3. To test students performances, while other classmates observe.
4. To show relationships by means of transparent overlays in contrasting colour.
5. To give the illusion of motion in the transparency.

### **ADVANTAGES OF OVERHEAD PROJECTOR**

1. It permits the teacher to stand in front of the class while using the projector, thus enabling her to point out features appearing on the screen by pointing to the materials at the projector itself and at the same time, to observe the students reactions to her discussion.
2. Gains attention of the students

### **8.21. RADIO**

Radio is the most prominent audio teaching aid used for teaching purpose. Through radio broadcast, educational, cultural and social knowledge can easily be communicated. Seminars, lectures, workshops can be disseminated through the radio channel effectively. There are a number of merits and demerits of radio as instructional materials which include:

### **ADVANTAGES OF RADIO**

1. It is far less expensive than T.V,
2. A very wide coverage of audience is possible through radio lectures,
3. It can broadcast events immediately as they happen.
4. Radio broadcast are wordily interesting because radio transmits music and drama.

## **DISADVANTAGES OF RADIO**

1. It does not allow students the opportunity to ask questions during educational broadcasts,
2. Radio speakers talk at their own speed without knowing if the listeners are following,
3. Educational broadcasts usually come on at odd times (Nwanna-Nzewunwa, 2003).

## **8.22. TELEVISION**

T.V. is a modern teaching aid. It is most suited for teaching language. The language teacher is limited by the four walls of the classroom and can bring in the outside world only in a limited way by means of make-believe. Television can help in widening the language experience of the pupils to a considerable extent. The greatest merit of television as a language aid is that it can create a far greater variety of situations than the teacher. Children can be exposed to language situations at a railway station, at a bus stop, at a market place, at a hotel and at home. Television provides an opportunity to a large number of pupils to learn from a single experienced source. A good television programme can provide a model of correct speech not only to the pupils but also to the less gifted classroom teacher. A television programme for the students also helps to train the classroom teacher in modern methods of teaching. Moreover, special television programmes for teachers can help them greatly.

Television, of course, is not without its limitations. Is a unidirectional medium i.e. a one way communication? Thus it can never replace the classroom teacher who has the advantage of having communication with his class. Television can only perform some duties better than the teacher. Broadly speaking, language teaching consists of presentation, practice and production. Television can handle the first stage i.e. presentation very well, quite often better than a class-room teacher. But it cannot handle the second stage i.e. practice or drill due to lack of feedback from the pupil

### **8.23. ROLE OF COMPUTERS**

Computers can help the students to read English with greater comprehension. Visual effects, sounds, etc can also be produced with the help of multi-media effect. In general, students can learn well with computer in considerably less time.

We use computers to conduct proficiency test for students, which help them to answer the questions and finally they will get their score and they can evaluate themselves. Also, they can get the answers immediately after getting the score. This helps the students to develop their knowledge as well as they can have self-correction. We train the students by giving sounds of different words. This helps them to understand pronunciation better. This helps the students understand the concept of the language easily. Also, it helps the students to develop the listening skill which is considered to be the first in LSRW.

On the whole, machines mean relief from the mechanical aspects of the teacher's work. So computer is not to exclude the teacher from the classroom. They cannot replace the teachers; instead the computer can assist the teacher for effective teaching and learning in classrooms.

### **8.24. POWER POINT PRESENTATION**

The PowerPoint presentations in the form of slides serve a very important role in the modern education. Any person with a basic knowledge of PowerPoint can learn to make slides on the relevant subjects of teaching with a very little training. If a teacher is really interested to learn and use this media to teach his or her students can do it in very short period of time.

One can use the PowerPoint slides starting even from the students of Kindergarten onwards. Even the students who do not want to come to school as the ordinary teaching by the traditional methods seems boring them are attracted by the novel methods of teaching through the PowerPoint presentations.

The entire lessons of the students can be incorporated in PowerPoint slides and then can be taught to them in the classrooms by interpolating sounds and animations in the text lessons making the lessons very interesting to the students. This can be done by having an LCD TV attached to a computer in the classroom. This works out to be much cheap and better than even the electronic smart white board. The added advantage is that the teachers can also use the ordinary blackboard in the class. There is no need to cover the wall with a fixed electronic white board which will also need an overhead projector to run it in addition to a computer. This also reduces the operating costs which are very heavy when we use the electronic boards.

PowerPoint presentations are also advantageous than the electronic boards because the teachers can make the slides themselves according to their own specific requirements of the subject instead of using the globally made software which may not serve the specific needs of the teacher in the classroom. The students may also be involved in preparing these slides. They will learn most of their lessons when they practically make the slides themselves. In addition, the students will increase their speed of typing when they type their lessons for the PowerPoint slides.

#### **8.25. LANGUAGE LABORATORY**

Laboratories in schools might only be associated with science subjects. This serves as their workplace to experiment on specific subjects. However, this is also necessary for language learning. This provides an avenue for the students to improve the way they pronounce the words and be corrected by the teacher whenever necessary. Generally laboratories were used in India for the science subjects. With technological advancement and exposure to western models of teaching and learning, there has been a spurt in the growth of language laboratories in colleges.

The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching. They can be found, amongst other places, in schools, universities and academies. Perhaps the first lab was at the University of Grenoble. In the 1950s up until the 1990s, they were tape

based systems using reel to reel or (latterly) cassette. Current installations are generally multimedia PCs. The original language labs are now very outdated. They allowed a teacher to listen to and manage student audio via a hard-wired analogue tape deck based systems with 'sound booths' in fixed locations.

According to American Heritage Dictionary, language laboratory is: "A room designed for learning foreign languages and equipped with tape recorders, videocassette recorders, or computers connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group".

Mambo (2004) affirmed that: "Language laboratories are environments designed to enhance foreign language learners' skills. Generally equipped with analog and digital hardware, and software (tape recorders, videocassette recorders, or computers), they provide practices in listening comprehension, speaking (listen and repeat), with the goal to reinforce the grammar, vocabulary and functions (grammatical structures) presented in class."

#### **ADVANTAGES OF LANGUAGE LAB**

- Gets into deeper side of language
- The language lab is available in many standards
- Language labs allow for diversity in the classroom
- A language lab is practical
- Students learn much faster in the language lab
- The teacher takes on a more important role in the language lab
- Labs foster communication in the classroom
- Learning the language without a time constraint.
- Assess and improve the speech in English through the self-help features.
- Allows learners to pronounce certain words correctly
- Auditory Oriented

- Comprehensive quickly
- Effective learning, Focus Veracity
- Have the self-evaluation
- Listening skills are primary in becoming fluent
- Provide Individualistic Learning

### **DISADVANTAGES OF LANGUAGE LABORATORY**

Although of the various advantages of the language laboratory, it has also a few disadvantages or let us say difficulties, which are related to the high cost, it needs skilled instructors, and it makes unsuccessful instruction in some cases.

- The language lab requires a high cost to be built in the university and to be kept on going. It is very expensive to set up the language lab and country like India there is no lab syllabus and usually language classes are conducted as theory. Furthermore, it needs more money for resource management.
- The language lab would not let the English teaching-learning process be effective if there are some troubles with the technology of it. Worse even, it becomes useless when the electricity is off.
- The language laboratory needs an qualified teacher to be able to activate all the technology provided in it. Universities, or more precisely, faculties of
- English has to employ technicians who would keep the equipment in the language laboratory always in high-quality conditions.
- These days student does not have enough patience to listen to pronunciation and practice them so the recording of pronunciation is useless.
- As the teacher listens to students randomly the response can be unorganized and ineffective as there are many students to attend to.

- The teacher should be well trained in executing the language lab effectively. Given the nature of teaching, a language teacher may need an assistant in taking care of the technological part while teacher attends to the instructional components.
- As technology changes rapidly, there should be a provision for upgrade in the medium of instructions, which can be burden for school in terms of finances.

### **8.26. LANGUAGE GAMES**

Children love playing games and performing activities. They seek fun and enjoyment while playing any game and performing any joyful activity. Any game that facilitates learning of language is a language game. Language games are based on play-way method of learning. Learners feel that they are playing a game. At the same time they do acquire language ability consciously or unconsciously.

### **ADVANTAGES OF LANGUAGE GAMES**

- They help to motivate children and sustain their interest.
- They give variety to the day to day teaching.
- They develop their power of observation and imagination.
- They throw challenges which they take up joyfully.
- They suit various levels of the students.
- They ensure maximum participation of students
- They give opportunities for cooperation and healthy competition.
- They create fair classroom atmosphere to acquire language abilities.
- They help to practice language meaningfully without any stress.

### **TYPES OF LANGUAGE GAMES**

There are mainly three types of games:

- Listening/ Speaking
- Reading/ writing

- Vocabulary/ Grammar

Any game can be oral/ written depending on the level of the learner and the objectives of the lesson. Some games are described below:

### **1. IDENTIFICATION GAMES**

Presenting an object and describing it or describing an object and asking to identify it.

- Asking about any hidden object or item
- To select a picture on the given description
- Reciting a poem or telling a story.

### **2. SPELLING GAMES**

Spelling games are useful for learning the spelling of different words. They are:

- The teacher writes a word on the blackboard and asks the students one by one to speak a word beginning with the last letter of the word e.g. Fan - nest- time- ear - rat & so on.
- The teacher writes a word on the blackboard and instructs the students one by one to make different words using the different letter of that particular word. e.g. 'forehead' ear, red, head, hear, roar etc.
- The teacher gives jumbled letters or words to arrange them in a order to form the particular word or sentence. He can write a word missing certain letters and ask the students to fill up the missing letters.

### **3. READING GAMES**

Crossword puzzle and comprehension puzzle are used in reading games. For example:

- The teacher distributes the work-sheet among the students and asks them to encircle the parts or body.
- Read the following and guess what I am.

I wear a cap but I am neither a man nor a boy. I can write but I can't read. I drink but I don't eat People keep me in their pockets. But I am not money. My friends are paper. (Answer-pen)

#### **4. VOCABULARY GAMES**

- a) Students are directed to construct different words using prefix or suffix to the root words.
- b) Change one letter in the given words and write three other words/objects.  
For example: Plate
- c) Write the names of animals/ things hidden below: as 'cat' is hidden in cattle,

#### **5. SENTENCE/ STRUCTURE GAME**

- a) The teacher writes some action word on the blackboard asks the students to use in sentences. He can ask them to make as many sentences as they can by replacing the action words.
- b) The teacher can give a particular structure and ask them to make the same structure by replacing the noun/pronoun/ verb etc.

There are so many other games which an English teacher can innovate according to the learning's age and level, size of the class and availability of time and materials to make English language learning joyful.

## **UNIT – IX**

### **SKILL OF LISTENING**

#### **9.1. CONCEPT OF LISTENING IN SECOND LANGUAGE**

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half of their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modelling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

## **9.2. LISTENING SKILLS AND THEIR SUB SKILLS**

Listening is one of the four language macro skills (the others are reading, speaking and writing). But it's important to understand that in real life there's no such thing as just 'listening'. In fact, there are several different kinds of listening, which we call sub-skills. Here are three listening sub-skills which are often practised in the language classroom:

- Listening for gist. This is when we listen to something to get a general idea of what it's about, of what's being said. We don't want or need to understand every word. Example: listening to a summary of the day's news on the radio.
- Listening for specific information. This is when we listen to something because we want to discover a particular piece of information. We know in advance what we're hoping to find out. We can ignore other information which doesn't interest us. Example: listening to a weather report to find out about the weather in your part of the country.
- Listening in detail. This is when we listen we listen very closely, paying attention to all the words and trying to understand as much information as possible. Example: a member of a jury listening to a statement from a witness.

## **9.3. GOALS AND TECHNIQUES OF TEACHING LISTENING**

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

### **FOCUS: THE LISTENING PROCESS**

To accomplish this goal, instructors focus on the process of listening rather than on its product.

- They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.
- They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.
- They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.
- They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.
- They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests.
- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

## **INTEGRATING METACOGNITIVE STRATEGIES**

Before listening: Plan for the listening task

- Set a purpose or decide in advance what to listen for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after listening: Monitor comprehension

- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Listen/view again to check comprehension
- Ask for help

After listening: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in listening and in particular types of listening tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary

## **USING AUTHENTIC MATERIALS AND SITUATIONS**

Authentic materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

## **ONE-WAY COMMUNICATION**

### **MATERIALS**

- Radio and television programs
- Public address announcements (airports, train/bus stations, stores)

- Speeches and lectures
- Telephone customer service recordings

### **PROCEDURE**

- Help students identify the listening goal: to obtain specific information; to decide whether to continue listening; to understand most or all of the message
- Help students outline predictable sequences in which information may be presented: who-what-when-where (news stories); who-flight number-arriving/departing-gate number (airport announcements); "for [function], press [number]" (telephone recordings)
- Help students identify key words/phrases to listen for

### **TWO-WAY COMMUNICATION**

In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear. Note the difference between the teacher as teacher and the teacher as authentic listener in the dialogues in the popup screens.

### **9.4. ROLE OF TECHNOLOGY IN TEACHING LISTENING SKILLS**

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do

academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modelling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

One of the best ways to introduce students to listening strategies is to integrate listening activities into language lessons using multimedia technology. As multimedia technology (interactive videodisc, CD-ROM, CD-I, etc.) becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option. Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations. The result is that learners can now interact with textual, aural, and visual media in a wide range of formats.

The past two decades have brought to language teaching and learning a wide range of audio-visual technologies. From among these, no single tool for teaching and learning has had greater impact than the personal computer. Today, individual learners can, in addition to interacting with computer-generated text and graphics, control combinations of analog and digital sound and images. Arranging these combined media into intelligent, pedagogically-driven material is a challenge to teachers.

Over the years, a wide variety of teaching aids have been placed at the disposal of language teachers. Charts, slides, tape-recorders, videos, overhead projectors and many other technological innovations have taken the place of traditional chalk and board, though not completely. Not long ago a language laboratory was widely used in learning listening as it was tied to the belief that individual listening practice with audiotape helps build a learner's ability to understand and speak the target language. Technology continues to be perceived as an enhancement to the process of language acquisition. The large-scale infusion of computers in language instruction programs in the past decade attests to this belief. The rationale behind what is now growing support for Computer Assisted Language Learning (CALL) is not unlike earlier enthusiasm for audiotape based technologies. That is, both media provide individualized access to target language material that the learner can control and use in a self-study format. However, expectations for CALL in general and multimedia in particular are much higher. The fast and powerful computational capacity, in conjunction with the orchestrated video, text, and graphics of today's multimedia learning systems would predict more sophisticated paradigms within which students can interact with the target language and, consequently, more effective learning. Learning a language via individualized instruction with the computer — especially when audio and video are involved — is an extremely appealing proposition, one that has sold to many an administrator in search of instructional panaceas.

### **9.5 DIFFERENCE BETWEEN HEARING AND LISTENING**

The following points are vital so far as the difference between hearing and listening is concerned

1. An individual's ability to perceive sounds, by receiving vibrations through ears, is called the hearing. Listening is something done consciously, that involves the analysis and understanding of the sounds you hear.
2. The hearing is the primary and continuous in nature, i.e. the first and foremost stage is hearing, followed by listening and it occurs

continuously. On the other hand, listening is temporary, as we cannot continuously pay attention to something for long hours.

3. The hearing is physiological, which is through one of our senses in the living organisms. On the contrary, listening is a psychological (conscious) act.
4. While hearing is a passive bodily process that does not involve use of the brain. As opposed to listening, it is an active mental process, which involves the use of brain to draw meaning from words and sentences.
5. Hearing involves receipt of the message through ears. Conversely, listening encompasses interpretation of the message received by ears.
6. The hearing is an inborn ability but listening is a learned skill.
7. In the hearing, we are not aware of the sounds that we receive; however in the case of listening, we are completely aware of what the speaker is saying.
8. Hearing involves the use of only one sense i.e. ears. In contrast, listening, involves the use of more than one senses i.e. eyes, ears, touch etc. to understand the message completely and accurately.
9. In the hearing, we are neither aware nor we have any control over the sounds we hear. On the other hand, in listening, we are aware of what the other person is saying and so we listen to acquire knowledge and receive information.
10. Hearing does not require focus whereas listening does.

## **UNIT – X**

### **TEACHING OF RECEPTIVE SKILLS – SKILL OF READING**

#### **10.1. CONCEPT OF READING IN SECOND LANGUAGE**

Reading is one of the most useful skills in learning a foreign language. It serves as a means by which the “unbounded field of knowledge” lies open before us and we are able to know new facts and relationship.

Francis Bacon was very correct when, in one of his essays, ‘Our Studies’ he wrote, “Reading maketh a full man .....” According to Gray, “Reading is a form of experience.” Indeed good reading habits promote ‘self-education’ which helps in the modification of personality.

Reading trains our mind and broadens our outlook. If one has developed a taste for reading in school days, he will realize that nothing but reading is the best utilization of his hours of leisure. Of all the linguistic skills, reading is perhaps one that requires our attention most and lacking which we find that there are great retardation in reading activities of our pupils.

Reading is a complex communicative process of receiving and interpreting the written words. It involves recognizing what is written and comprehending the matter, which understands the main and subsidiary points as well as links between different parts of the written material. While receiving and interpreting the written word, the reader is concerned with four factors, i.e. decoding, comprehending, text analysis and response.

Decoding or interpreting in reading refers to the process of changing the coded message into information. As it involves understanding the written language, it requires the ability to recognize words accurately, and the manner in which words are used in varying contexts. A written message can be decoded only if we know the language in which the message is encoded.

Comprehension in reading refers to the identification of the central theme, main ideas, supporting details and writing patterns. After decoding and

comprehending the literal meaning of a written message, its significance is evaluated and appropriate conclusions are drawn from it.

Text analysis is essential for critical and evaluative understanding of a text. Text analysis refers to the process of identifying relationships among different units within the text in order to distinguish between relevant and irrelevant information, explicit and implicit information, facts and opinions, examples and ideas and draw inferences and conclusions.

Response is our action or reaction to the written message. It completes the reading process as it is the last step of reading. Our response to a text depends largely on our correct understanding and evaluation of the text. We may immediately respond to the message, as in the case of reading the letter, a memo, an e-mail message. Though in some text, we may need to remember the information so that we are able to use it later.

## **10.2 MECHANICS OF READING**

There are a few essential factors in the process of reading. There are movements of the eyes, there is word recognition, there process works and then there is understanding of the material that is read.

### **EYE MOVEMENTS**

Eyes play an important role in the reading process. Eye movements are steady or smooth along the lines of the print. A series of jumps or jerks are visible. It is during these fixations the eyes get to recognise the word or phrases. Perception-Span:-The number of words taken in one pause is known as the perception-span.

### **EYE-SPAN**

If we divide the number of letters in the live just read by the number of process. We get the number of letters read in each pause. This is known as the eye-span. It varies with the size of the print - the bigger the letters in size, the smaller the eye span. Moreover, different readers see different number of letters in one pause. Besides, the number of fixations or pauses

per line depends on the difficulties of the material that is given for reading age and the maturity of the reader.

### **WORD-RECOGNITION**

Good reading involves the ability in recognition words and extracting meaning from them. The ability in recognizing words depends upon.

### **THE TYPE OF LETTER**

Projecting word like (t,p,f,t,d) and non-projecting like (a,o,u). Words containing the former types of letters are more easily recognized than words containing non-projecting letters.

### **THE SHAPE OF WORDS**

Words similar in shape like receive deceive, bid did, etc. often confuse the beginner.

### **THE RANGE OF LEARNER'S EXPERIENCE**

Words which are associated with objects and ideas within the learner's experience and words which the child has already heard or practiced in speech are easily recognised.

### **READING SPEED**

Speed is an important factor in reading. A slow reader is usually considered to be a bad reader. Speed also depends upon age and maturity of the learner.

### **COMPREHENSION OR UNDERSTANDING**

The whole reading activity is useless if the material read is not understood by reader of course, general intelligence interest in a particular subject, previous knowledge of the subjects discussed in the reading comprehension. Still the teacher should carefully help the child in over. Coming soon of the common reading faults which inhibit the reading process. These faults are

faulty eye-movements, slow speed, head-movements, and poor-word recognition, back-word eye movements etc.

### **10.3. TYPES OF READING**

The main ways or types of reading are as follows:

1. Skimming
2. Scanning
3. Browsing
4. SQ3R
5. Silent reading
6. Loud reading
7. Intensive reading
8. Extensive reading

#### **10.3.1. SKIMMING**

Skimming is a reading of one's fastest speed. It is used to achieve more significant information out of a lot of material. When skimming, reader goes through the material quickly in order to get the gist of it, to know how it is organized or to get an idea of the tone or the intention of the writer.

#### **HOW TO SKIM**

- After noting the titles and subtitles which identify the topic, read paragraph fully.
- Read at the fastest speed to get the idea of the stage, the setting, style tone or mood.
- Reader reads only key sentence and tries to get the main idea.
- The reader lets his eyes jump down through the paragraph picking up one or two important words, phrases

#### **SIGNIFICANCE OF SKIMMING**

1. It is useful for students and professionals.
2. It gives general idea of the matter.

3. It is useful in building up a fund of reference information.

### **10.3.2. SCANNING**

In scanning, reader means darting over much of a text to reach for a specific item or piece of information that he wishes to discover.

#### **HOW TO SCAN**

- To fix clearly in mind what he is looking for.
- To plan how the required information can be obtained.
- Floating approach (mooring back or forth) is applied.
- Reads as much as he required

#### **SIGNIFICANCE OF SCANNING**

- It has great importance to exclusives, administrators, professors, researchers, to get required information in a short time.
- For dictionary use, it is very useful. For phone directory, it is applied.
- This is similar to extensive reading, but its chief aim is to supplement the intensive reading of a detailed prose-lesson.
- It is done in the formal setup of a classroom and is done during specific periods.

### **10.3.3. BROWSING**

Browsing is an undirected information seeking activity. It is looking for information in a casual way, which by exploration could lead to chance discovery of information in areas of interest to the user. Browsing is important; it gives people opportunity to develop and prioritize information about a subject they are not familiar with, to keep current with news and developments, to gather information for making initial decisions, and to obtain an over-all view of a subject matter or a whole information material.

### **DEFINITION OF BROWSING**

Browsing is an exploratory information seeking activity by looking for information in casual way, which by serendipity could lead to finding information in areas of interest to the user. It is an undirected, visual information searching activity involving actions such as glimpsing, fixing on the object at hand, cursory evaluating the material, selecting the material, or moving on and starting the same process.

### **IMPORTANCE OF BROWSING**

Browsing is a common but essential information seeking behaviour. Browsing gives information seekers opportunity to develop and prioritize information about a subject they are not familiar with. By browsing, information seekers scan information from a wide variety of sources to keep current with news and developments in various areas of interest. Likewise, browsing enables people to gather information needed in making initial decisions of the potential value of a material.

By browsing, people are able to locate items or links that will lead them to other information sources. Browsing bookshelves, catalogues, or databases enables people to get a general view of a particular subject matter. It provides a means to locate information in a document, as well as provide an over-all idea of the whole material.

### **FACTORS THAT FACILITATE BROWSING**

The organization of print materials promotes browsing. Table of contents, list of titles, topic headings, indexes, prefaces, names of people and organizations, and references encourage and increase interest in browsing. In libraries and bookstores, browsing is enhanced when collections are arranged in systematic order, through subject categorization or classification, and in visually appealing manner.

In online browsing, navigation devices, hypertexts and directories provide guides to users looking for items of interest. "Hypertext browsing" directs

users to links between keywords and topics that can be further explored by users. “Directory-browsing” created through subject categories and classification provides efficient browsing and encourages further exploration.

#### **10.3.4. SQ3R**

Teaching of English aims at making the learner to be an independent reader. An efficient reader should be able to read and comprehend the content that he reads. To become an efficient reader he has to possess some study techniques. Reading enables the reader to know what information the author wants to pass on to him. A skilled reader is not a passive recipient of what the writer wants to say. But he will comprehend more than what the writer intended to convey to the readers. For example, take Robert Frost, an American poet. His poems don't have any difficult word in them. We get a treasure of meaning from his poems. One cannot assure whether Robert Frost himself thought these many ideas while writing the poem. The more you read the poem, the more interest you have on it. Only a skilled reader can enjoy this privilege.

A complete reading involves reading, understanding, reacting and integrating. When the reader fails to react what he reads then the reading will be meaningless and incomplete. So, the teacher has to prepare his students as active readers. Only by applying better study techniques we can encash the benefits from reading. Such a study technique is SQ3R technique. Francis P. Robinson has developed this technique. It is an excellent example of a systematic approach to reading. SQ3R stands for: S - Survey Q- Question 3R- Read, Recite and Review

#### **SURVEY**

Survey means, the rapid glancing over the book that the reader intends to read, for assessing the book. It is like the trial run done on the rails before the original train is run. Surveying as a technique is applied in reading also. The reader turns the pages randomly, verifies whether the subheadings are in line with his expectations, sees whether the text is supported by proper

illustrations, and other aspects that would encourage the reader to take up reading. This enables the reader to have a prior understanding of the text before starting up reading. This is an extension and authentic work of pre-reading.

### **QUESTION**

The next step is questioning. Questions are asked on the headings and subheadings in order to reaffirm the need for reading the text. The more questions that are asked on the headings and subheadings, the better insight that the reader gets on the text. Questions should be made on the basis of the need of the reader. This stage is also before taking up reading.

### **READ**

They would have understood something of the text from the survey he conducted on the book and the questioning that he made on the headings and subheadings. The next stage is while reading stage. While going through the text he will now understand the main points and concentrate on the illustration that will supplement his understanding better. With proper surveying and questioning, now, he will even be able to anticipate what may come next.

### **RECITE**

The reader tells whatever he learnt to others. It may to his classmates. It is also called peer teaching. Reciting facilitates better recalling and a powerful means for retention. Recalling and retention are the two main study skills others being perception and comprehension. That way reciting is very useful to present the point in sequential order and an aid for retention.

### **REVIEW**

Review is the last step in SQ3R technique of reading. Review means periodical revision of the things that are learnt. Anything that is neglected is bound to be away from the mind of the people. So, the reader has to review

the items that are read. It also functions as post-reading. Post-reading facilitates understanding the text critically

#### **10.3.5. SILENT READING**

Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. The children should be initiated into reading silently as soon as they have mastered some degree of fluency of reading aloud. Morrison has said, "Loud reading by students should be followed by silent reading." Mehta has said, "We all read faster than we speak and children must be initiated into the silent reading habit as early as possible."

#### **OBJECTIVES OF SILENT READING**

The objectives of silent reading are:

1. To enable the students to read silently, without making any kind of sound but not moving even their lips, so that others are not disturbed.
2. To enable the students to teach them to read speedily, easily and fluently
3. To enable the students to not only read but also to comprehend or understand things, ideas or meanings side by side.
4. To expand the reading vocabulary of the students
5. One of the most important objectives of silent reading is to develop in the students the way to enjoy and recreate themselves. According to Ryburn, The aims of silent reading are pleasure and profit; to be able to read for interest and to get information.

#### **PROCESS OF SILENT READING**

In the initial stages of introducing silent reading when the vocabulary of the students has not developed much, the teacher can give the summary or gist of the paragraph or text to them, so that the students are able to understand and interest is developed in them. In the words of Ryburn, "He should test what the students have gained from what they have read by questions on the subject matter. Another good way of teaching is to get

pupils to give the substance of the paragraph they have read.” The length and difficulty of the given passage should be according to the level of the students. To say that reading is a silent and personal activity does not imply that it only lends to individual work.

On the contrary, it is particularly interesting to encourage comparisons between several interpretations of a text which will lead to discussion and properly a need to refer back to the text to check. Here are possible step:

- Silent reading followed by an activity which each student does on his own.
- The students now work in pairs; each one is trying to justify his answer.
- The group should try to agree on one answer or interpretation.
- The groups exchange partners and students compare their result
- A general discussion involving the whole class may follow.

#### **PRECAUTIONS OF SILENT READING**

The following precautions should be exercised while carrying out the act of silent reading:

1. The silent reading should be started only when the children know really well about the basic structure of English sentences.
2. The children can be triggered in silent reading only after having got the ability of pronouncing words.

#### **ADVANTAGES OF SILENT READING**

Silent reading has the following advantages:

1. Silent reading is a quick way of reading through a passage. Silent reading saves time and energy.
2. The students find it an interesting way of reading.

3. According to Mehta, “It acts as a deterrent against the tendency so common amongst beginners to translate what they read in English into their mother tongue.”

4. Silent reading is of great value in the practical life even after the school life. It helps in higher classes as the students have to comprehend the vast resources of textbooks for comprehension and examination purposes.

5. According to Ryburn, It enables attention and energy to be concentrated on meaning and so it saves a division of attention resulting in a greater assimilation of information.

### **DISADVANTAGE OF SILENT READING**

The disadvantage of silent reading can be the following:

1. Silent reading does not suit beginners.

2. It hardly introduces the students with pronunciation. Though the students pronounce in their minds, but the mistakes of the students cannot be corrected by the teacher.

3. It is difficult to find out if the students are really reading or are just looking at the text with the thoughts wandering. We need to improve our visual perception skills and ability to identify words and phrases. Eye reading makes reading fast, efficient and result oriented. Silent reading is an end in itself as it makes possible for us to read wide and intensive. Its benefits are numerous and should not be discouraged looking at its disadvantages.

### **10.3.6. LOUD READING**

Loud reading is also known as oral or aloud reading. Loud reading should be introduced after the students have been given some training in two months on the points concerning pronunciation, intonation, stress, pitch and other aspects of spoken English.

According to W.M.Ryburn, “There is very little real reading done in English. Part of difficulty is that English is a foreign language, but the chief difficulty is found in the fact that pupils are not taught to read aloud properly in their mother tongue.” Following exercises will help students:

1. Exercise with pace and pause

Read aloud from a newspaper or a book, just before you run out of breath, say aloud, ‘I pause and I breathe’. Take time to inhale, and let your breath drop low, as if into your stomach. Then continue reading on the out breath. Every time you need to breathe, say the words, ‘I pause and I breathe’. Continue the exercise until you feel comfortable using the phrase, and are breathing deeply and regularly. Using a tape recorder can help to monitor this. Then continue reading aloud, but this time says the phrase, ‘I pause and I breathe’ silently in your mind.

2. Correcting your pitch range

Practice changing up and down within the space of a few words. Take the statement ‘I can do that’, and say it in four different ways. I can do that I can do that I can do that I can do that

Practise using pitch to reflect the emotional content of your speech. Practise saying each of the following statements twice in succession: first, as flatly as you can; then as emotionally as you can, using pitch to express emotion. Congratulations! A new job! Please don’t kick the cat. I won’t go. Never. Don’t ever ask me again. That’s an interesting thought...

3. Articulation – turning voice into speech: What turns voice into speech is the action of the speech organs of the head. These are:

- The tongue- both the tip and the back of the tongue are used to produce different sounds.
- The lips
- The soft palate- this is movable; it lies at the back of the roof of the mouth.

- The hard palate – this is immovable; it lies in front of the soft palate of the top of the mouth.

- The dental ridge- this is just behind the upper front teeth.

- The jaw Exercise with vowels

To improve the quality of your vowels, practice speaking loud a vowel sequence; Hoot, hook, hawk, hot, heard, hut, hard, heel, hid, head, hand  
Hoe, how, ahoy, hay, high, hair, here, hire, hour, shower

### **OBJECTIVES OF LOUD READING**

1. To enable the students to read with correct pronunciation, articulation, intonation, stress, pitch, pause, pace and rhythm.
2. To enable the students to read with expressions.
3. To enable the students to understand the meaning of spoken words, phrases and sentences.
4. In the words of Ryburn, “To test the pupils’ knowledge of English words and phrases and whether they know how to pronounce them, how to phrase words, how to articulate clearly. That is, reading aloud is a test as well as a practice.”
5. The main objective of loud reading is to develop in the students a desire for silent reading.

### **PROCESS OF LOUD READING**

The process of loud reading is executed in two steps:

1. The teacher reads a sample passage with correct pronunciation, intonation, stress, rhythm and pauses if the pupils require repetition of model reading, the teacher should do so. But they should not be accustomed to it. The aim of this sample or model reading is to train the auditory nerves of the students. In the opinion of Dr. West, “Until the pupil

can read, the teacher is the sole source of the language. He is like the mother bird putting gobbets of English in the open beaks of his pupil.”

2. Students should read loudly. Here, the teacher should correct the pronunciation and he should correct the students wherever necessary, but it should not be done in between but after the pupil finishes the reading. While reading plays, pupils should be assigned roles and they should read their respective roles. The standard of reading aloud can be raised with the raising of the level of the students. Poetry recitation can be done. Speed in reading along with accuracy should be emphasized at senior level where as at junior level only accuracy is demanded.

### **PRECAUTIONS OF LOUD READING**

The following precautions should be exercised while carrying out the act of loud reading:

1. The students should be asked to maintain accuracy and not speed. Speed will come with practice, but accuracy once lost will be difficult to regain.
2. The passage for reading should be within the comprehension power of the students.
3. Reading aloud should be done on individual basis so that their individual pronunciation and other aspects of reading are checked. Group reading does no good as teacher is unable to point out errors.
4. The posture of the students should be right. The relationship between head and neck is most important for a balanced posture.

### **ADVANTAGES OF LOUD READING**

Loud reading has the following advantages:

1. Model teaching by the teacher helps the students to know the correct pronunciation and method of reading.
2. It develops the skill of speech and giving lectures.

3. It helps in eradicating the mistakes related to pronunciation of the students.

4. It trains the sensory organs—eyes, ears and mouth because in loud reading, they work in coordination.

5. It makes students learn by imitation which is a natural method of learning things by the children.

### **DISADVANTAGE OF LOUD READING**

The disadvantage of loud reading can be the following:

1. Some scholars, including E.W. Manzel, are of the opinion that loud reading is not a source of pleasure.

2. If a student becomes habitual to loud reading, he cannot become an extensive reader.

3. Loud reading does not help in penetrating the meaning. A.W. Frisby says, “The danger of too much reading aloud is that it may lead to the short circulating of the meaning, whereby the written word does not convey meaning but becomes merely a symbol for the collection of sounds and is translated straight in sound.”

4. In public places like library and reading –rooms only silent reading is allowed. Some scholars like P. Gurrey have not recommended loud reading. But the advantages of loud reading are stronger. So, we cannot dispense with loud reading in early stages.

### **10.3.7. INTENSIVE READING**

Intensive reading is a detailed study of the prescribed text in order to train the students is an important aspect of language teaching, i.e. reading. According to Jespersen, “To keep them occupied with the text repeatedly in such a way that they do not lose sight in the meaning, so that they may thus become so familiar with it at last that they know it almost or entirely by

heart, without having been directly required to commit it to memory.” The teacher has to carefully plan teaching of intensive reading as it plays an important role, not only in examination but also in practical life as well. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

### **OBJECTIVES OF INTENSIVE READING**

The objectives of intensive reading are:

1. The aim is to make a detailed study of words, phrases, word order and expressions, thus entirely dealing with the sentence structure.
2. The aim is to enable the students to comprehend the text, its sense and meaning.
3. The aim is to enable the students to improve and command over English and increase comprehension of the texts that they come across with expanding vocabulary.
4. It encourages the students to gather information from the text. Process The process of intensive reading is very important and needs careful planning by the teacher. According to Dave Singh,” Teachers follow their own method: for after all, a teacher is the principal method. Much depends on his personality, expression, initiatives, drive, devices etc. However, still there are broad steps in a lesson which no intelligent teacher can afford to miss without detriment to his efficiency of teaching.”

### **STEPS IN TEACHING INTENSIVE READING**

The steps of teaching intensive reading are as under:

- 1) Selection of the topic is one of the most important steps in beginning to teach intensive reading.
- 2) The second step is introduction to the topic. Any of the two methods can be used – first, to introduce the topic to the students in an interesting

description so as to arouse their interest; or secondly, to test the previous knowledge of the student by asking them question on the topic or a related subject.

3) After this, the teacher presents the text to the student in his own manner, so that the students can have acquaintance with the passage.

4) Now the teacher gives a model reading. Model reading by the teacher is an essential part of intensive reading and must not be ignore. According to Morris, "For a considerable part of a course, it is strongly advisable for the teacher to give a model reading of the fresh text, exploiting its dramatic possibilities".

5) The next step is reading aloud by the students. They should be invited to read aloud one by one, preferably starting from the bright students and going down to the weak students. The teacher should correct their mistakes in pronunciation, stress, pitch etc. The purpose of this exercise is to overcome their mistakes and hesitation in reading and speaking.

6) The teacher should explain new words, phrases, sentence patterns, grammatical points as well as special reference of the text to the students. The teacher should explain the synonyms also, these synonyms can be in the mother tongue or English, as the teacher finds appropriate. Similarly, sentence patterns can be explained by giving parallel examples and other structure in the mother tongue and English. The words and phrases should also be analysed on the basis of parts of speech, tense, degree of adjective, use of gerund etc. Other features of sentences such as active/ passive voice, direct/ indirect narration etc. should also be explained.

7) Having fully explained the text and its various features, the teacher now tries to test comprehension level of the students. Intensive reading can be more interesting by encouraging the students to ask questions to their classmates on the passage read by them. This will encourage students to search out questions from the passage. For this, they will be very keen go through every line of the passage.

### **ADVANTAGES OF INTENSIVE READING**

Intensive reading has the following advantages:

1. It improves the power of expression.
2. The students develop the skill of questioning and answering.
3. The students become interested in looking into details of the text they come across as they find newer meanings being attributed to the otherwise ordinary looking passages.

### **DISADVANTAGE OF INTENSIVE READING**

The disadvantage of intensive reading can be the following:

1. Its process is long and cumbersome.
2. It seldom imparts joy and pleasure.
3. The students are interested in this method only from the point of view of examinations.
4. This method does not teach grammar properly. According to Ballard, "During the last fifteen years of English composition both written and oral have steadily improved in schools and this improvement has taken place concomitantly with a declining attention to grammar." Grammar as we know as the most important aspect of language, and without learning it properly a language cannot be mastered. Today, most of the students just want to pass the examination, the students often read the summaries and mug up the details without having interacted with the original texts even once. We can say that intensive reading is an important aspect of learning a language, but it should come after the students have gone through extensive reading. Only then it can be made beneficial and joyful.

### **10.3.8. EXTENSIVE READING**

Extensive reading has been strongly recommended by Indian Education Commission (1964-66). This type of reading is also known as rapid reading or independent reading. The teacher plays the role of the supervisor while the students carry it out independently. Extensive reading to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without the help of the teacher and expand passive vocabulary. According to Thompson and Wyatt, "The main purpose of extensive reading is the cultivation of taste for reading and it seeks by encouraging the habit of visualizing what is read to make reading a form of visual instruction."

Extensive reading should be undertaken only when the students have mastered at least a vocabulary of about 500 words, implying it should be started in the middle classes and not prior to it, and the students should have developed the ability to recognize words at sight. Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

### **OBJECTIVES OF EXTENSIVE READING**

The objectives of extensive reading are:

1. To develop the habit of self-study in the students.
2. To develop the taste for reading in the students.
3. To enable the students to understand the meaning of the given passage as early as possible.
4. To increase the passive vocabulary of the students.
5. To develop the power of concentration.
6. To read for pleasure and recreation.

## **PROCEDURE OF EXTENSIVE READING**

According to Thompson and Wyatt," The exact procedure to be adopted will depend upon the nature of the subject matter to be read and the skill in reading already acquired by the class."

1. The teacher should give a brief introduction of the topic to create interest among the students.
2. The difficult words should be explained beforehand.
3. Students should be asked to read the text silently with reasonable speed.
4. Comprehension questions should be asked after the students have finished silent reading. However, the question should never concern the fine details of the text. They should only test the comprehension level on a wider scale.
5. When the students have finished reading all units, the students can be asked narrate the gist in their own words.

## **ADVANTAGES OF EXTENSIVE READING**

Extensive reading has the following advantages:

1. It helps widen the vocabulary of the students.
2. It keeps the whole class active and busy.
3. It prepares the students for intensive reading so students are encouraged for library reading.
4. It inculcates the habit of self-study in the students.

The advantages of extensive reading are many but unfortunately, the situation is different in Indian schools where much thought is not paid to this aspect. The lesson plans should suitably contain provisions for extensive reading.

## **SUGGESTIONS FOR SELECTION OF BOOKS**

According to Champion, "Books prescribed for extensive reading should not contain even one unfamiliar word or phrase. There should not be language barrier between the pupil and what he reads." We know meeting this suggestion in Indian context is difficult to attain, but attempts can be made in this direction. Following are some suggestions:

1. The text books should be simple in language and according to the level of the students.
2. The books should contain interesting texts like short stories, plays, biographies, etc.
3. The books should be suitable to the taste, culture, society, experience and interest of the pupil.

## **10.4. COMPARISON BETWEEN INTENSIVE AND EXTENSIVE READING**

It will be beneficial to compare intensive reading with extensive reading in order to understand them properly.

### **INTENSIVE READING**

1. It concentrates upon the language aspect.
2. The aim is to make a careful and minute study what is read.
3. Words, phrases, and expressions are studied in detail.
4. Reading by the pupils is aloud and control by the teacher.
5. New words and phrases occurring in the book pass into the pupil's active vocabulary.
6. It requires intensive teaching.
7. The teacher plays an active role.

### **EXTENSIVE READING**

1. It concentrates upon the subject matter.
2. The aim is only to grasp the meaning of what is read.
3. Words, phrases, and expressions are not studied in detail.
4. Reading by the pupils is silent and independent.
5. New words and phrases occurring in the book pass into the pupil's passive vocabulary.
6. No detail teaching is required.
7. The teacher's role is reduced to that of a supervisor.

### **10.5. TEACHING OF READING SKILL**

A language teacher is primarily concerned with the language abilities of his pupils. There are four such abilities. Listening, Speaking, Reading and Writing. Of these the ability to read is of paramount importance. Reading means to understand the meaning of printed words that is written symbols. It implies reading with comprehension.

William S. Gray in his book, "History and Philosophy of Reading Instructions" has defined reading thus – Reading is the process of recognizing printed and written symbols, involving such habits as accuracy in recognizing the words that make up a passage, span of recognition, rate at which words and phrases are recognized, rhythmical progress of perception along the lines and accurate return sweep of the eye from the end of one line to the beginning of the next. To read well is a noble exercise; reading is the process of looking carefully at written or printed symbols and translating them into the spoken symbols.

### **READING CONSIST OF THREE ELEMENTS**

1. The written or printed symbol

2. The spoken symbols
3. The Sense

In teaching children to read, three main objects are in view-

1. Firstly, children should gain (have) full control over the words and patterns, which they first come-across during the process of speaking.
2. Secondly, they can attain the power of gaining pleasure and profit from the printed page.
3. Thirdly, they became able to make audible the beauty of words and their emotional significance.

Reading skill should be given the key place in the total scheme of teaching English. We can also say that reading is the ability to extract from the written or printed page, the thoughts, facts and information required. The success of Children in reading depends on their readiness to read.

Linguists are of the opinion that beginning to read is nothing but transfer stage from auditory signs to visual signs. This means that oral background is a necessary adjust to the reading stage. So, reading should be introduced-

1. When the public have gained sufficient knowledge of the auditory signs.
2. When the public can recognise shapes of printed words and can associate them with spoken words and their meanings.
3. When the pupils can understand and carry out simple oral instruction related to class-work
4. When they can ask questions and enquire about the surrounding environment including even the printed word.
5. When they can memorise some material and recite it.
6. When, the pupils are fully motivated for the new experience.

#### **THE NATURE OF THE READING PROCESS**

1. Reading does not involve "a process of learning new or other language signals than those the child has already learned."

2. In 'talk' the message is conveyed by the language signals that "make their Contact by means of sound waves received by ear."
3. In 'reading' the message is conveyed by the same language signals which "consist of graphic shapes that make their contact with his nervous system through light waves received by the eye."
4. The meaning of the printed symbol is comprehended not through the eye gate but through the vocal organs which stir-up the vibration reaching the brain to enable it to interpret and convey the meaning.
5. In loud reading, the speech organs produce audible sounds while in silent reading no such thing happens.

#### **10.6. METHODS OF TEACHING READING SKILL**

There are some methods which are applied to teach reading. These are:

##### **THE ALPHABETIC METHOD**

This method begins with the parts and reaches the whole. Every letter in the word is taken as an independent unit quite significant in constituting the word itself. So, pupils are taught first the names of the letters in the alphabetic order of the language. Then, they join these letters to form the complete word.

C-A-T= CAT. In this way, he goes from word to word and finishes the sentence.

##### **DEMERITS**

1. It is unscientific because it goes against the basic scientific fact that a language has unity.
2. It is based on wrong assumption that the letters of the alphabet in themselves have meaning.
3. It is unreal and wasteful, because the pupils do not show any interest in the individual letters. They have to be taught words and word-groups, not letters.

4. It gives a wrong idea to the pupils that there is one to one correspondence between letter and sound C/Si
5. It is psychological. We never see letters but words
6. Pupils learn to read without understanding, because they are lost in deciphering the word in letters.

### **THE PHONIC METHOD**

This method is the result of the feeling of inconsistency between the letters and their sounds. This method consists in teaching the sounds rather than the letters. So, from the very beginning the child is acquainted with the sound and sound pattern. "A good feature of this method is its rationalization of the approach to the symbols of the language through pertinent sounds."

Cat-Rat-Hat-Bat

### **DEMERITS**

1. We do not have the same sound for each letter always
2. Different sounds for the same vowel or consonant is misleading.
3. It goes against the principle of language unity
4. The unit of thoughts is complete sentence, not individual word.
5. It encourage reading one word at a time.
6. It encourages the bad habit of reading one word at a time.
7. It breaks the unit of the language.
8. A large number of words cannot be taught with the help of this method because their spelling is irregular.

### **LOOK AND SAY METHOD**

This method is also known as word method. The unit of teaching is word. It is best brought into action with the help of Flash cards.

### **DEMERITS**

1. It breaks the unit of the language

2. Individual words do not convey proper meaning. Meaning has to be taught in Context.
3. This Method involves unnecessary jumps and jerks which are harmful in acquiring good reading habit.

### **PHRASE METHOD**

The phrases no doubt create more interest and words become better meaningful when put together. It helps to recognize more words in one perception span. Well-set, phrases are taught like "to the door" 'on the bench'. 'To the windows. On the black-board etc., not single words. Unnecessary jumps are avoided

### **THE SENTENCES METHOD**

This method is based on the psychological principle of language teaching. The sentences are the unit of thought. It is the best method of teaching. The student should be encouraged to follow this method