Dr. Babasaheb Ambedkar Open University

ES-114
Teaching of English

Block
1

ENGLISH AS A LANGUAGE- A BROAD PERSPECTIVE

Unit-1	LANGUAGE: CONCEPT, NATURE AND CHARACTERISTICS
Unit-2	HISTORY, STATUS AND PROBLEMS OF ENGLISH IN INDIA AND GUJARAT
Unit-3	PRINCIPLES AND FACTORS AFFECTING LANGUAGE LEARNING
Unit-4	INTRODUCTION TO OBJECTIVES

ES-114, Teaching of English (Block-1)

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દૂરવર્તી અધ્યયનમાં સ્વ-અધ્યયન અભ્યાસ-સામગ્રીની ભૂમિકા

દૂરવર્તી શિક્ષણ પ્રણાલીમાં અસરકારક સ્વ-અધ્યયન અભ્યાસ-સામગ્રી અનિવાર્ય છે. આ અભ્યાસ-સામગ્રીના લેખકો, અધ્યાપકો અને વિદ્યાર્થીઓ એકબીજાથી ઘણાં દૂર અને ક્યારેક તો ક્યારેય ન મળી શકે તેવી સ્થિતિમાં હોવાથી આવી અધ્યયન સામગ્રી સુગમ અને અસરકારક હોવી જરૂરી છે. દૂરવર્તી શિક્ષણ માટેની અભ્યાસ-સામગ્રીમાં વિદ્યાર્થીના બૌદ્ધિક ચિંતનને ઉદ્દીપ્ત કરવાની ક્ષમતા તથા આવશ્યક તમામ અધ્યયન પ્રવૃત્તિઓ હોવી જોઈએ. આ સામગ્રી પાઠ્યક્રમના સામાન્ય અને વિશિષ્ટ હેતુઓના અનુસંધાને વિદ્યાર્થીને પર્યાપ્ત માર્ગદર્શન આપવા સક્ષમ હોવી જોઈએ. સ્વ-અધ્યયન સામગ્રીમાં અભ્યાસક્રમમાં સૂચિત તમામ બાબતોનો સમાવેશ થાય તે જરૂરી છે.

અસરકારક અધ્યયન સિદ્ધ કરવા માટે અનેક પ્રકારના આયોજનનો ઉપયોગ કરવામાં આવે છે; જેનાથી વિદ્યાર્થી જ્ઞાનોપાર્જન કરી શકે. બૌદ્ધિક અને મનોશારીરિક કૌશલ્યો કેળવી શકે અને વર્તન તથા અભિગમમાં આવશ્યક પરિવર્તનો સાધી શકે. આથી જ વિદ્યાર્થીનું મૂલ્યાંકન પણ પાઠ્યસામગ્રીમાં આવરી લેવામાં આવ્યું છે.

દૂરવર્તી શિક્ષણની સ્વ-અધ્યયન અભ્યાસ સામગ્રીમાં ઉપયોગમાં લેવામાં આવેલી શૈક્ષણિક પ્રવૃત્તિઓનું સ્વરૂપ તે શિક્ષણના જ્ઞાનાત્મક, ભાવાત્મક કે મનોશારીરિક હેતુમાંથી કયા હેતુને સંલગ્ન છે ? તેના પર આધારિત છે. આ હેતુઓ ભવિષ્યમાં અનુક્રમે જ્ઞાન, બૌદ્ધિક કૌશલ્યો અને મનોશારીરિક કૌશલ્યોની ઉપલબ્ધિમાં પરિણમે છે. વિદ્યાર્થીએ મેળવેલ જ્ઞાનની પ્રાપ્તિ, ઉપયોગ અને અભિવ્યક્તિ કરવા માટે પ્રોત્સાહિત કરી શકાય. વિદ્યાર્થીઓના પૂર્વજ્ઞાનનો અને અનુભવોનો આધાર લઈને રચવામાં આવેલ શિક્ષણ સામગ્રી દ્વારા બૌદ્ધિક કૌશલ્યના હેતુને સિદ્ધ કરી શકાય છે અને તેના દ્વારા નવીન જ્ઞાન પ્રાપ્તિનો માર્ગ પ્રશસ્ત થાય છે.

અભ્યાસ-સામગ્રીમાં સ્વાધ્યાય પ્રોજેક્ટ અને પ્રતિપૃષ્ટિ(Feedback)ના સ્વરૂપે અભ્યાસનું આયોજન જરૂરી છે. શારીરિક કૌશલ્ય સંબંધિત શૈક્ષણિક પ્રવૃત્તિઓમાં ચિત્રાત્મક રજૂઆત હોવી જોઈએ અને ત્યારબાદ ઉચિત અભ્યાસનું આયોજન હોવું જોઈએ. વર્તન અને અભિગમમાં પરિવર્તન માટે આયોજિત શિક્ષણ પ્રવૃત્તિઓ રસ જન્માવે તેવી તથા આ પરિવર્તન દ્વારા થતાં લાભ અને તેની જરૂરિયાતને પ્રતિબિંબિત કરે તેવી હોવી જોઈએ. ત્યાર પછી નવાં અભિગમોને અપનાવવાની અને તે સંબંધિત પ્રક્રિયાના યોગ્ય અભ્યાસનું ઉચિત આલેખન થવું જોઈએ.

દૂરવર્તી શિક્ષણની ભૂમિકા.

પ્રત્યક્ષ અધ્યાપનમાં જોવા મળતી પ્રત્યાયનની વિશેષતાઓ; જેવી કે અંતરાલાપ, પૂર્વઅભિસંધાન, યોગ્ય સ્થાને વિરામ, આરોહ-અવરોહ, ભાવ-ભંગીમાં, સ્વરભાર વગેરે દૂરવર્તી અધ્યયનમાં ઉપલબ્ધ નથી. આ ઉણપ વિશેષતઃ મુદ્રિત સાહિત્યમાં (લેખિત સાહિત્યમાં) જોવા મળે છે. વિદ્યાર્થી અને શિક્ષક વચ્ચેના વ્યવહારની આ ખૂટતી કડીને જોડવા માટે જ દૂરવર્તી સ્વ-અધ્યયન સામગ્રીમાં શૈક્ષણિક પ્રવૃત્તિઓનું આયોજન કરવામાં આવે છે. માટે જ આવી પ્રવૃત્તિઓનું આયોજન વૈકલ્પિક નહીં; પરંતુ અનિવાર્ય છે.

સ્વ-અધ્યયન અભ્યાસ-સામગ્રીને નાના એકમોમાં વિભાજિત કરીને શિક્ષણના ઉત્તમ સાધન તરીકે વિકસાવવાની સંકલ્પના છે. શૈક્ષણિક પ્રવૃત્તિઓમાં વૈવિધ્ય દ્વારા શિક્ષણના વિવિધ ક્ષેત્રના હેતુઓ સિદ્ધ થાય તેવો પ્રયત્ન કરવાનો છે.

દૂરવર્તી શિક્ષણની સ્વ-અધ્યયન સામગ્રીનું આયોજન પૂર્વનિશ્ચિત શૈક્ષણિક નીપજને ધ્યાનમાં લઈને કરવાનું હોવાથી તેના હેતુઓ અને ધ્યેયો નિશ્ચિત હોય છે. વળી અધ્યેતાઓ દૂરસ્થ હોવાથી આ સામગ્રી દ્વારા તેઓ નિશ્ચિત અધ્યયન પ્રવૃત્તિઓમાં સંલગ્ન રહે તેવું આયોજન કરવામાં આવે છે. જેથી અધ્યેતાઓ સંબંધિત સંકલ્પનાઓને બરાબર સમજી શકે. સ્વ-અધ્યયન સામગ્રીમાં સાથે સંકળાયેલ સ્વાધ્યાયો, પ્રાયોગિક કાર્યો, પ્રવૃત્તિઓ અને પ્રકલ્પોનો પણ આ જ હેતુ છે. આ સામગ્રી માટે ઉચિત શૈક્ષણિક પ્રવૃત્તિઓની ઉદાહરણરૂપ સૂચિ ઘણી મોટી હોઈ શકે. આ સંદર્ભે શૈક્ષણિક પ્રવૃત્તિઓ વિદ્યાર્થીને અભિપ્રેરિત કરે છે, માર્ગદર્શન આપે છે અને વિદ્યાર્થીની પ્રગતિ અને પ્રદર્શનનું સતત માપન-મૂલ્યાંકન પણ કરે છે.

Unit 1

LANGUAGE: CONCEPT, NATURE AND CHARACTERISTICS

: STRUCTURE :

1.0 OBJECTIVES

1.1 INTRODUCTION

1.2 ROLE OF ENGLISH LANGUAGE

- 1.2.1 Meaning of theTerm-Language
- 1.2.2 Various Definitions of Language
- 1.2.3 Characteristics and Features of Language
- 1.2.4 Misconceptions about Language
- 1.2.5 Functions of Language

1.3 NATURE AND SCOPE OF ENGLISH LANGUAGE IN INDIA

1.4 PLACE OF ENGLISH IN INDIA

- 1.4.1 Background of English Language in India
- 1.4.2 Importance of English
- 1.4.3 Present Scenario
- 1.4.4 English in International Relationship
- 1.4.5 Medium for Higher Education
- 1.4.6 General people's Attitude

1.5 SUMMARY

1.6 KEY WORDS

1.7 CHECK YOUR PROGRESS

1.8 REFERENCES

1.0 OBJECTIVES:

After the study of this unit, you will be knowledgeable with:

- The basic familiarization of Language in broad perspectives
- The understanding of the concept of Language
- The knowledge of various definitions of language
- The explanation of the characteristics and features of language
- The clarification of the misconceptions about language
- The discussion about the functions of language
- The description of the nature and scope of English language in India
- The understanding the place of English in India
- The status of teaching English in India

1.1 INTRODUCTION:

"Language is the blood of the soul into which thoughts run and out of which they grow."

- Oliver Wendell Holmes.

Language is a vital tool for communication. It is not only a means of communicating thoughts and ideas, but it builds friendships, economic relationships and cultural ties. We can communicate only with signs without language. More over a language distinguishes the differences and also celebrates the uniqueness of cultures in a country or in a region or in a community. A Language shapes the way people perceive the world and it also helps to define culture of any society. Any language is a gift. The knowledge of more than one language makes a man more efficient and skill fulin many ways. It opens our minds and guides us into a magical world of fancies and dreams.

Today's world is changing sharply. Advances in information technology, scientific knowledge and applications have transformed a rolling earth into a global village. People of various cultures and nationalities now meet, interact, trade, and socialize with ease on a daily basis. English has become the official language of the administration, medium of instruction, and subject of study in the Indian Schools and Universities. Knowledge of English is considered as necessary for activity, thought and employment.

Making this possible is the use of a common language-English. English is used by over 500 million people across the globe. One person out of every four persons in the world can be reached through English. 50% of the world's newspapers, scientific and technical journals and over 60% of the world's radio stations use English as a means of communication. It is also the official language of the UNO.

Speaking English became a fashion. It is an important foreign language that has attained the status of link language in different countries of the world. It holds important place in education system. Even, we can say, that it holds unique position in India. Besides, being a link, is our major window to the modern world.

To ascertain the proper learning of language helps us to develop ourselves, our minds, and also our personality. Human language is unique because it is a symbolic communication system.

1.2 ROLE OF ENGLISH LANGUAGE :

English has been playing an important role in our educational system as well as in our national life. It was supreme in the pre-independent India. Though that is learned instead of biologically inherited for some people.

English could not be allowed to occupy the position of privilege in free India. This was acknowledged by all the persons consequently. It was decided that regional languages should be developed and that Hindi should replace English. Nothing can be said against these things. Independent India must have its own national language.

1.2.1 Meaning of theTerm-Language:

Derived from Latin Language which means tongue and the French term language,

language is the "entire complex of phenomena associated with human vocal and auditory communication of emotions and idea's.

"Language is called a social phenomenon, because it has relevance only in a social setting. Language undergoes a continuous, though unnoticed, process of growth and change. It becomes sharp, crisp, refined and versatile with the passage of time. Pick up the historical background of any language; you will be astonished to notice the major changes in spellings, meaning, pronunciation and its connotation and denotation. Hence, language is a living phenomenon.

In its broadest and most general sense, "language may be said to be any means of expression or mental concepts by any living beings whatsoever and of communicating them to, or receiving them from, other living beings."

Language is a very complex human phenomenon; all attempts in define it have proved inadequate. In common parlance it may be said that language is an organized noise used in actual social situations. That is why it is defined as contextualized systematic sounds.

Patanjali defined it as that human expression which is uttered out by speech organs.

Encyclopedia Britannica defines language as "A system of conventional, spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate."

1.2.2 Various Definitions of Language:

Language, like any other concept, has several definitions. This is, of course, due to the fact that people seem to view things from different perspectives. However, most definitions of language seem to have some similarities. This can be seen in some of the definitions of the concept:

1. "Language is a primariy human and non- instinctive method of communicating idea's, emotions and desires by means of a system of voluntarily produced symbols"**(Sapir).**
2. "Language, in its widest sense, means the sum total of such signs of our thoughts and feelings as are capable of external perception and as could be produced and repeated at will" **(A. H. Gardiner).**
3. "Language may be defined as the expression of thought by means of speech-sounds" **(Henry Sweet).**
4. "A system of communication by sound i.e., through the organs of speech and hearing, among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meanings." **(Mario A Pei & FrankGaynor).**
5. Language is human...a verbal systematic symbolism... a means of transmitting information...a form of social behaviour (with a) high degree of convention" **(J.Whatmough).**
6. "A language (is a) symbol system... based on pure or arbitrary Convention...infinitely extendable and modifiable according to the *changing* needs and conditions of the speakers" **(R. H.Robins).**

7. "A language is a device that establishes sound-meaning correlations, pairing meanings with signals to enable people to exchange ideas through observable sequences of sound" **(Ronals W.Langacker).**

8. "A language is "audible, articulate human speech as produced by the action of the tongue and adjacent vocal organs... The body of words and methods of combining words used and understood by a considerable community, especially when fixed and elaborated by long usage; a tongue" **(Webster).**

9. **Bernard Bloch and George L. Trager,** on the other hand, had this to say, "A language is a system of arbitrary vocal symbols by means of which a social group cooperates."

10. **Wikipedia, the online encyclopedia**, defines the concept in the following words: "A language is a system of signs for encoding and decoding information."

"Language refers to the cognitive faculty that enables humans to learn and use systems of complex communication."

All the above definitions explainus that language is a system of signs that we use in communicating with ourselves and with one another. The signs are speech-sounds, as illustrated by the first definition. However, language also has written signs which are the alphabets that we use in writing. Therefore, communication, in any language, is only possible because of the linguistic symbols that function according to some rules and conventions.

They are these rules that give us the underlying conventions on how to form Phonemes into morphemes. These rules also inform us how to derive words from morphemes. It is the same rules that govern every aspect of a language such as its grammar, syntax, phonology, etc.

The definitions also, especially the last one, illustrates that language is connected with the mental process of understanding. This is easily discernible when one looks at how language is acquired, especially, in children. However, it goes beyond how we learn a language.

Communication is only possible because of the mental process of encoding and decoding information. Of course, this is quite complex. The complexity could be seen in our inability to decode information in a language whose system we have not acquired. However, our mental faculty would, at the same time, be open to learning the symbols of any language should one decide to learn it.

Finally, the definitions simply tell us that language is what enables us to utter distinct sounds, join them into words, and into meaningful sentences for the purpose of communicating our ideas and thoughts.

1.2.3. Characteristics / Features of Language:

Language is, today, an inseparable part of human society. Human civilization has been possible only through language. It is through language only that humanity has come out of the stone age and has developed science, art and technology in a big way. Language is a means of communication, it is arbitrary, it is a system of systems. We know that Speech is primary while writing is secondary.

Language is human so it differs from animal communication in several ways. Language can have scores of characteristics but the followings are the most important ones: language is arbitrary, productive, creative, systematic, vocalic, social, non-instinctive and conventional. These characteristics of language set human language apart from animal communication.

Some of these features may be part of animal communication; yet they do not form part of it in total.

- **Language is Arbitrary:**

  Language is Arbitrary in the sense that there is no inherent relation between the words of a language and their meanings or the ideas conveyed by them. There is no reason why a female adult human being be called a woman in English, 'aurat' in Urdu, 'Zen' in Persian and 'Femine' in French. The choice of a word selected to mean a particular thing or idea is purely arbitrary but once a word is selected for a particular referent, it comes to stay as such. It may be noted that had language not been arbitrary, there would have been only one language in the world.

- **Language is Social:**

  Language is a set of conventional communicative signals used by humans for communication in a community. Language in this sense is a possession of a social group, comprising an indispensable set of rules which permits its members to relate to each other, to interact with each other, to co-operate with each other; it is a social institution. Language exists in society; it is a means of nourishing and developing culture and establishing human relations.

- **Language is Symbolic:**

  Language consists of various sound symbols and their graphological counterparts that are employed to denote some objects, occurrences or meaning. These symbols are arbitrarily chosen and conventionally accepted and employed. Words in a language are not mere signs or figures, but symbols of meaning. The intelligibility of a language depends on a correct interpretation of these symbols.

- **Language is Systematic:**

  Although language is symbolic, yet symbols are arranged in a particular system. All languages have their system of arrangements. Every language is a system of systems. All languages have phonological and grammatical systems, and within a system there are several sub-systems. For example, within the grammatical system we have morphological and syntactic systems, and within these two sub-systems we have systems such as those of plural, of mood, of aspect, of tense, etc.

- **Language is Vocal:**

  Language is primariy made up of vocal sounds only produced by a physiological articulatory mechanism in the human body. In the beginning, it appeared as vocal sounds only. Writing came much later, as an intelligent attempt to represent vocal sounds. Writing is only the graphic representa-

tion of the sounds of the language. So the linguists say that speech is primary.

- **Language is Non-instinctive,Conventional:**

  No language was created in a day out of a mutually agreed upon formula by a group of humans. Language is the outcome of evolution and convention. Each generation transmits this convention on to the next. Like all human institutions languages also change and die, grow and expand. Every language then is a convention in a community. It is non-instinctive because it is acquired by human beings. Nobody gets a language in heritage; he acquires it because he is an innate ability.

- **Language is Productive and Creative:**

  Language has creativity and productivity. The structural elements of human language can be combined to produce new utterances, which neither the speaker nor his hearers may ever have made or heard before any, listener, yet which both sides understand without difficulty. Language changes according to the needs of society.

Finally, language has other characteristics such as Duality referring to the two systems of sound and meaning, Displacement which means the ability to talk across time and space, Humanness which means that animals cannot acquire it, Universality which refers to the equilibrium across humanity on linguistic grounds, Competence and Performance which means that language is innate and produced in society and furthermore, language is culturally transmitted. It is learnt by an individual from his elders, and is transmitted from one generation to another. Thus using J. Firth's term, language is a *'poly systematic'*. It is also open to be studied from multifaceted angles.

1.2.4 Misconceptions about Language:

After discussing the characteristics of a language we might as well dispose of the following misconceptions about a language.

1. **Languages are logical:**

   We have already discussed that the symbols of a language are arbitrary and there is no logic in their representation. The sounds and spellings arrangements a fleet each other according to usage and NOT logic. The famous quote that b-u-t is but, p-u-t isput.

   Now there is no logic. Similarly, the sound of T changes according to its usage as maybe seen in the words lieutenant, enough, far, philosophy, etc. The sounds of ch again differs. Whereas, it remains ch in chair, it becomes sh in champegene, etc. Now, where is the logic? Various sounds acquire different character depending on its origin, usage and words arrangement.

2. **Some languages are unlearnable:**

   The existence of vocal organs group help a language to evolve. As all human beings are gifted with similar vocal organs, any language produced by these vocal organs can be learned if one has adequate will and perseverance. Even Chinese, which is considered to be a difficult language gener-

ally because of its sound patterns, can be learned with proficiency. The dependence of the world order on its various constituents necessitated learning of languages of even the remotest of lands and people.

3. Some languages are better than others:

As all languages perform the function of communicating a common cultural experience, there is no distinction of grading amongst languages. However, languages may differ as to their refinement, growth and application. Larger the application, larger the extent of its communication. Besides that, languages should not be graded and compared. Each language is the best manifestation of the culture of the peoples that it represents.

4. There are exact equivalents in languages:

As languages are the expression of a variety of cultural experiences, they express their respective socio-cultural pattern the best. Hence, there are no exact equivalents. Yes, it may be translated to its nearest approximation.

5. There are exact equivalents within a language:

This is also a misconception. It will pose a language in a poor situation if it has sets of equivalents. Language should be rich in that one word symbolizes one exact experience. There will be shades of difference in their meanings and, in that lies the richness of language. I in easy comprehensions we might have words having similar meaning, but not exact equivalents, such as, sick-ill.

6. Language must have graphical expression:

As seen earlier, speech is primary and that there are many languages which have no script. These are oral languages and are only spoken.

1.2.5. Functions of Language:

The three important functions of a language are as follows:

1. Informative Function:

The primary function of a language is to communicate any information. This function accepts or denies assumptions such as the scientific fact or the factual statements. This function helps us to state the logical facts clearly.

2. Expressive Function:

The secondary function of a language is to convey the feelings or emotions or attitudes of somebody. We have poetry and other forms of literature in order to express our inner feelings in a better way. They evoke our feelings and also express our feelings.

3. Directive Function:

This function of language directs us to do some action. It is most commonly found in requests and commands.

Hence it is proved that language plays an important role in different walks of life.

1.3 NATURE AND SCOPE OF ENGLISH LANGUAGE IN INDIA:

Communication plays a quintessential role in our lives. It helps us to express and share ideas, emotions and feelings. Languages are a means of communication as they help us in putting our thoughts into words. There are thousands of languages in the world today, but what makes English special is its dominance in all spheres of life. This has broadened the scope of the English language.

"Language shapes the way we think, and determines what we can think about," said **Benjamin Lee Whorf**. This highlights the role and necessity of language and communication in our lives.

- **Languages in India:** India is a country of mixed cultures, races, religions and languages. A country with 22 major spoken languages, written in 13 different scripts, with over 720 dialects. India has Hindi and English as its official languages. It is interesting that India, a multilingual nation, is the third-largest English-speaking country after the U.S. and U.K. It is seemingly difficult to come across an educated person, who can speak any Indian language without having to use English words.
- **Second official language:** Our verbal, non- verbal communication are full of English words, even if we are conversing in languages other than English. For example, the usage of Hindi and English as mixed codes, up to such an extent that they came to be known a new language altogether- 'Hinglish'. English is used in different countries all over the world. It can hold the status of a native, second, official, foreign, or international communication language. In India, it is a second and official language.
- **The growing number of English-medium schools:** English has become the ladder for social mobility. The ever- increasing demand is such that we see coaching centres and English-medium schools mushrooming in considerable numbers in all parts of the country. Though the language was a gift of the British as they bought it for our country, it is quite evident that it has stayed with us to date. Indians hold the language in high regard, and its position in our minds is respectable. It is a 'must-know' language in the country with firm roots in all offices, professions, societies, and social, economic and even political structures.

We hold English as a prerequisite not only for economic prosperity but also for social value. People belonging to the upper and middle classes want their children to be imparted with the best of education, for which they consider English medium a mandate. Whereas, the lower class people follow the models set by the upper and middle classes. This has resulted in a tremendous growth of English-medium schools all over India.

According to the author and **Professor Timothy J. Scrase**, "English is not only important in getting a better job; it is everywhere in social interaction. If you can't speak it, you are nobody". This makes very clear the prestigious position the language holds in our country. People belonging to different language groups use English for interpersonal communication.

Talking of the nature and scope of the English language, below are a few points to explore.

- Researches show that employees with English language communication skills have a better scope and progress faster in companies. It is also helpful to perform targeted tasks with ease.
- English also dominates business, publication and media in our country. Books and media are critical as they are the primary source of education and information.
- Discussing the dominance of English language in third-world book publication, **Ashcroft**, **Griffiths** and **Tiffin**, declare that half of the book titles in India are published in English.
- Several international journals are published in English. Additionally, one-third of the books all over the world are published in this language.
- Similarly, popular newspapers, news channels, journals, and magazines in India are in English. Media thus becomes an essential source of learning and improving English.
- The growth and spread of English in India have given a new dimension to careers in the field of writing and teaching the language. It has provided new and exciting opportunities to people and has increased scope in English as a career.
- More and more people take up jobs of interpreters and translators. Other roles include writers, professors in English Literature etc.
- Apart from having a career in English, it is the language used that's officially in India, which answers why we need to learn English. It aids and facilitates our personality development and helps us to perform better at work.
- **Why do we need to learn English?**

  There are several reasons to learn English as a second language. It is, in fact, one of the most learned foreign languages in the world.
- In this world of globalization, English is the dominant language of trade and commerce. It is also the language of news and information, higher education and research.
- There are roughly 378 million native speakers and 743 million non-native English speakers.
- It is used for communication in most professions of the world, and it has achievedthe status of a global language in the economic context.
- English has this special status of all languages of the world. It is the language that moves with us everywhere we go.
- When we are at home, we converse in English; we go to school, we are told to talk in English and are also taught in English. Later, we move to university and then to our professional lives and soon.
- **Timothy J. Scrase** comments on the snowballing popularity of the language, "English is an international language. You feel humiliated if you can't speak English. People think you are dumb."

Now that sounds harsh, but it is indeed true. The demand for English at all levels in the society that we live in has increased. Anyone who is not well-acquainted with

the English language is indeed looked down upon. This pretty much clears all doubts about why we learn English. It not only prepares us for a career in today's world but also helps us to remain steady and confident of ourselves.

The scope of English is such that you pick one field of study or career, and it requires the language. Be it science, commerce, business, tourism, politics, media, internet, google, computers, or any other area of work or study, English is a must. It is the language that has spread most extensively throughout the world. It has been dominating all international business, education and communication.

The sole fact that it is a global language, it is recognized, understood and used globally. English could be the universal language of say 50 people in a group belonging to different parts of the world, having different mother tongues. Thus, it connects people from different linguistic backgrounds and cultures.

1.4 PLACE OF ENGLISH IN INDIA:

India is a very vast country or we should say a subcontinent. Her states are equal to or larger than many countries of European continent. Different languages are spoken in different states like Kashmiri, Urdu, Punjabi, Bengali, Bihari, Asami, Gujarati, Marathi, Tamil, Telagu, Kenner, Malayalam etc. Hindi is our national language .But it is spoken mostly in Uttar Pradesh, Uttaranchal, Madhya Pradesh, Chhattisgarh and Rajasthan only. In southern states like Tamil Nadu, Kerala, Andhra Pradesh, Telangana, Karnataka mostly many people do not understand Hindi. They communicate with each other in their vernacular languages. If you want to talk with them you must speak in English because many people there can understand English rather than Hindi. Hence English acts as the lingua franca. So according to constitution while Hindi is our national language, English is also an alternative official language.

Pandit Nehru was certainly correct when he said, "English is our major window on the modern world". Its importance as an international language can be denied by none. It is only through English that we can establish social, economic, cultural and political relation with other countries of the world. It opens a wide window of international relations for us. If we close this window, we will shut ourselves up in the four walls of our nationality. This will certainly bring about our decay and downfall, because modern science has reduced the vast dimensions of the globe to the size of a small ball. Under, such circumstances we cannot ignore English we should give Hindi the place of national language. But this never means that English should be completely eradicated from the Indian curriculum.

"English is a language which is rich in literature, humanistic, scientific and technical. If under sentimental urges we should give up English, we would cut ourself off from the living stream of ever growing knowledge."

-University Grant Commission

"No language ancient and modern can be compared with English in the number of its speakers, writers and readers all over the world."

-F.G. French

"English literature in quantity and quality is second to none in the world."

–Champion

1.4.1 Background of English Language in India:

English came to India with British people. England ruled over India for about two hundred years. Lord Macaulay established the new education system in India with the view to prepare people who by caste, creed and colour were Indians but by Language, thinking, manners were like British people. British government wanted to rule over India for a long period, so they needed officers and workers in different areas like railway, courts, police, military, education, science and technology etc. These English speaking Indian people worked according to British policies. English education was imparted in schools, colleges, universities, professional courses etc. Thus English became the medium of instruction and education in all stages.

1.4.2. Importance of English:

In those days Education was limited to a small circle of upper and middle-class people who leapt and rose to power and position due to the benefits of the English education. Knowledge of English language was regarded as the token of superiority, modernity, civilized and prestige. Education in English medium proved to be a blessing for India and Indian people in many ways. Due to knowledge of English language people can read many great books written by great thinkers of the world. They were influenced by the dignified and elevated thoughts of these great writers. People knew about the movements and activities took place in the various corners of the world to get liberty. It ultimately led to the stirring of national spirit in the educated people and those people inspired and motivated the common people. English education proved to be very helpful in national integration, binding the whole country- from Kashmir to Kanyakumari and from Gujarat to Assam in one string. After the rule of great emperors like Akbar and Ashoka India again integrated and emerged as one country in real sense due to English education.

The freedom fighter leaders were able to make correspondence with all the people of India through English language. Gandhiji, Nehruji, Vallabhbhai Patel and other national leaders had good knowledge of English. Actually in other words we can say that good knowledge of English made them National leaders. We can say that English language had made India united and integrated. Due to national unity and integrity the great imperial power of England was forced to leave India giving liberty to India and Indian people. We can also say that we used the great weapon of England herself (English Language) to drive British Government out of India.

1.4.3. Present Scenario:

After independence many people thought that since Britishers had quitted India, English language should also be packed off without any delay. According to them English language was a symbol of slavery. Those sentimental and emotional people uttered such things without thinking that what this language had given us and what it might give the children of this country. 'Mahatma Gandhi' was very clear about this prejudice of such people. He said, "I do not want my house to be walled in all side and my windows to be stuffed. I want the culture of all the lands to be blown about my house as freely as possible."

The author of this article is not at all against the importance of Hindi. Hindi is our national language. We respect Hindi just like we respect our mother, our tri coloured national flag and our national emblem Ashoka Stumbh. But here we are analyzing our views about the utility and importance of English for the growth and progress of our country. The great writers of Hindi language should coin new words and terms to be used in Research, Science and Technology field and thus make this great ancient language richer and more prosperous so that it may get recognition on international platform. Hindi is not yet the recognized language of U.N. platform. At present English language is not the language of Britain alone but it has taken the form of international language. It has been said that English is spoken by more people outside of England than within England herself. English language has become a global language making globalization possible in the world.

English is said to be gateway of the knowledge of several fields like Political Science, Philosophy, Psychology, Science, Technology, Economics, Social Science etc. Standard books on these fields are mostly found written in English. Many great non-English authors get important materials from the books written in English.

1.4.4. English in International Relationship:

Today no country can retain existence without the cooperation of other countries. Today the leaders of different countries meet and exchange their thoughts on various platforms like UN, SAARC. The representatives of different countries communicate in English on these platforms. India cannot be isolated from the rest of the world if she wants to develop herself as a great power of the world. English is one and only one medium of the communication on international level.

1.4.5. Medium for Higher Education:

In higher education especially in the fields of Science, Engineering, Research, Medical. Management, Artificial Satellite or space research etc. no other language is so developed as to become a suitable alternative for English. We cannot deny that in these fields there is only rule of English alone. India is now at the third rank in the field of artificial satellite launching after America and Russia due to the knowledge of our scientists who are no doubt well versed in English.

1.4.6. General people'sAttitude:

Throughout India in all states people have great craze for English education for their children. They want to give admission to their children in good English medium schools. Because they know that in this age of information technology one cannot think of making progress without the knowledge of English. There is a wonderful awakening in our society towards the learning of English .Our government has also awakened to realize the importance of English in education curriculum. English has been introduced in syllabi right from the primary education. English medium schools are thriving even in rural and backward parts of the country.

Conclusion:

After independence many times dialogues and debates start among people. Some are deadly against English with their logic that every country has its own language. So the use of English should be completely abolished from the study .The person

who has views in favor of English may argue that English should not be forced upon all students. Students are free to take admission in Hindi medium or in vernacular language .Our constitution also accepted three language formula .The first language is the mother tongue the second language is the national language i.e. Hindi and the third is library language i.e. English. So English cannot be abolished from India .A student who want to get further study in abroad must have sound knowledge of English. English is the language of our constitution itself, the supreme-court, the High-courts and advanced offices. Countries like Japan and China also give due importance to English in their countries.

1.4.7. Importance of Teaching English:

The importance of teaching English in India as a modern foreign language lies in the following things:

1. **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.
2. **Educational Importance -** English is a direct medium of acquiring a knowledge of modern arts, science, humanities, technology, etc. It is equally important for states 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 likeIndia.
3. **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.
4. **Cultural Importance -** English widens one's cultural and intellectual horizon. It develops scientific, technical and commercial relations with other countries. Itimparts a knowledge of foreign nations and cultures. Thus, it further requires mutual understanding and co-operation.
5. **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/she acquires a new insight into various resources of thought and expression.
6. **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 intoEnglish.

1.5 SUMMARY:

Language is a vital tool for communication. It is not only a means of communicating thoughts and ideas, but it builds friendships, economic relationships and cultural ties. Language exercises a great influence in making man good and noble. It lays the foundation for the progress of society. The language of people reflects on their collective behaviour and culture. Language is, today, an inseparable part of

human society. Human civilization has been possible only through language. It is through language only that humanity has come out of the Stone Age and has developed science, art and technology in a big way. We can say that language is undoubtedly a social necessity without which man cannot survive. Human language is well developed one which distinct us from other animals. Language all over the world shares some common features like:

- Language is a means of communication
- Language is a social phenomenon.
- It is arbitrary.
- It is systematic.
- It is a skill
- It is unique
- It changes with the needs and environment.

1.6 KEY WORDS:

Some key-words of this unit are:

Language, Enclyclopedia, Definition, characteristic, feature, arbitrary, non-instrinctive, conventional, misconception, nature, scope, discipilianry, recreational.

- **Language:** the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.

  "A study of the way children learn language".

  A system of communication used by a particular country or community.
- **Enclyclopedia:** a book or set of books giving information on many subjects or on many aspects of one subject and typically arranged alphabetically.
- **Definition:** A definition is a statement of the meaning of a term (a word, phrase, or other set of symbols).
- **Characteristic:** a feature or quality belonging typically to a person, place, or thing and serving to identify them.
- **Feature:** A distinctive attribute or aspect of something.
- **Arbitrary:** Arbitrary is defined as something that is determined by judgment or whim and not for any specific reason or rule.
- **Non-instrinctive:** of, relating to, or of the nature of instinct.
- **Conventional:** based on or in accordance with what is generally done or believed.
- **Misconception:** a view or opinion that is incorrect because based on faulty thinking or understanding.
- **Nature:** the basic or inherent features, character, or qualities of something.
- **Scope:** the extent of the area or subject matter that something deals with or to which it is relevant.
- **Disciplinary:** Disciplinary bodies or actions are concerned with making sure that people obey rules or regulations and that they are punished if they do not. (Synonyms: punitive, retaliatory, retaliative, punitory)
- **Recreational:** (a way of) enjoying yourself when you are not working.

1.7. CHECK YOUR PROGRESS:

Q-1 Define the term 'Language'.

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Q-2 State any two definitions of Language and explain in your own words.

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Q-3 Discuss the characteristics of Language.

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Q-4 What are the misconceptions of Language? Review in detail.

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Q-5 Explain the place of English in India in detail.

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Q-6 Describe the functions of Language.

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Q-7 Write short notes on:

(1) Nature and Scope of the English language

(2) Why do we need to learn English?

(3) Importance of Teaching English in India

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Unit 2

HISTORY, STATUS AND PROBLEMS OF ENGLISH IN INDIA AND GUJARAT

: STRUCTURE :

2.0 OBJECTIVES

2.1 INTRODUCTION

2.2 HISTORY OF THE TEACHING OF ENGLISH IN INDIA

2.3 RECOMMENDATIONS OF INDIAN EDUCATION COMMISSION (KOTHARI COMMISSION)

2.4 THE LANGUAGE EDUCATION POLICY OF GUJARAT STATE

2.5 THE ELT IN INDIA : A SHIFTING PARADIGM

2.6 ELT IN GUJARAT

2.7 PROBLEMS OF TEACHING AND LEARNING ENGLISH IN INDIA

2.8 SUMMARY

2.9 KEY WORDS

2.10 CHECK YOUR PROGRESS

2.11 REFERENCES

2.0 OBJECTIVES:

After the study of this unit, you will be acquainted with :

- The understanding of the History of the teaching of English in India and Gujarat
- The detailed description of the Place of English before Independence and the Place of English after Independence
- The knowledge of the Recommendations of Indian Education Commission(Kothari Commission)
- The basic of the Language Policy of Education in Gujarat State
- The development of ELT in India Today : A Shifting Paradigm
- The position of ELT in Gujarat State
- The understanding of the Problems of Teaching and Learning English in India

2.1 INTRODUCTION:

Language is an essential part in human life. Everyone from birth to death makes use of it. Besides, it is a means of communication and social control. English is a language used to give expressions to thoughts and feelings of a social group. But it is a foreign language for Indians. The present scenario reflects the worldwide importance of English language in India.

Let us try to go through the history of the teaching of English in India and Gujarat.

2.2 HISTORY OF THE TEACHING OF ENGLISH IN INDIA:

With the advent of the British, the teaching of English came to India. But they did not concentrate their attention on the teaching of English from the very beginning. They had come as traders; and hence their first attention was focused on trade. But with them had come missionaries, who started schools, where English was taught as one of the subjects.

In order to get a clear picture of the development of the teaching of English in India, we shall know it in the following periods:

(A) Place of English beforeIndependence:

1. **First Period: 1765-1813-**During this period, the British rulers of the country never thought of teaching English to Indians. Its reason was that they were afraid of teaching their language to their subjects. Their feelings were voiced by **Randle Jackson**, a member of the House of Commons. He said, "We lost our colonies in America by imparting our education there, we need not to do so in India too.

   However, after the battle of Plassey in 1757, the situation began to change. The traders found themselves in the position of rulers. In order to win over the people over whom they had begun to rule, they decided to open educational institutions. Two such institutions were *Calcutta Madarssha* started in 1781 and *Benares Sanskrit College* founded in 1791. They were institutions of classical learning. But in them, provision was made for the teaching of English also. Thus, the teaching of English was begun by the British rulers.

2. **Second Period: 1813-1834-**When in 1813, the *Charter* of the East India Company was renewed, an education clause was added to it. According to it, a sum of not less than one lac rupee was to be spent every year on "the revival and improvement of literature". But the clause was not given any effect.

   The only important feature of education, during this period was an increasing demand for the teaching of English. To meet this demand Raja Ram Mohan Roy, Radhakanta Deb and David Hare established the *Hindu College* in 1817. Soon, thereafter, the missionaries opened the *Serampor College* (1818) and the *Bishop's College* (1820).

   In 1823, the *General Committee of Public Instruction* was set up. It was asked to give shape to the Educational Policy of the Government. It decided to encourage Oriental Education. Hence, it proposed that Sanskrit College should be opened in Calcutta.

   This proposal was vehemently opposed by Raja Ram Mohan Roy in his letter to Lord Amherst, the then the Governor-General of India. The letter started the well-known *Anglicist Orientalist Controversy.*

3. **Third Period: 1834-1853-*Macaulay's Minute*-In 1834,** Lord Bentinck invited Macaulay to preside over the *General Committee of Public Instruction*. This gave Macaulay the occasion for writing his famous *Minute* (1835). He strongly recommended that the spread of western learning could

only be possible through the medium of English language. This recommendation set at rest the *Controversy* and gave a great impetus to the study of English.

4. **Wood's Dispatch: 1854**-*Wood's Dispatch* is often described as the *Magna Carta of English Education in India.* It confirmed what Macaulay had said, English was tobe the medium of instruction in the higher branches. The demand for English education was already there. Hence, the number of schools and colleges began to increase by leaps and bounds. In them the predominant position was given to English and the vernaculars began to be neglected.

5. **The Education Commission-***The Indian Education Commission (1882)* expressed its dissatisfaction at the exclusive use of English as the medium of instruction. *The Indian Universities Commission* (1902) raised its voice against the neglect of vernaculars. *The Calcutta University Commission* (1917-1919) tried to adjust the claims of English and vernaculars by assigning to them different spheres of activity.

   This *Commission* wrote: "The educated classes in the various provinces of India which wish to be bilingual, to use their mother-tongue for those dear and intimate things which form part of life and to use English as a means of inter-communication necessary for the maintenance of the unity of India, and of touch with other countries".

6. **Policy of Free India:** So long as the British ruled over India, English could not be displaced from the position of predominance given to it by Lord Macaulay. With the advent of independence, its position underwent a change. Like other free countries, it became essential for India to have a national language. This place is given to Hindi. Today Hindi or a regional language is the medium of instruction. But English, due to its international importance has a place in the curriculum.

The history of English in India before Independence enjoyed a royal place, a place of importance because:

(1) It was the official language of courts and administration.

(2) It was the medium of instruction in colleges.

(3) It was the medium of examination.

(4) It was a compulsory subject.

(B) Place of English afterIndependence:

After independence drastic changes came 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:

First, Hindi in Devnagri script was declared the official language of the Union by Indian Constitution. In order to give Hindi sufficient time to replace English as an official language, English was declared to continue as an associate language for a period of 15 years, that is, till 1965.

Second, English did not remain the medium of instruction.

Third, Regional languages became the medium of examinations.

Fourth, English ceased to be a compulsory subject.

Fifth, The 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 the days before independence.

2.3 RECOMMENDATIONS OF INDIAN EDUCATION COMMISSION (KOTHARI COMMISSION):

Keeping in view of the importance of English, a deserving place should be assigned to this language in our school curriculum. In this connection, the recommendations of the Indian Education Commission (Kothari Commission) can be reviewed:

(a) "Only one language which will be the regional language, will be taught during the lower primary classes, i.e., from I to IV class.

(b) From V to VII class, two languages will be taught. One of them will be the regional language. The other can be either Hindi or English. A third language can be studied as an optional subject.

(c) From class VIII to X, three languages will be taught. One of these will be the regional. For non-Hindi speaking students, it can be Hindi.The third will be a *European* language, i.e., English.

(d) After X class, language study will be optional.

This three language formula has the following characteristics:

(i) With the application of this formula, some students can read English for 6 years. That is, from V classes and others can read it only for 3 years, that is, from VIII to X. But all students have to study English.

(ii) This formula gives ample scope to those who are much interested in this languages, because they can opt it from classV.

(iii) This formula recommends that English should not be taught at elementary stage, that is, from I to IV class. This seems plausible because *Michael West* and many teachers are of the view that second language should be taught after pupils develop a good grounding in their mother-tongue. *Peter Wingard* has also opposed the introduction of English in elementary stage: "It increases the proportion of wasted teaching to pupils who never get far enough really to be able to use their English".

(iv) It gives appropriate place to both Hindi and regional languages, without distorting the place of English.

This three languages formula can be applied in order to have English at a suitable place in school-curriculum. It should be noted that at the lower secondary stage, English should cease to be taught as literature because during this stage, study of English as literature has given unhappy results. For this we can take *H.Kabir's* suggestion which is:

"We must remodel our courses in English at the secondary stage and recognize that the learning of English is not an end in itself but only the acquisition of an instrument for adding to our knowledge. The emphasis must, therefore, shift from literature to the simple language of every day".

At the university stage, its study should aim at literature.

2.4. THE LANGUAGE EDUCATION POLICY OF GUJARAT STATE:

Gujarat is the home state of Mahatma Gandhi, Sardar Vallabhbhai Patel, and Vikram Sarabhai. In modern Indian political and cultural history, Gujarat has been playing a very significant role. Presently it is an industrially developed state. Gujarat is seen to be a pioneering state in industrial development in the country. Gurajatis are found everywhere, not only in India but also around the world. They are known for their hard work, diligence, amiability, and business acumen.

The linguistic states that surround Gujarat are Maharashtra, Rajasthan, and Madhya Pradesh. Gujarat shares an international border with Pakistan in the west. Earlier the Gujarat region was part of the Bombay Presidency. In the year 1961 when all the Indian states were linguistically re-organized, Gujarat became a separate state with Gujarati as the dominant language.

The Indian National Congress ruled the state from its inception until the 1980s. Since then several other political parties and combinations have ruled the state. This has resulted in certain important changes in the educational policy followed in the state. Although all the governments since independence followed the general policy outline of the educational policy of the Government of India, each government in Gujarat tried to introduce some modifications to the educational policy based on their own perceptions of the situation. At present the Bharatiya Janata Party (BJP) is the ruling party.

- **STATES HAVE SOME FREEDOM TO FORUMULATE THEIR OWN EDUCATION POLICY:**

Since education is in the concurrent list of the subjects to be shared by both the states and the Union Government, individual states have some freedom to formulate their own education policy. The guidelines given by the Central Government, over the years, have somewhat limited this freedom.

The friction between the states and the central government often arises regarding the language policy. Moreover, there are high court and supreme Court judgments that limit and regulate the powers of the state governments. Despite such limitations, states somehow manage to have their own policies, because of the ever-increasing dependence on political alliance between the regional and national political parties at the Central Government level.

- **THE LANGUAGE FORMULA FOLLOWED BY THE GUJARAT GOVERNEMENT:**

Gujarat follows the Three Language Formula recommended by the various Education Commissions established by the Government of India, in addition to teaching a classical language, Sanskrit, at the school level. It is in line with the central government's educational policy. The languages offered are Gujarati, Hindi, English, and Sanskrit. The state government in Gujarat follows this formula for the overall benefit of not only the natives but also the non-natives living in Gujarat. The government of Gujarat has borne in mind that any language should be offered for learning only with a clear purpose in mind. The framers of the language policy of the Gujarat government considered the question of (i) the number of languages that can be learned by pupils, and (ii) the stage or stages at which the study of

these languages should be commenced. The government has considered one more perspective.

That is, the medium of instruction for the non-natives (recent arrivals) and non-native speakers of Gujarati. It has prescribed two media of instruction, namely, the Gujarati medium (for the natives and native speakers of Gujarati) and English medium (for the non-natives who are non-native speakers of Gujarati).

Equally from the learners' point of view the options are suitably matched. Two categories of students have been visualized. A higher percentage of the natives and native speakers of Gujarati prefers Gujarati medium. The reasons are (i). The innate affinity in the mother tongue, (ii). Gujarati society is mainly a business society and its business interaction is mainly carried out through Gujarati language. Hindi is preferred over English for any interaction with the non-native speakers of Gujarati. A few people, whose percentage is very small, opt for the English medium to get proficiency in English for (i) Going abroad and (ii) As status indicator. The non-native speakers of Gujarati have no option but to opt for English medium as most of them are not permanently residing in Gujarat and they seem to prefer English for better career prospects. Despite the two media of instruction, namely, Gujarati and English, the language load remains the same. That is, all have to study four languages. But the interesting aspect of this requirement is that each language is offered at different levels, either High level or Low level.

- **LANGUAGE CURRICULUM:**

The languages offered in the school system are arranged and named in terms of a sequential hierarchy: the first language, second language, third language, and fourth language. Gujarati is called the first language. Hindi is called the second language. English is the third language and the fourth language offered is Sanskrit. In these languages, the state government has prepared textbooks for two levels: Higher Level and Lower Level. The Higher Level textbooks and teaching include both the language and literary contents. So, a higher level may be considered as denser in contents whereas the Lower Level textbooks and teaching include only the language or functional aspects that aim at giving a good communicative ability to the learners. The difference in the textual levels in a given language is two years between Higher and Lower levels of the same language. For example, the level 0 of a Higher Level textbook is prescribed for a student who is studying the third year or third level of the textbook of the same language at the Lower Level of the same language. The criterion for placing a student at an appropriate level is not the medium of instruction but the status of the student as a native or non-native (recent arrival) and native or non-native speaker in the case of the first language and second languages. In totality, all the students have to study all four languages at one or the other level. The teaching of each language commences at a certain level of standard in a given school. The intention is to see that all the students are exposed to some level of skill in the communicative, literary or the language aspects of the languages prescribed. It serves to fulfill the guidelines prescribed by the education policy to a certain extent, and meets the language education need of the pupils in Gujarat.

- **THE PLACE OF VARIOUS LANGUAGES IN THE CURRICULUM:**

(A) Place of Gujarati:

It is the mother tongue of the majority of the students. As the first language it is compulsory for all the natives and native speakers of Gujarati to study it at the Higher Level from the pre-primary stage. For the non-native speakers of Gujarati (or the short term residents of the state), it commences from the third standard and the text for them is the one prescribed for the native students of pre- primary level. Hence they acquire good communicative ability and feel part of the local society.

Nevertheless, the government has provision to offer the language of any non-native groups both at the Higher and Lower levels, provided a language teacher is available for that language. This is in agreement with the recommendations of the Central Education Commission. But, in practical terms, there is always the paucity of teachers, which indirectly forces the students to opt for the Lower Level Gujarati.

(B) Place of Hindi:

Hindi or Hindustani has always been popular in Gujarat as a language of communication within business circles for communication with those who do not know Gujarati well. It has been used for generations as a bazaar language. Gujaratis who moved out of Gujarat for business reasons always found the use of Hindi or Hindustani as very helpful in their business transactions. Gujaratis found Hindi or Hindustani easy to acquire because of Gujarati and Hindi or Hindustani belong to the same family of languages. Moreover, after independence, Hindi, being the official language of the Central Government, is assured of an important place in the country and in the school curriculum.

Administratively it helps the employees to read any communication from the central government. It also helps to communicate with non-natives who do not have any skill in Gujarati. It is offered as the third language at Lower Level both for the Gujarati and non-Gujarati speakers. The teaching of Hindi commences at the fifth standard for both the native and non-natives after the students have acquired mastery of their mother tongue for the natives and English for the non-natives.

(C) Place of English:

A great deal of controversy exists about the place of English in the scheme of studies especially in northern India. I shall not go into the details of this controversy and the consequences of this controversy for school education. I will only point out that Mr. Promod Mahajan, a young, prominent, and capable Cabinet Minister of the BJP government, recently said that the success of Indian Information Technology sector around the world was due to the competence of Indian experts in English. In Gujarat, the teaching of English for the natives and native speakers of Gujarati begins at the Lower Level. The number of good English teachers is inadequate even to meet this task.

English is allowed as the first language to the non-natives from the pre-primary level at the Higher Level. But for the natives it is offered as the second language at the Lower Level from the third standard. The contents at the Lower Level are similar to the pre-primary level meant for the non- natives.

(D) Place of Sanskrit:

As per the recommendations of the Central Education Commissions, a classical language needs be taught at the school level. Gujarat government has prescribed Sanskrit as the classical language to be taught to the students as the fourth language. The teaching commences at sixth standard and it is taught up to ninth standard. A Lower Level text is prescribed for this purpose. At the secondary examination level, the students have the option of taking as an optional subject. In other words, the continuity of learning Sanskrit throughout the secondary level of education is ensured for those who would like to continue the study of this classical language.

In spite of the fact that different political combinations came to power in Gujarat since independence, the uniformity in the education policy of the state seems to have been maintained. The policy certainly falls in line with the central government's guidance on education in terms of the number of languages to be taught. It offers four languages to the students. The languages are taught either at the High or Low levels depending upon the native and non-native status that in most cases is similar to the distinction between the native and non-native speakers of Gujarati, the dominant language of the state. Even the standard of textbooks for each level is stipulated. Due consideration has been given to the language learning load of the student and hence the teaching of a particular language commences at a suitable level of entry-level acquaintance with the language to be learned. This is not to say that there is total agreement with this policy and practice among the parents, the chief consumers of the education policy. One could easily discern the tendency to enroll in large numbers in private schools that start teaching English at a somewhat higher level than prescribed in the State syllabus. The Gujarat government's education policy values language sentiments of Gujaratis and, at the same time, tries to avoid any confrontation with Center, with regard to teaching Hindi. In order to keep the communicative ability in English while at the same time not burdening the students with a heavy load of English, it has prescribed English as a second language for the natives with a Lower Level textbook. Since Gujarati has its root in classical Sanskrit, this language too has become one of the languages taught (as the fourth language) in the high school just for a period of 3 years.

2.5 ELT in India Today: A Shifting Paradigm:

It is very factual that today India has such a vast infrastructure for teaching English to so many learners and the fact that quite a large number of institutions like Central Institute of English and the National Council of Educational Research and Training are constantly engaged in the process of experimenting with methods and materials of teaching English.

English started life in India as not just a foreign language, but as a much-hated language. From the despised instrument of oppression to the reluctantly adopted lingua franca to the status symbol of the upper classes to its position today as a second language, English has come a long way. In fact, it would not be an aberration to label it a first language for some echelons of Indian society. Just as the

status of the language underwent constant reinvention, the whole ELT paradigm also travelled the complete gamut of modification. In the closing years of the twentieth century when English began to emerge as the global language, the Indian classroom was transformed because of the change in the environment of the learner.

The liberalization of the Indian economy ushered in all kinds of reasons to learn the language. While earlier in the century students who had specialized in English joined either teaching or the civil services, now a whole new spectrum of job opportunities has opened up. There are now call centers that need trainers to equip their employees with communication skills, there are multinationals who have been recruiting marketing staff that needed to be taught spoken English, there are medical transcription centers which need efficient translators and reporters. Those desirous of immigration to the west needed professional help for clearing tests like the IELTS. Hence, the avenues where ELT came to be required in India are unlimited today.

In spite of the slower rate of evolution, English Language Teaching in India has been widening in its approach and methods. The result is that there is an increasing tendency, scope and intent of reaching the end of the ELT cone. At its own eccentric pace, ELT in India is today in step with the rest of the world today. Where the issue of methodology is concerned, ELT seems to be in three transient stages according to the different levels of the paradigm and its demands:

(1) The first level is that of the institutions run by the government, mainly primary, secondary and higher secondary schools. Since the primary goal of these institutions is to provide education at affordable and subsidized levels to the public, ELT teaching cannot be placed at the widest end of the cone for the basic reason that the teachers there do not have much access to latest research and materials for reasons economic as well as geographic. Most of these institutions are the sole providers of education in rural and remote settings where they can fulfill adequately the basic requirements alone. In the urban locales the planning bodies are now moving towards up gradation through teacher training, syllabus modification and improved resources. In another decade or so, this level of ELT should be more communicative in nature with language and literature fully integrated.

(2) At the second level are those institutions that are semi-government or are run by private managing bodies, assisted through government funds. These also include undergraduate colleges and postgraduate universities. Growth and development can be seen here in spurts. In some classrooms, teachers have reached the widest end of the cone, are aware of learners needs and adjust methodology accordingly and use a judicious blend of interaction and communication in the class. In others, an observer feels caught in a time warp with pure talk- chalk lectures that are mostly teacher-centered. The positive observation is that there are practicing teachers between these two poles, who are trying to change their teaching practice and are looking at alternate methodology. Just as there is a mixed bag of teaching practice, the institutions also range from indifferent to proactive. While there are

places where even a small audio player is not accessible, there are administrators who have invested heavily in state of the art, perfectly equipped language laboratories.

(3) The third level comprises pure private sector academies that undertake to make learners proficient English users within a stipulated period, of course by charging a fixed amount of fee. Since time means money for them, they are equipped with the latest materials like interactive multimedia software. Jobs in the academic area are few and far between, so an increasing number of qualified teachers find their way to these places. The teacher profile gets younger and younger, resulting in increasing amounts of innovation and experimentation where methodology is concerned. While teachers belonging to the first level are content to remain followers, the second level is being influenced by the third. When learners are in a rush as they need part-time employment or have an IELTS to clear, they often join academies in addition to their undergraduate classes.

When communicative language teaching was introduced in India in the 1980s, it was a dismal failure for the first few years because of the lack of the right context. This context stands established in India today, so learners are receptive and are actively encouraging more learner-centered classes. The context of the whole teaching situation started changing around the year 2000.Socio-economic factors played a major role in this change that is dynamic even today. The liberalization of the Indian economy led to the entry of many international brands into the learners mindset. Call centers, shopping malls and trade fairs, all need young personnel, fluent in English. There is a mushroom growth of institutes and academies of the third category above, offering the whole range of proficiency in English from clearing the IELTS to speaking fluently. The Internet has played a major role in creating a resource-rich environment by giving a wide range of exposure to English. Becoming web-savvy has emerged as the need of the day and this is possible only through English. Now students have started to develop communication skills in a less threatening environment by using various sources of technology such as chat rooms, discussion forums, emails and now a days joining through social networking groups on Facebook, Twitter, WhatsApp, Skype, Gtalk, etc. It brings tremendous change for the craze over using English online. These are just a few of the factors that have created a panacea for the deadlock that ELT had found itself in.

ELT in India has come a long way from year 1880 when only 60% primary schools used English as the medium for teaching. Up to 1940, the grammar-translation method flourished and the spread of English remained confined to education and office circles, yet again in a haphazard manner. By 1970, structural linguistics started making its presence felt in Indian classrooms in the shape of drills and exercises. Around this time, all professional courses began to be taught in English, which had also become established as a library language and a subject for independent study. As compared to its establishment as an autonomous subject in other English-as-first-language countries around 1940, ELT emerged as an autonomous subject in India as late as 1980. Similarly, the language laboratory also

became a part of the ELT paradigm around 1985 as compared to the 1940 of these countries. CALI or Computer Assisted Language Instruction reached most classrooms in 1960 but it came to the Indian classroom around 1985; at present, in some places it has evolved into CALL or Computer Assisted Language Learning. Both CALI and CALL have not been adoptedwidely

due to the obvious constraints of finance and the typically Indian mindset that learning cannot take place without the presence of a human teacher. While it is true that multinationals, call centers and some private institutes are encouraging CALL, it is CALI that has gained wider acceptance. Communicative Language Teaching reached both regions (India and the West) between the years 1970 – 1980, with the difference that the Indian context was not ready for CLT. Hence, it took around two decades to gain acceptance among learners and teachers.

Language-literature integration gained recognition among teachers around the same time. India after 1995 has made up for the slow elephant years by broadening the apex of the ELT cone with a generous mix of so many methodologies that come under the generic category of CA or the Communicative Approach.

The results of all the changes listed above stand reflected in the classrooms where CLT is still practiced. The whole process of curriculum change is riddled with cumbersome and time- consuming procedures in India, so in spite of the limited success of CLT, it has not been removed from courses. This, in the long run, has been for the better because while on the one hand, the teachers have been able to familiarize themselves with its approach and methodology; on the other hand, the changed and changing context has encouraged its growing success today. Since learners are a part of the whole context, they are aware of the growing need for proficiency, both linguistic and communicative, in English. Today, more and more students take up part-time work (that requires proficiency in English) along with their studies, this was earlier an aberration, now is the norm. So, the question of proficiency in English still remains the same because most of the people in India started to know English but failed inproficiency.

2.6 ELT IN GUJARAT:

Gujarat becomes a separate state in 1960. Till then it was a part of the Bombay state. After the bifurcation, the Bombay has introduced English from class V and Gujarat has introduced it from class VIII. It was to be taught in classes VIII and IX as a compulsory subject. It was to be an optional subject from X. The integration committee on secondary education held on 26th May-1960 declared that English could be taught voluntarily from class V to class VIII. The Gujarat government was anxious about the poor state of affairs in English language teaching and it announced a decisive policy on 2nd June-1960. But the results were not satisfactory. The Gujarat government has done a lot to better the state of English in Gujarat.

In the Desai committee report, the following decisions were stated:

- English would continue to be taught in standard VIII, IX, X and XI as a compulsory subject.

- School would be allowed to teach English as an optional subject from standard V and VII after school hours and the expenditure on this will have to be borne by the school from that private funds.
- An intensive course would be provided to students of standards VIII to XI by assigning more time in terms of hours to the English subject in the school timetable and adopting suitable method of teaching English effectively of their convenience.
- We can say that the situation of English in the state of Gujarat has remained in a state of flux. Till today students have lots of problem in the use of English .Since English has enjoyed the status of the medium of instruction in the higher studies in India, students desirous of studying out of state faced great difficulties in pursuing their education due to their inadequate knowledge of English. According to L. R. Desai (1961) committee report students need English for higher studies and for job opportunities.

"In the secondary school, our attempt should therefore be to lay a solid foundation of linguistic skill and power in English, which should enable the pupil even after leaving secondary school to continue the process of developing additional linguistic skill and power awarding to his need."

Different methods have been used to teach English effectively. But not all the methods have been adopted in Gujarat. From 1960s to 1990s, the structural approach and the audio lingual method were reflected in the textbooks, but most of the teachers used the grammar translation method in the classroom. Now from 2004 communicative language teaching method has been used. The functional approachhas been adopted. The textbooks are focused on the functions of the language. The functional approach is an outcome of CLT. Now students learn to use the language first and then learn it. They are now made to communicate in English in the classroom.

It has been observed that developing the curriculum as well as the new paper style in English is a priority of education in Gujarat. The Education Department of Gujarat has been projecting several programs to enhance the proficiency of English among the youth of Gujarat. In the last several years, the office of the commissioner of higher education, government of Gujarat has initiated three different programmed to improve the expertise of English language among the students of Gujarat, namely DELL (Digital English Language Laboratory), SCOPE (The Society For Creation and Opportunity through Proficiency in English) and KMPF (Knowledge Management Program for Faculty).

2.7. POBLEMS OF TEACHING OF ENGLISH IN INDIA AND GUJARAT:

In the earlier days, English was just like a library language but now that notion has been challenged today. At present the challenges before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day.

As an ESL (English as second language) teacher, we must learn to constantly adapt to our students' needs. Many times this means dealing with a variety of problems in the classroom. A good ESL teacher must be able to recognize these common problems and work to find solution for it.

- **Old Method of Teaching English:**

In Indian schools, teachers are still using the old and faulty. "Translation-cum-Grammar' method of teaching. The new approaches – structural and situational – are not popular with our teachers. As a consequence, our students are facing all the demerits of Translation cum- Grammar method and are devoid of advantages of new effective methods and approaches.

- **Lack of Uniform Policy:**

There is no uniform policy regarding the beginning of English teaching in our schools. At present, there are three different stages at which the teaching of English is introduced.

(a) Early stage (age of 6 to 9 years) – in parts of West Karnataka, West Bengal, Rajasthan and in public schools, it starts from classes I orIII.

(b) Middle Stage (age of 11 or 12 years) – In parts of West Bengal, Kashmir, Orissa, Delhi, Madhya Pradesh and Uttar Pradesh, English is introduced at the beginning of secondary education.

(c) Later Stage (age of 14 years) – In some states, e.g. Gujarat, English is taught during the last four years of secondary education.

- **Low Standard of Text:**

The text-books of English are needed to be a high standard. Pointing to this problem of Prof.V.K.Gokak has said, "Either because of the distribution of patronage because of fears of charges of favoritism a reader which is an organic part of one series is another series. Books are prescribed which bear no relevance to the needs of pupils at the stage". The English Text-books need improvement in the followings pheres:

a. Selection and graduation of vocabulary,

b. Good printing,

c. Genuine illustrations,

d. Suitable subject-matter,

e. Language and style,

f. Exercises and glossary,

g. Relevance and

h. Abridgment of English stories to suit Indian conditions.

In fact, the standard of text-books can be improved, if they are' written by teachers teaching English in schools. In the words of Guy Boas, "The only persons quipped to choose these text-books are schoolteachers who really know the fodder, suited to their flock. Less Use of Audio-visual Aids: In our schools, there is

very much less use of audio-visual aids. Due to lack of funds, expensive aids cannot be purchased, but whatever cheap aids, eg. Pictures, charts, models, flannel-boards are available, are not used by teachers. Only during training period, some enthusiasm is found among pupil-teachers in this regard. As soon as they become teachers they shirk from using audio-visual aids. English can be best taught by using audio-visual aids and they are neglected in our schools.

- **Lack of EffectiveTeachers:**

Prof.V.K.Gokak has said, "The fundamental years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching development in the pedagogy of English". This is very much true. There are four main reasons of the lack of effective and competent teachers:

1. Lack of adequate training at the B.Ed.Level,
2. Teachers who had not offered teaching of English at B.Ed.Level,
3. Lack of initiative and innovation in teachers and
4. Absence of right motivation

As teachers are motivated only to get their students through examinations, Prof.R.L.Mehta observes, "His sole aim is to get the pupils through the examination by fair means or foul. The result is the graduate who cannot write a correct sentence of English".

- **Traditional Examination System:**

The new method of examination with oral and written tests is not used by teachers. They still cling to the traditional method of examination. Besides, no attempt is made to realize the real aims of teaching English through examination.

- **Lack of Proper Teacher Education:**

The teachers are not trained thoroughly and properly. At the B.Ed. and L.T. levels, more periods are given to compulsory papers than to methods of teaching. At the same time, the duration of training is very short. There are also very meagre provisions and facilities for in service education.

- **Lack of Suggestive Correction:**

The exercise books of students lack in suggestive correction. All the exercises should be corrected thoroughly and the correct forms for the mistakes must be written. For instance, the pupil has written 'sitting'. It is not sufficient to go cross the word. The teacher must write 'siting', so that the student can appreciate his mistake and know the correct form.

These are some of the main problems of teaching English in India Prof. Ronald Mocking has listed them as follows: "The old fashioned type of benches and desks which restrict movement; the bad light; the noised from neighbouring class which may be separated from them by nothing more than a bamboo screen, insufficient provision for their subject in the time-table, lack of aids of all kinds; interference from parents or a dominating, conservative Head-Master; and finally the require-

ments of an examination system which places a premium on the written language and consequently seems to favour the grammar-grinder of the old school". Thus, there is much to be done to improve the standard of teaching English in India.

2.8. SUMMARY:

Thus, the language teaching is different from teaching other subjects. As a teacher trainee one needs thorough knowledge of art of teaching English. There are number of reasons why one should learn English. It is also a fact that people have managed to learn English even though it is taught unscientifically. English is not only a language but it is a bridge which connects us to different parts of the world. It gives us scopes to develop our scientific researches, our technologies, our literature,etc.

2.9. KEY WORDS:

- ELT: English Language Teaching
- Recommendation: a suggestion or proposal as to the best course of action, especially one put forward by an authoritative body
- Education policy: It consists of the principles and government policies in the educational sphere as well as the collection of laws and rules that govern the operation of education system

2.10. CHECK YOURPROGRESS:

Q-1 Discuss the place of ELT prior to Independence.

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Q-2 Discuss the place of ELT after Independence.

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Q-3 State the recommendations of Kothari commission about ELT.

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Q-4 Explain the Language Education policy of the Gujarat state Discuss in detail.

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Q-5 What is the language formula followed by the Gujarat Government? Describe it.

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Q-6 Explain the place of various languages in the curriculum run in Gujarat.

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Q-7 Justify "ELT in India Today with reference to-A Shifting Paradigm".

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Q-8 Discuss the problems of ELT in India and Gujarat state.

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Unit 3

PRINCIPLES AND FACTORS AFFECTING LANGUAGE LEARNING

: STRUCTURE :

3.0 OBJECTIVES

3.1 INTRODUCTION

3.2 PRINCILES OF ENGLISH LANGUAGE TEACHING

3.3 FACTORS AFFECTING LANGUAGE LEARNING

3.3.1 INTERNAL FACTORS

3.3.2 EXTERNAL FACTORS

3.4 SUMMARY

3.5 KEY WORDS

3.6 CHECK YOUR PROGRESS

3.7 REFERENCES

3.0 OBJECTIVES:

After the study of this unit, you will be conversant with:

- The understanding and application of the Principles of English Language Teaching.
- The meaning of learning second language
- The explanations of the Factors affecting Language Learning
- The identification of the Internal and External Factors affecting Language Learning

3.1 INTRODUCTION:

English is a global language spoken by 700 hundred million people in the world after Chinese language. It is officially recognized all over the world. It is interesting to note that it is a language of library, language of media, language of trade, internet, commerce, business, international negotiations and higher education. It is the link language in India. The correspondence between two countries and the two states happens only through English. Since English is a language of International communication, learning English Language is a common goal for many people.

3.2 PRINCIPLES OF ENGLISH LANGUAGE TEACHING:

The aim of teaching English in India is to enable the students to get command over the language. To enable the students to read, write and speak English fluently. But it is evident that most of the learners are not attaining their goal. Students are able to succeed in examination but they do not remember anything that they learned in their language classes nor do they get practical command over the language. Like history and science English is not knowledge subject it can't be learnt simply by memorizing the words and rules of grammar. It is a matter of practice. As Thompson & Wyatt stated that the power of expression in a language is a matter

of skill rather than of knowledge. It is a power that grows by exercise not by knowing merely meanings or rules. Just as painting and dancing language is a skill subject that can be mastered only by continuous practice. To teach English language effectively, the teacher should keep in mind the following principles of language teaching:

- **Principle of Definitive Aims & Objective:** The teaching of English language becomes fruitful only when the teacher is aware of definite aims and objectives. In the absence of aims and objectives teaching may not remain purposeful activity. According to Thompson & Wyatt (1952) the teacher should remember the four specific aims while teaching English to students. They are:

  (i) To understand spoken English

  (ii) To speak English

  (iii) To understand written English

  (iv) To write in English

  Thompson & Wyatt (1952) also remarked that "it is necessary that Indian people should not only understand English when it is spoken or written but also he should himself be able to speak and write it".

- **Principle of Planning:** Effective teaching requires proper planning. Principle of planning is a significant element of teaching learning system. Effective Planning involves five basic components: well designed curriculum, learning objectives, teaching and learning activities, assessment mechanism, and evaluation methods to check the student's understanding of the topic. Principle of planning provides structure for essential learning so that the teacher cannot deviate from the main topic. It helps the teacher to know aims and objectives of the course in advance so that the teacher can be organized to complete the syllabus in the given time frame. It can also help the teacher in timely preparation of the lesson and confidence indelivery.

- **Principle of Motivation:** The most important factor in second language acquisitionis motivation. The success of a student depends on the rate of teacher's motivation of students.

  Language teachers cannot teach language effectively if they do not understand the relationship between motivation and its impact on language acquisition. So the teacher's job is to create a friendly environment in which all the students feel recognized and valued.

  Motivate the students by providing previous year students' achievements. Language can be quickly learned if curiosity is created in it. Encourage the students to set short term goals and help them to achieve particular goals. By knowing students by names teacher can personalize classroom environment. Motivation, both intrinsic and extrinsic is of supreme importance in the success of students of all stages. Teachers' supporting environment, unbiased feedback, friendly atmosphere have great impact on language acquisition of students.

- **Principle of Creativity:** Creativity makes difference in the classroom. In the process of teaching learning the teacher should encourage creativity in the classroom. Creative class rooms provide environment where students are encouraged to express their ideas and think out of the box. In the world of internet teachers can incorporate creative learning by creating captivating lessons on various topics that boost students' ability to come up with imaginative ideas.
- **Principle of Feedback:** Feedback is an essential element of improving the learning process of the students. Feedback is acknowledged as a vital approach to facilitate students' development as independent learners in order to monitor, evaluate and regulate their own learning. (Ferguson, 2011). It has been proven that feedback enhance learning and improves students' outcomes. Giving feedback is an important skill for teachers in higher education and has a major influence on the quality of the students' learning process (Hattie & Timperley, 2007). Feedback can be delivered oral or written and it can be given to individual student or to the whole class. Through proper feedback students are able to get guidance and opportunities for improvement by acknowledging theird raw backs.
- **Principle of Variety:** Varity is also one of the most influential factors to enhance teaching learning process. Conventional methods of teaching are outdated now. The teacher can bring variety in the class room by using different learning activities, feedback techniques, resources, and various teaching approaches to make the classroom lively and interesting.
- **Principle of Sympathy and Cooperation:** Teaching learning is a cooperative process. Teacher should provide encouragement and promote courteous behavior in the classroom. In case of classroom disagreements teacher should cultivate unbiased outlook and make a decision based on the best interests of all.
- **Principle of Self Learning:** Spoon-feeding through dense lectures has been the traditional method of teaching in the class room (Boyer,1987).Spoon-feeding type of teaching primarily consists of teacher centered style of instructions where the instructor provides the students with all of the information they need to know for the course resulting in curbing independent thought and action.(Collins American English Dictionary online, n.d.).In spoon feeding type of learning the instructor express exactly what he wishes to teach. Students all to do is to take copious notes, memorize the material and they will be able to pass the test with a reasonable grade (Dehler, 2014). In spoon-feeding type of teaching students become passive learners and they do not take any responsibility for their own learning and eventually forget what they learned when the course is completed. In student centered learning environment the teacher can lay the foundation for independent thinking and problem solving skills.
- **Principle of Group Dynamics:** Teacher should encourage students to participate in group activities and group assignments that promote competitive spirit, mutual understanding and fellow feeling. Principle of group

dynamics stimulates enthusiasm in group activities so that students get more language practice as most of the activities are done in pairs or in groups. These group activities also develop confidence and independent thinking skills among students.

- **Principle of Drill & Practice:** As Palmer says, language learning is essentially a habit forming process, a process during which we acquire new habits. When students are learning a foreign language they need sufficient practice and drill to do away with mother tongue since the sounds of the new language is different from those of mother tongue. So it is important for teachers to help the students to master the structures and sounds of English Language.
- **Principle of Repetition:** Repetition is also one of the basic language learning techniques. Habits are formed through repetition. In the process of learning students tend to forget things with the passage of time. It has been proven that things often repeated are best remembered. So it is the duty of the teacher to apply the concept of repetition in the process of learning.
- **Principle of Activity (Learning by doing):** In the traditional classroom students are only passive recipients of information. Now the concept of teaching learning has been changed from teacher centric to the student centric. Activity based learning implies that students learn by doing various activities. The role of a teacher is not simply restricted to be a teacher they need to play different roles such as classroom manager, a facilitator, a mentor, communicator and monitor to make the students actively involved in various types of activities that foster all round development. Activity based learning encourage the students to be independent thinkers. The activities not only build students' self confidence but also develop healthy relationship between students and students and teachers and students.
- **Principle of Context and Situation:** The main objective of teaching English language is to enable the learner to use it. Since the purpose of the language is to enable the learner to use it then it must be practiced in suitable realistic situations or imagined situations. Language learning is not so easy unless it is connected to practical life. Literal translation, mechanical drilling of words and structures not only boring but also makes the language learning ineffective. In situational language teaching all the words sentences grow out of real situation so students can apply that knowledge in day to day life situations.
- **Principle of Rest & Recreation:** Nowadays Technology has become an integral part of current generation. They have become addicted to a new method of online communication through social media, twitter or they are likely to be seen watching T.V programmes or playing video games. There is no scope for rest and recreation that refresh both mind and body. Teachers should take responsibility for arranging recreational activities for students. Recreation activities like hiking, tree plantation, painting, drawing, organizing school events, dramas, plays and sports not only refresh the mind but also develops the rapport between the teachers and students.

These recreation activities reduce stress and help students to feel more energized to become a better student.

- It has been proved that teaching principles are important tools in order to enhance students' participation in language learning activities. It is the duty of the teacher to identify the basic relationship between the principles of teaching and the language learning ability and to apply them to enhance learning skills.

3.2 LEARNING SECOND LANGUAGE:

Learning of one language in childhood is a very natural process. But the learning of second language needs efforts. It is not easy to master the second language because of the experience with the first language. i.e. mother tongue. Moreover, the mother tongue structures are a part of one's thought and hence it becomes an obstacle to one's learning a second language and especially foreign language. Still, however, by keeping the above mentioned principles of English language learning in mind if the teacher plans his teaching he can help pupils to learn a foreign language without obstacle.

3.3 Factors affecting language learning:

Some students learn a new language more quickly and easily than others. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned.

3.3.1 Internal factors:

Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

- **Age:** Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.
- **Personality:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.
- **Self-Motivation:** Self-motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. For example: if a student aspires to get admitted in the foreign universities or wants a career outside India he/she will learn the language more easily.
- **Experiences:** Learners who have acquired general knowledge and expe-

rience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.

- **Cognition:** In general, it seems that students with greater cognitive abilities (intelligence) will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.
- **Native language:** Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than an Indian child.

3.3.2 External factors:

External factors are those that characterize the particular language learning situation.

- **Curriculum:** The needs of ESL students are different than the others. It is very important that they are given extra care in their language learning abilities than their general subjects. If the curriculum provides no such opportunities than it becomes quite difficult for the student to grasp the language.
- **Instruction:** Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The teachers of different subjects must correlate with each other sothat they can provide an extra help to the students to achieve their goals.

  The same applies to main stream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.
- **Motivation:** Students who are motivated regularly by their families and teachers are likely to learn the language more easily than others. Motivation can do wonders if used in a proper way. For example: if a student is praised for his achievements in any field he/she gets a boost to continue the good work and may even do better. Outside motivation is not only effective for the children but it also helps the adults to learn the language in a better way.
- **Access to speakers:** The opportunity to interact with person who already knows the second language well both within and outside of the classroom is a significant advantage. These speakers are linguistic models and can provide appropriate feedback. Clearly, second- language learners who have no extensive access to the opportunities to speak the language are likely to make slower progress, particularly in the oral aspects of language acquisition.

3.4 SUMMARY:

The learning of language is based on various principles and gets influenced by several factors. If a teacher is well versed with the knowledge of modern research, he can make learning more natural and interesting. Learning of mother tongue is always very easy when compared to learning of the second language. If the child is not provided with a conducive atmosphere to learn language with commitment and interest it is difficult to engage him and sustain his interest in learning a language which does not come naturally and which has only a social purpose.

3.5 KEY WORDS:

- **Principle:** a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning
- **Motivation:** a reason or reasons for acting or behaving in a particular way
- **Creativity:** the use of imagination or original ideas to create something; inventiveness
- **Feedback:** information about reactions to a product, a person's performance of a task,etc. which is used as a basis for improvement
- **Cognition:** the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses

3.6 CHECK YOUR PROGRESS:

Q-1 Explain the principles of language learning.

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Q-2 What do you mean by learning second language?

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Q-3 List out the internal and external factors affecting language learning.

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Q-4 Write short note on-

1-The internal factors affecting language learning

2-The external factors affecting language learning

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Unit 4

INTRODUCTION TO OBJECTIVES

: STRUCTURE :

4.0 OBJECTIVES

4.1 INTRODUCTION

4.2 WHAT IS OBJECTIVE?

4.3 CHARACTERISTICS OF GOOD OBJECTIVES

4.4 BLOOM'S TAXONOMY AND OBJECTTIVES

4.5 CLASSIFICATION OF OBJECTIVES

4.6 GENERAL AND SPECIFIC OBJECTIVES OF TEACHING ENGLISH AS SECOND LANGUAGE

4.7 SUMMARY

4.8 KEY WORDS

4.9 CHECK YOUR PROGRESS

4.10 REFERENCES

4.0 OBJECTIVES:

After the study of this unit, you will be conversant with:

- The knowledge of the meaning of objective
- The enlisting of the characteristics of good objectives
- The understanding of Bloom's Taxonomy and Objectives
- The classifying of objectives
- The comprehending of general and specific objectives of teaching English as second language

4.1 INTRODUCTION:

Teaching and learning is a process to bring changes in behavior of students. To make this process more effective and interesting the teacher should keep in mind some objectives of teaching. A teacher without, this knowledge cannot hope to achieve anything. A teacher without pre-decided objectives will be like a passenger who does not know where he wants to go. He should determine the goal first in the beginning before he actually starts his journey. If he will fix up the end or the purpose of his journey in the beginning, he will think what preparations should be make for his journey? "Which means of transport should he make for his journey? Which ticket should he buy? "Similarly, what methods and teaching aids should he use? What types of teaching-learning experiences should he provide to his students? How should he evaluate his students, etc."? To get the answers of all these questions, a teacher needs the knowledge of objectives of his teaching English.

The basic principle of teaching is "know what you do and only do what you know". Teaching requires certain directions. After all, success of teaching depends on the objectives of teaching.

"In teaching of English" P.Gurrey, writes, "It is highly desirable to know exactly what one is hoping to achieve. If this can be clearly seen, then the best way of getting to work usually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching English".

4.2 WHAT IS OBJECTIVE ?

According to Dr.B.S.Bloom, "Educational objectives are the desired goal or outcome at which instruction is aimed".

Suppose a teacher wants his pupils to improve pronunciation, here, the outcome desired or goal aimed at his improvement of pronunciation. The teacher will utter the words to the students in such a way that it will help in improving pronunciation. So the goal or the desired outcome of improving pronunciation would be the objectives of teaching. A specific result that a person or system aims to achieve within a time frame and with available resources.

In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance.

4.3 CHARACTERISTICS OF GOOD OBJECTIVES:

The characteristics of good objectives are as follows:

- Objectives should be based on psychological principles.
- They should be according to the content of the teaching.
- They should fulfil the needs and interest of students.
- They should be according to the age and mental level of the students.
- They should be helpful in changing the behavior of students.
- Remember, every objective must start with the word, "To." An easy way to remember the characteristics of a good objective, is the acronym, "SMART." It stands for "Specific, Measurable, Achievable, Realistic andTime-Bound."
- Specific
- Measurable
- Achievable
- Realistic
- Time-Bound

4.4 BLOOM'S TAXONOMY AND OBJECTTIVES:

Before understanding objectives of teaching and learning, let us try to understand Bloom's Taxonomy and objectives.

- **Importance of objectives:**

What is an objective? Do you mean the purpose of the action or activity? Do you do anything without any purpose or intention? We don't do anything without any reasons. Here, we mean the objective of teaching English, the purpose of teaching English. We may ask a question, why do we learn English? Easily we can answer the purpose for learning English. When we ask the question, what do we do after

learning English? It is sure that you will get an answer having intentions we bear in our minds. Aim is the goal to be achieved whereas objective is the intention where to reach.

Now in teaching of English, our aim is to teach learners English. For achieving any of the goals, one needs step-by-step information of teaching and learning processes, teaching them English means enabling them to use English language. The learning of language means developing required skills for using specific language. The language learning requires four skills to be developed and mastered. These skills are listening, speaking, reading and writing, generally known as LSRW. The aim is the direction and objectives are torch bearers that guide us throughout the process.

- **Dr. Bloom'sTaxonomy:**

How to identify the instructional objectives is the specific branch of teaching. There are number of subjects taught in the classroom. The language teaching is also one of them. Dr. Benjamin Bloom has rightly pointed out that the Educational/Instructional Objectives are the desired goals. The formal learning is different from the learning through experience of life.

The teacher designs the classroom activities so that the learners are getting such environment in which they nurture the skills required. It means that the teacher is to visualize the specific outcome of the instructional activity. Dr. Bloom has helped the teachers identifying instructional objectives of particular teaching task. The taxonomy prescribed by Dr. Bloom is well known as Dr. Bloom's Taxonomy.

4.5 CLASSIFICATION OF OBJECTIVES:

According the taxonomy of Dr. B. S. Bloom, the classification of objectives depend on the educational domains. They are as follows:

- **CognitiveDomain : related to knowledge**
- **AffectiveDomain : related to feeling**
- **Psychomotor Domain : related to doing**
- **Cognitive Domain: related to knowledge:** Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
- **Affective Domain : related to feeling:** Characterization, Organization, Valuing, Responding, Receiving,Exposition
- **Psychomotor Domain : related to doing:** Naturalization, Articulation, Precision, Manipulation,Imitation

4.6. GENERAL AND SPECIFIC OBJECTIVES OF TEACHING ENGLISH AS SECOND LANGUAGE:

The objectives of English language teaching are broadly classified according to skills and sub-skills. The language as a skill is to be developed in each segment of sub-skills. The language learning means the pupils are able to speak, listen, read and write. Further objectives are classified into two categories; they are general objectives and specific objectives. The general objectives are based on all these sub-skills. So general objectives of teaching English are as under:

- To understand or to comprehend English Language when spoken.
- To speak in English language or to make use of English language day-to-day routine.
- To read written text in English language.
- To write in English language or to make use of English for written communication.

General objectives are global and long-term goals, general objectives state what to achieve at the end of the course or year. The specific objectives are short-term goals written in matters of behavioral change. The above objectives are stated according to the language skills to be acquired; for acquiring sub-skills of language the learners have to pass from the entire course step by step. The specific objectives state what will be terminating behavior at the end of course. The general and specific objectives of teaching of English, which are observed in practice, are as under:

The general objectives give us the spectrum of English language teaching. The teacher is to set the short-term goals within the periphery of general objectives. Some of the specific objectives under each category of general objectives are as under:

(1) To enable them to acquire the knowledge of elements of language in order to comprehend oral and written form of the language.

The learners will…

- acquire the skill of receiving sounds in English.
- understand messages delivered at reasonable speed.
- understand the use of tone, accent and rhythm in English.
- be able to comprehend English usage.
- be able to assimilate messages in English.
- be able to read messages written in English.
- acquire skills of listening.
- acquire skills of responding non-verbally.

(2) To enable them to acquire the knowledge of elements of language in order to express verbally and non-verbally in target language.

The learners will…

- acquire the skill of reproducing sounds in English.
- acquire skills of pronouncing words.
- acquire active vocabulary.
- acquire the knowledge of correct English usage.
- be able to assimilate messages in English.
- be able to read messages written in English.
- acquire skills of reading aloud and silently.
- acquire skills of using English orally.

(3) To enable them to develop the skills of verbal and non-verbal communication. The learners will…

- acquire the communication skill in English.
- acquire skills of effective communication.
- update active vocabulary.
- acquire the knowledge of writing letters, applications and reports.
- be able to communicate formally and informally in English.

(4) To enable them to develop the interest in English literature.

The learners will…

- acquire the skill of reading novel, short stories and essays.
- acquire skill of reciting poetries.
- understand the message interwoven in literary work.

4.7 SUMMARY:

The teacher training is the integral part of the educational process and the teacher trainers are competent to guide. They have the thorough knowledge of the aims and objectives of English language teaching. Without this we cannot make our efforts fruitful in English language teaching. Champion's notion is "all objectives should be regarded as of equal gift to each". Correct and proper objectives would not be taught by any teacher without knowing aims and teaching English. Hence aims and objectives plays an important role in teaching English language.

4.8 KEY WORDS:

- **Taxonomy:** the classification of something
- **Specific objectives** are detailed objectives that describe what will be researched during the study, whereas the **general objective** is a much broader statement about what the study aims to achieve overall.

4.9 CHECK YOUR PROGRESS

Q-1 Define objective in your words.

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Q-2 What are the characteristics of good objectives?

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Q-3 State the importance of objectives.

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Q-4 Draft out the classification of objectives.

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Q-5 Explain in detail: The general and specific objectives of teaching English.

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ES-114
Teaching of English

Block
2

COMMUNICATION AND LANGUAGE SKILLS

Unit-5 INTRODUCTION OF COMMUNICATION

Unit-6 SKILL OF LISTENING

Unit-7 SKILL OF SPEAKING

Unit-8 SKILL OF READING

Unit-9 SKILL OF WRITING

ES-114, Teaching of English (Block-2)

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ES-114 Teaching of English

Block-1 ENGLISH AS A LANGUAGE- A BROAD PERSPECTIVE

Unit-1 LANGUAGE: CONCEPT, NATURE AND CHARACTERISTICS

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દૂરવર્તી અધ્યયનમાં સ્વ-અધ્યયન અભ્યાસ-સામગ્રીની ભૂમિકા

દૂરવર્તી શિક્ષણ પ્રણાલીમાં અસરકારક સ્વ-અધ્યયન અભ્યાસ-સામગ્રી અનિવાર્ય છે. આ અભ્યાસ-સામગ્રીના લેખકો, અધ્યાપકો અને વિદ્યાર્થીઓ એકબીજાથી ઘણાં દૂર અને ક્યારેક તો ક્યારેય ન મળી શકે તેવી સ્થિતિમાં હોવાથી આવી અધ્યયન સામગ્રી સુગમ અને અસરકારક હોવી જરૂરી છે. દૂરવર્તી શિક્ષણ માટેની અભ્યાસ-સામગ્રીમાં વિદ્યાર્થીના બૌદ્ધિક ચિંતનને ઉદ્દીપ્ત કરવાની ક્ષમતા તથા આવશ્યક તમામ અધ્યયન પ્રવૃત્તિઓ હોવી જોઈએ. આ સામગ્રી પાઠ્યક્રમના સામાન્ય અને વિશિષ્ટ હેતુઓના અનુસંધાને વિદ્યાર્થીને પર્યાપ્ત માર્ગદર્શન આપવા સક્ષમ હોવી જોઈએ. સ્વ-અધ્યયન સામગ્રીમાં અભ્યાસક્રમમાં સૂચિત તમામ બાબતોનો સમાવેશ થાય તે જરૂરી છે.

અસરકારક અધ્યયન સિદ્ધ કરવા માટે અનેક પ્રકારના આયોજનનો ઉપયોગ કરવામાં આવે છે; જેનાથી વિદ્યાર્થી જ્ઞાનોપાર્જન કરી શકે. બૌદ્ધિક અને મનોશારીરિક કૌશલ્યો કેળવી શકે અને વર્તન તથા અભિગમમાં આવશ્યક પરિવર્તનો સાધી શકે. આથી જ વિદ્યાર્થીનું મૂલ્યાંકન પણ પાઠ્યસામગ્રીમાં આવરી લેવામાં આવ્યું છે.

દૂરવર્તી શિક્ષણની સ્વ-અધ્યયન અભ્યાસ સામગ્રીમાં ઉપયોગમાં લેવામાં આવેલી શૈક્ષણિક પ્રવૃત્તિઓનું સ્વરૂપ તે શિક્ષણના જ્ઞાનાત્મક, ભાવાત્મક કે મનોશારીરિક હેતુમાંથી કયા હેતુને સંલગ્ન છે ? તેના પર આધારિત છે. આ હેતુઓ ભવિષ્યમાં અનુક્રમે જ્ઞાન, બૌદ્ધિક કૌશલ્યો અને મનોશારીરિક કૌશલ્યોની ઉપલબ્ધિમાં પરિણમે છે. વિદ્યાર્થીએ મેળવેલ જ્ઞાનની પ્રાપ્તિ, ઉપયોગ અને અભિવ્યક્તિ કરવા માટે પ્રોત્સાહિત કરી શકાય. વિદ્યાર્થીઓના પૂર્વજ્ઞાનનો અને અનુભવોનો આધાર લઈને રચવામાં આવેલ શિક્ષણ સામગ્રી દ્વારા બૌદ્ધિક કૌશલ્યના હેતુને સિદ્ધ કરી શકાય છે અને તેના દ્વારા નવીન જ્ઞાન પ્રાપ્તિનો માર્ગ પ્રશસ્ત થાય છે.

અભ્યાસ-સામગ્રીમાં સ્વાધ્યાય પ્રોજેક્ટ અને પ્રતિપૃષ્ટિ(Feedback)ના સ્વરૂપે અભ્યાસનું આયોજન જરૂરી છે. શારીરિક કૌશલ્ય સંબંધિત શૈક્ષણિક પ્રવૃત્તિઓમાં ચિત્રાત્મક રજૂઆત હોવી જોઈએ અને ત્યારબાદ ઉચિત અભ્યાસનું આયોજન હોવું જોઈએ. વર્તન અને અભિગમમાં પરિવર્તન માટે આયોજિત શિક્ષણ પ્રવૃત્તિઓ રસ જન્માવે તેવી તથા આ પરિવર્તન દ્વારા થતાં લાભ અને તેની જરૂરિયાતને પ્રતિબિંબિત કરે તેવી હોવી જોઈએ. ત્યાર પછી નવાં અભિગમોને અપનાવવાની અને તે સંબંધિત પ્રક્રિયાના યોગ્ય અભ્યાસનું ઉચિત આલેખન થવું જોઈએ.

દૂરવર્તી શિક્ષણની ભૂમિકા.

પ્રત્યક્ષ અધ્યાપનમાં જોવા મળતી પ્રત્યાયનની વિશેષતાઓ; જેવી કે અંતરાલાપ, પૂર્વઅભિસંધાન, યોગ્ય સ્થાને વિરામ, આરોહ-અવરોહ, ભાવ-ભંગીમાં, સ્વરભાર વગેરે દૂરવર્તી અધ્યયનમાં ઉપલબ્ધ નથી. આ ઉણપ વિશેષતઃ મુદ્રિત સાહિત્યમાં (લેખિત સાહિત્યમાં) જોવા મળે છે. વિદ્યાર્થી અને શિક્ષક વચ્ચેના વ્યવહારની આ ખૂટતી કડીને જોડવા માટે જ દૂરવર્તી સ્વ-અધ્યયન સામગ્રીમાં શૈક્ષણિક પ્રવૃત્તિઓનું આયોજન કરવામાં આવે છે. માટે જ આવી પ્રવૃત્તિઓનું આયોજન વૈકલ્પિક નહીં; પરંતુ અનિવાર્ય છે.

સ્વ-અધ્યયન અભ્યાસ-સામગ્રીને નાના એકમોમાં વિભાજિત કરીને શિક્ષણના ઉત્તમ સાધન તરીકે વિકસાવવાની સંકલ્પના છે. શૈક્ષણિક પ્રવૃત્તિઓમાં વૈવિધ્ય દ્વારા શિક્ષણના વિવિધ ક્ષેત્રના હેતુઓ સિદ્ધ થાય તેવો પ્રયત્ન કરવાનો છે.

દૂરવર્તી શિક્ષણની સ્વ-અધ્યયન સામગ્રીનું આયોજન પૂર્વનિશ્ચિત શૈક્ષણિક નીપજને ધ્યાનમાં લઈને કરવાનું હોવાથી તેના હેતુઓ અને ધ્યેયો નિશ્ચિત હોય છે. વળી અધ્યેતાઓ દૂરસ્થ હોવાથી આ સામગ્રી દ્વારા તેઓ નિશ્ચિત અધ્યયન પ્રવૃત્તિઓમાં સંલગ્ન રહે તેવું આયોજન કરવામાં આવે છે. જેથી અધ્યેતાઓ સંબંધિત સંકલ્પનાઓને બરાબર સમજી શકે. સ્વ-અધ્યયન સામગ્રીમાં સાથે સંકળાયેલ સ્વાધ્યાયો, પ્રાયોગિક કાર્યો, પ્રવૃત્તિઓ અને પ્રકલ્પોનો પણ આ જ હેતુ છે. આ સામગ્રી માટે ઉચિત શૈક્ષણિક પ્રવૃત્તિઓની ઉદાહરણરૂપ સૂચિ ઘણી મોટી હોઈ શકે. આ સંદર્ભે શૈક્ષણિક પ્રવૃત્તિઓ વિદ્યાર્થીને અભિપ્રેરિત કરે છે, માર્ગદર્શન આપે છે અને વિદ્યાર્થીની પ્રગતિ અને પ્રદર્શનનું સતત માપન-મૂલ્યાંકન પણ કરે છે.

Unit 5

INTRODUCTION OF COMMUNICATION

: STRUCTURE :

5.0 OBJECTIVES

5.1 INTRODUCTION

5.3 DEFINITIONS OF COMMUNICATION

5.4 COMMUNICATION PROCESS: COMPONENTS AND TYPES

5.5 FACTORS AFFECTING COMMUNICATION

5.6 BARRIERS OF COMMUNICATION

5.7 SKILLS OF COMMUNICATION

5.8 SUMMARY

5.9 KEY WORDS

5.10 CHECK YOUR PROGRESS

5.11 REFERENCES

5.0 OBJECTIVES:

After the study of this unit, you will be familiar with:

- The knowing various definitions of communication
- The understanding what is the communication process
- The developing of communication theory
- The influencing factors of the process of communication
- The defining the barriers of communication
- The familiarization of the skills of communication

5.1 INTRODUCTION:

Communication is sharing our feelings ideas and opinions with others. This can be intellectual personal, spoken or written in nature. We live in groups and man is invariably a social animal. As the social needs persist, we share our thoughts with others. This can be called communication. It is a two way process. In spoken communication, we have speakers and listeners who send and receive verbal messages from each other. In written communication, we have writers and readers, whereas visualization and observation, the symbols and signs are included. Communication motivates, informs, suggests, warns, orders, changes behavior, establishes better relationships, to make interaction meaningful and make oneself understood. Communication is effective when a communicator is effective enough to communicate competently, simply, clearly, sincerely and dynamically. Once a communication can be termed successful, if the receiver acknowledges it that is, when a listener or reader understands, reacts, responds to this communication and shapes their learning behavior.

The word communication is derived from the Latin word 'communis' which means

'common', that is, to share, exchange, send, transmit, write, relate and communicate. The other etymological source mentions that communication is derived from the Latin term 'communicare' which means to impart or participate. This word often denotes and means different things to different people. In short, we can define communication as sharing ideas and feelings mutually. As it involves interaction, it encourages exchange of ideas until all the experiences become a common profession. Communication is essential for close, sympathetic relationships in the society and for transformation of men, material and thoughts from one place to another. In a classroom, the meaning of communication is related to the messages and counter messages, which constitutes the teaching learning process. This involves initiation, reception and response that serve as feedback. Open communication in a classroom where the teacher is clear and pupil understands is perhaps an ideal climate for the process of communication.

5.3 DEFINITIONS OF COMMUNICATION:

Different scholars have defined communication in different terms. The following are some of the important definitions of communication.

- **According to Newman and Summer:** "Communication is an exchange of facts, ideas, opinions or emotions by two or more persons".
- Communication is also defined as intercourse through words, letters, symbols or messages and as a way through which the member of an organization shares meaning and understanding with another.
- **According to Leland Brown:** "Communication is the transmission and interchange of facts, ideas, feelings or course of action".
- **According to Allen Louis:** "Communication is the sum of all the things one person does; when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding".
- **Ordway Tead** thinks communication is a composite information given and received out of a learning experience. In this, certain attitudes, knowledge, and skills change, carving with them alterations of behavior, of listening effort by all involved, of a sympathetic fresh examination of issues by the communicator himself, of sensitive interacting points of view, leading to a higher level of shared understanding and common intention.
- **According to M. T. Myers and G.E. Myers:** "Communication refers to a special kind of patterning: a patterning which is expressed in symbolic form." For communication to take place between or among people, two requirements must be met: (1) a symbolic system must be shared by the people involved (we need to speak the same language or jargon or dialects) and (2) the associations between the symbols and their referents must be shared.
- **According to Katz and Kahn:** "Communication is the exchange of information and the transmission of meaning. It is the very essence of a social system of an organization".
- **As per Davis:** "Communication is a process of passing information and

understanding from one another." Davis also believed that the only way that management can be achieved in an organization is through the process of communication".

- **Chester Barnard** believes that "in the exhaustive theory of organization, communication would occupy a central place because the structure, extensiveness and scope of organizations are almost entirely determined by communication techniques".

5.4 COMMUNICATION PROCESS: COMPONENTS AND TYPES: (With Diagram)

Communication is the art of transmitting information, ideas and attitudes from one person to another. Education with its correlated activities of teaching and learning, involves communication as well as reciprocal interacting between the teacher and pupils, as channel of realizing its objectives.

From etymological point of view, communication may be defined as:

(a) Sharing of ideas and feelings in a mood of mutuality.

(b) Communication involves interaction which encourages give and take.

(c) A process of sharing of experiences till it becomes common possession.

(d) A two-way process including feed-back and interaction.

Communication is a need for a human being to communicate with his fellow-beings. It is an urge and in the modem civilization a necessity for survival.

There are four components in the process of communication:

1. Sender or source
2. Message or signal
3. The medium or channel of communication.
4. The Receiver or destination.

1. Sender or Source:

In the communication process, the sender or source is technically called as encoder. In this process, the sender or the source must have correct information and transmit accurately at optimum speed.

2. Message or Signal:

The message may be designed for a single person or a group of people. It may be conveyed by expressions, gestures, spoken or written-symbols or by hand- drawn or photographic pictures.

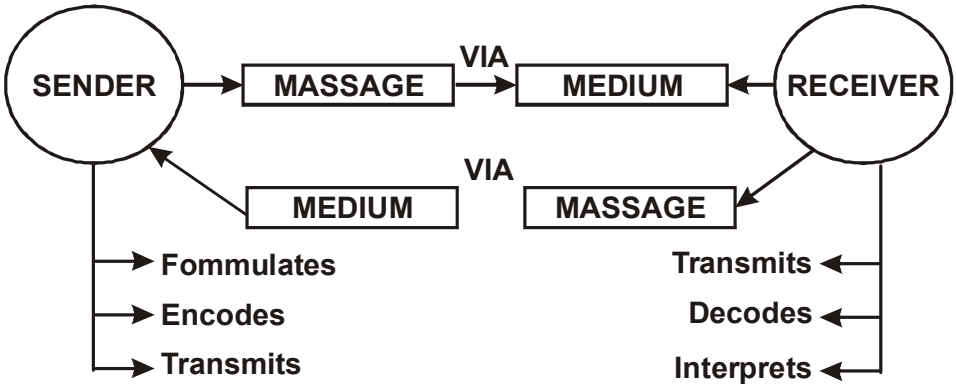
3. The medium or channel of Communication:

The medium or the channel may be one of the media or means. So every medium exerts its influence and its peculiarities on the message and in this sense, becomes a part of the message.

4. The Receiver or destination:

The receiver is technically called as the decoder. The receiver must understand the message or in other words, must decode it or interpret it and must react or produce a desired response, which must be received by the sender.

The communication channel can be represented by the following diagram:



Communication is always made with some purpose. This purpose of communication is encoded in the message and transmitted to its destination where it is decoded and response (feedback) made. So this is called the feedback channel.

- **Types of Communication:**
- The communication process can be divided into various types based on the form of channel used to convey message:
- **Verbal communication:**

Here the sender is the speaker while the receiver is the listener. Thus the communication is verbal. Likewise in a classroom teacher is the speaker while the students are the listener or receiver. Of course the roles of sender and receiver exchanges very often and is important too in the classroom situation. If the teacher judiciously uses audio aids such as radio, gramophone, tape recorder, etc. than the communication can be made livelier. Verbal communication is also known as oral communication.

Oral communication is not as easy as it sounds. On one hand, if the sender sends out the message using right words and means, then the message becomes useful, On the other hand if the conveyer or the listener do not play their roles perfectly the message can lost its complete meaning and may become fruitless or meaningless. Speaking depends on many different things like articulation, juncture, stress, intonation and rhythm. For oral communication a teacher can use various types of channels and media which can, not only makes the teaching more interesting for results in easy learning by the students.

Excessive use of oral communication can make the classroom boring and dull. Moreover while using oral communication one must be sure that there are no vague ideas or excessive use of unnecessary words. Besides, teacher must always use the oral communication in different ways like for explanation, motivation, demonstration, etc.

- **Written Communication:**

Here, the writer becomes the sender and the readers become the receiver. Reading is a very common phenomenon. Reading is useful for the deaf and blind people as well. The only requirement is that the reader must know the written symbols of the language they are reading. Written communication is also liable to covey wrong messages as in oral communication. For example there are thousands of books

which are been published every year, but very few of them becomes famous or are received with a positive note. This is because of the fact that the written messages also have some rules which can make it perfect or vague. There are different rules for perfect written communication; some of the most important ones are as follows:

- Writer must use a simple language so that the reader or readers can understand the message easily.
- Unnecessary words, phrases or sentences must be avoided.
- The writings must be according to the readers' age and understanding.
- Written messages which are hand written must be in clear handwriting.
- Proper use of punctuation must be used for zero confusion.

In the classroom situation also written communication is equally important as the oral communication. Textbook, as we know is an important aspect of classroom teaching and it is a form of written communication. Moreover a teacher can also make use of this communication in an effective ways, by using blackboard or smart board or by giving out assignments, etc. Written communication can give a better result in the learning process, moreover in this way of communication there is a much lesser chance of confusion in comparison to the oral one. It is a fact that in this form of communication it is not important that the writer and the reader communicate face to face, thus it becomes more of a one way communication where the reader cannot response to the writer at the same time. For example: you cannot contact or speak to the writer of every book you read, immediately, there may be another way to provide feedbacks however.

- **Non-Verbal Communication:**

According to Wikipedia, Nonverbal communication is the transmission of messages or signals through a nonverbal platform such as eye contact, facial expressions, gestures, posture, and the distance between two individuals. This form of communication is characterized by multiple channels and scholars argue that nonverbal communication can convey more meaning than verbal communication. Some scholars state that most people trust forms of nonverbal communication over verbal communication.

In this type of communication, the sender sends the messages with the help of visual symbols and the receiver decodes these signals and feels the impact of the ideas conveyed. Nonverbal language is a part of both verbal and written communication. While in verbal communication the gestures, distance, expressions, volume of voice, eye contacts, etc. comes under nonverbal communication, in written communication the handwriting, arrangements of words and layout of pages plays the part of nonverbal expression.

In the classroom situation nonverbal communication is as important as the above two. A teacher can send a message to the students by gesture and body language in a very effective way. Sometimes actions are mightier than words, and thus lot of the messages can be delivered to the students by the teacher only through expressions.

- **Teaching as a process of Communication:**

According to Harold D. Lass-well, there are five essential elements in the communication process. These five elements have been summarized in his question, "who says what, in which channel, to whom with what effect?"

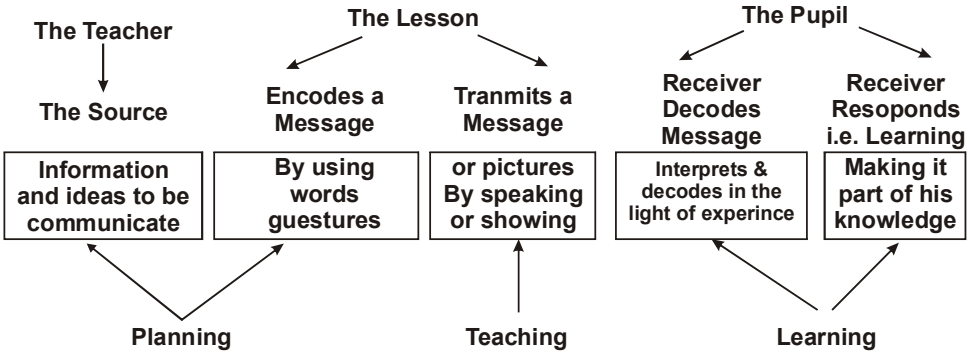
If we analyses these questions, it may be stated that:

1. 'Who' means the teacher, the text-book writer, T V. Presenter, radio broadcaster etc.
2. 'By what means' means face-to-face speech, pictures, films, slides, radio, T.V. etc.
3. 'With what effect' means reaction or feedback.

In this context, the situation in which the message or lesson is delivered are not less relevant. This means the learners greatly influence learning and teaching. The situations of learning mainly refer to external and internal conditions of the learner.

The external conditions are purposefully selected by the teacher to impart knowledge, present facts, demonstrate skills, stimulate imagination, influence attitudes and so on. The internal conditions refer to age, interest, ability, intelligence, physiological condition, experience of life and also experience of learning by means of books, pictures, radio etc.

The organization of communication in relation to the educational process can be understood in a better way from the following diagram:



Again, if we analyse the above diagram, we find that, there are **four elements of communication**.

(1) The Source, (2) The Message, (3) The Channel and (4) The Destination.

These elements can be applied to both human and mechanical communication. But education is mainly concerned with personal or human communication. In this context, a person or an organizer can transmit a message which may be received by an individual or many. Here communication is carried on through language-spoken and written.

The message may be conveyed by spoken or written symbols, verbal expressions, gestures or by hand-drawn or photograph pictures. The source is also called an encoder, the message or signal and destination a decoder. These terms indicate the need for common understanding of language and word meaning for making communication a process.

5.5 FACTORS AFFECTING COMMUNICATION:

Communication is an intense process which goes through various steps, and any kind of disturbance in any of these steps can result in failure of communication. There are many different factors which guides the process of communication. And then there are many barriers that can stop the process of communication. Let us now discuss these factors and barriers in brief as follows:

1. **Emotional factors:** Fear, anxiety, worry, shame, etc. affects the communication process to a great extent. In a classroom the teacher must understand this factor and encourage the students to speak out clearly and without any hesitation. Some students are introverts and these students find it difficult to speak in front of the whole class, a teacher must take special care of such students and provide them opportunity to develop a speaking skill which can result in clear communication.
2. **Need:** Need is probably the most important factor that affects the communication process. If a person does not feel the need of communication he/she won't start or continue the communication. In the classroom, on the other hand, a student must understand the need and importance of communication and must be encouraged to develop different skills required in it. If a teacher fails to explain the need of communication than the students will never try to develop their skills in this field, which will not only affect their study but there future life as well.
3. **Inner urge:** Motivation from outside can only work if a person has an inner urge to learn something new. Thus is same, in the process of communication, a person must have an inner urge to communicate or the process would not even start. In the classroom also the students must themselves have the urge to improve their communication skill. For this a teacher can only help by providing a great example of how communication skills can do wonders if developed properly. This examples can be personal or of some famous personalities.
4. **Readiness:** Communication as stated earlier is a two way process which may involve two or more person. Moreover it is a cyclic process where the roles of the sender and the receiver are interchangeable. Here thus the sender and the receiver both must have the readiness or the attitude to receive or send out the message. In the classroom situation for example the teacher and the students must have a correct attitude towards the teaching and the learning process. The teacher must be ready to teach and thus plays the part of the sender (mostly), and the students must be ready to receive the teachings with the correct attitude.
5. **Intelligence:** The communication process is a complex process which cannot work out without proper intelligence of the sender and the receiver. Here intelligence of course is not the education or the literacy but it is the basic intelligence to understand the human language. Now the sender must be quite aware of the intelligence of the receiver and try to formulate the message based on that. In the classroom situation for example you cannot teach the first grade student as you teach the students of fifth or tenth grade.

Teaching must be based on the student's perceiving capacity or intelligence.

5.6 BARRIERS OF COMMUNICATION:

The barriers of communications are as follow:

1. **Outside Barriers:** The communication can be hindered because of the outside barriers such-

   Noise or sounds from outside

   Low or high tone of the sender

   Bad handwriting of the writer

   Hearing difficulties of the receiver.

Thus, a teacher must take care of these outside problems. He/she must try to teach in a calm environment so that the students can clearly receive the messages. A teacher must also be sure that his/her voice is not very low, which makes it vague for the students or very high as a high tone can make the students irritated or not interested in the teaching.

2. **Inside Barriers:** the communication can also be affected because of the inside barriers like

   Family issues

   Fear or anxiety of the sender or the receiver

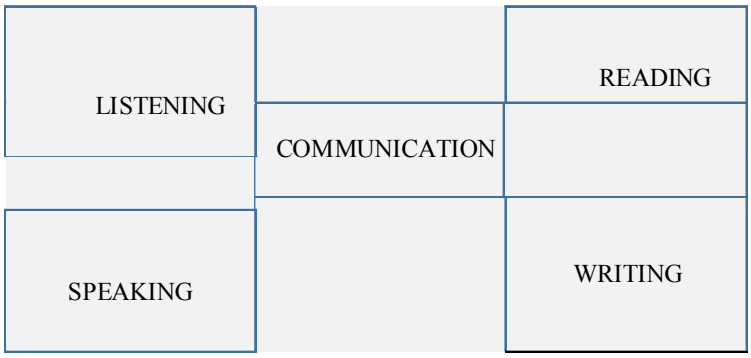
   Unknown signs and language

   Social issues

Communication is also not possible if the teacher or the students do not have the right attitude during the class. A teacher and student are both human beings and both can have their personal issues which can hinder the process of communication. Moreover, teacher must make sure to provide an environment to the students where they can ask and clear their doubts without any fear, which will make the communication easy. Again it is the responsibility of the teacher that he/she uses a language that is known by the students, he/she must avoid the use of unknown words or confusing sentences.

5.7 SKILLS OF COMMUNICATION:

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills. These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability (proof of learning) and, most important, confidence. Listening and reading are the receptive skills because learners do not need to produce language, they receive and understand it. These skills are sometimes known as passive skills. The productive skills are speaking and writing because learners are applying these skills in a need to produce language. They are also known as active skills.



- **Listening:**

Listening is a receptive language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word. The listener has to get oriented to the listening portion and be all ears. The listener is also required to be attentive. Anticipation is a skill to be nurtured in Listening. In everyday life, the situation, the speaker, and visual clues all help us to decode oral messages. In due course of listening, be in a lookout for the sign post words. Thirdly one should be able to concentrate on understanding the message thoroughly. Listening Skills could be enhanced by focusing on making the students listen to the sounds of that particular language. This would help them with the right pronunciation of words. To equip students with training in listening, one can think about comprehending speeches of people of different backgrounds and regions. This intensive listening will ultimately help a student to understand more on the accents to be used and the exact pronunciation of words.

- **Speaking:**

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. We must take into account that the level of language input (listening) must be higher than the level of language production. In primary schools elocution and recitation are main sources to master the sounds, rhythms, and intonation of the English language through simple reproduction. The manifestations of the language in games and pair work activities are encouraging source to learn to speak the language. This assists the learners to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation. This skill could be improved by understanding para-linguistic attributes such as voice quality, volume and tone, voice modulation, articulation, pronunciation etc. This could also be further enhanced with the help of debates and discussions.

- **Reading:**

Reading is a learning skill. It helps you improve all parts of the English language – vocabulary, spelling, grammar, and writing. It helps to develop language intuition in the corrected form. Then the brain imitates them, producing similar sentences to express the desired meaning. Using skimming or scanning technique to read quickly is highly effective. While reading underlining of key words is a must. Reading Skills help the students grasp the content and draw conclusions. The students should also make it a point to familiarize themselves with the jargons and new words by making reading a habit be it reading newspapers, articles, books, magazines, etc.

- **Writing:**

Writing provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and to use the language freely. To write flawless language one should excel in the Writing Skills with the help of various methods. Importance should be given to composition and creative writing. One should also focus on coherence and cohesiveness when it comes to writing a language. With these four skills addressed equally while learning English, the learners can be assured of having good communication skills, a great necessity in today's competitive world.

5.8 SUMMARY:

- Communication plays an important role in learning a language. It is the input as well as the output. Communication is a two way process, because it aims at conveying and receiving information. In the process of communication the encoder must have correct information and it should be transmitted at optimum speed. The message could be designed for an individual or a group of people. It can be conveyed by expression, gestures, spoken or written symbols or pictures to the receiver.
- Communication is a two way process of conveying and receiving the message. There are five components in this process of communication. They are as follows:

I. Sender or encoder or source

II. Receiver or decoder or destination

III. Message ort signal

IV. Channel or medium of communication

V. Feedback or setting

- Communication seems to be very simple and clear process but it has its own problems too. There are several factors which affects communication.
- In the process of communication the encoder should have correct information and it should be transmitted at optimum speed.
- An emotional factor such as fear, anxiety, anger, aggression, etc. affects the process of communication to a large extent.
- The atmosphere at the home and schools must be congenial for overcoming emotional barriers in the communication process
- We communicate in the society and try to improve the communication skills only when there is a need or a necessity to do so. When we do not realize the need for communication, we do not make an effort to ensure whether the communication is reaching the other end or not.
- The capacity to communicate in the second language depends on the intelligence of the learner to receive, comprehend and understand the language.
- There exist several individual differences among students who often come

from different background. These differences affect the communication badly.

- The attitude of the learner towards the teacher and the teaching is a major factor, which affects communication in a heterogeneous classroom, receiving messages and giving responses may not be the same. The students must be at first in the position to trust the teacher.
- The teacher should be competent enough to transmit knowledge dynamically and influence the learning of the student. Appropriate verbal and non-verbal communication must be used, lack of which, can become the biggest barrier in the classroom teaching.
- Communication is both the input and the output of the language. In this process the communication takes place because of the four main skills-listening, speaking, reading and writing. These skills are inter-related and coordination between them helps one to communicate effectively. Listening and reading are considered as passive skills. Whereas speaking and writing are active skills of effective communication. Both communication and language learning is an amalgamation of these skills.

KEY WORDS:

- **Communication:** the imparting or exchanging of information by speaking, writing, or using some other medium, means of sending or receiving information, such as telephone lines or computers.
- **Process:** a series of actions or steps taken in order to achieve a particular end.
- **Component:** a part or element of a larger whole.
- **Factor:** a circumstance, fact, or influence that contributes to a result.
- **Intelligence:** the ability to acquire and apply knowledge and skills.
- **Barrier:** a natural formation or structure that prevents or hinders movement or action.
- **Skill:** the ability to do something well; expertise.

5.9 CHECK YOUR PROGRESS:

Q-1 Describe the concept of communication with some definitions.

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Q-2 Explain the process of communication in detail.

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Q-3 What are the different types of communication? Describe any two of them in detail.

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Q-4 What are the factors affecting communication?

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Q-5 Explain any two skills of communication.

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Q-6 Describe the inside and outside factors of communication.

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Unit 6

SKILL OF LISTENING

: STRUCTURE :

6.0 OBJECTIVES OF THE UNIT

6.1 INTRODUCTION

6.2 SKILL OF LISTENING

6.3 SUB-SKILLS OF LISTENING

6.4 BARRIERS OF LISTENING

6.5 STEPS OF EFFECTIVE LISTENING

6.6 KINDS OF LISTENING

6.7 LISTENING MATERIALS

6.8 SUMMARY

6.9 KEY WORDS

6.10 CHECK YOUR PROGRESS

6.11 REFERENCES

6.0 OBJECTIVES OF THE UNIT:

After the study of this unit, you will be conversant with:

- The knowing of Listening and its sub-skills
- The acquiring knowledge about the barriers of listening
- The developing of the steps of effective listening
- The differentiating the kinds of listening
- The application of different listening material

6.1 INTRODUCTION:

Language is verbal as it primarily relates to the ability to understand and speak. If the oral foundation of the language is firm, the development of other skills like reading and writing becomes comparatively easy. Language learning is a skill. A language can be learnt by an individual not simply by knowing about the language but by experiencing it. Playing hockey or cricket is a skill. Neither one can become a good player by just knowing the rules and regulations of the sport nor by watching the game on TV. One has to physically play and practice the game again and again to bring about the skills of playing it well. So is the case with the learning of a new language.

In the recent years the emphasis has been shifted to the teaching of the language as a system to the teaching of the language as the means of communication. This has resulted in the teaching of the language as developing of the four skills, viz. listening, speaking, reading and writing.

During the past two decades, communication and proficiency-oriented approaches to language teaching have placed an increasing importance on the development of listening and speaking skills. The recent experiments in language teaching have proved that listening is an important skill associated with the comprehension of ideas and acceptance/rejection of message. The knowledge in various fields of behavioral sciences like psychology, sociology, education, etc. has contributed much in the understanding "listening" as a specific skill in the process of communication.

6.2 SKILL OF LISTENING:

Listening is accepted as one of the most effective mode of learning. In the words of Brown: "listening ability lies at the very heart of all growth, from birth through the years of formal education". If the students acquire the listening skill properly, they can easily learn the other skills of language learning.

Listening is the ability to understand what others speak or say. In the process of Communication, speaker and listener are both important. The two skills- listening and speaking are interdependent on each other. There cannot be any listening without someone speaking. When someone speaks, someone else listens. The listener understands the message of the speaker and grasps the stress, pause, intonation and the pattern of pronunciation which results in the understanding of the message. It also helps the learner an opportunity to develop the skill of language learning.

There is a clear distinction between listening and hearing. We pay conscious attention when we listen, while we hear every sound that is around us unconsciously or without any attention. A good listening leads to proper language learning. Listening with a purpose results in better comprehension and retention. There cannot be any communication without listening. Hence, listening is said to be a basic skill in the process of learning a language.

6.3 SUB-SKILLS OF LISTENING:

Sub-skills can be understood as the pupil's competencies expressed in behavioral terms. They are also known as enabling skills. People acquire these skills when they are provided with ample opportunities to listen to good models of spoken English.

Richards identified as many as 50 micro-level sub-skills in listening that the students of English, in a second language situation, are expected to master to understand the day-to- day conversational discourse. These skills are indispensable to develop listening for comprehension and listening for conversation.

The following are some of the sub-skills of listening: Pupils must

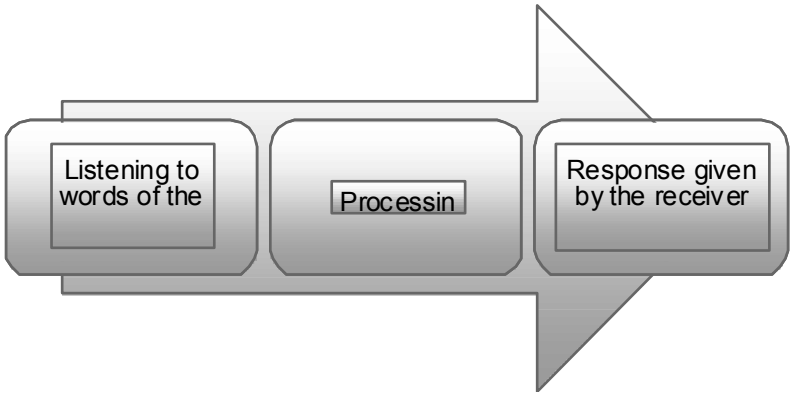
- Try to understand the meaning of words, phrases and sentences.
- Follow direction and commands given by the speaker.
- Understand intonation patterns, stress, pauses in speech, etc.
- Understand simple descriptions and narrations.
- Understand the meaning of inverted statement
- Understand questions and respond to them suitabaly

- Recognize cohesive devices like "such as", "in addition to", "in fact", "in tune with" etc. used by the speaker.

  In order to make the pupils acquire these skills in listening, the teachers should ensure that their pupils:

- Realize the need for listening to English in the classroom attentively
- Realize that they can speak words, phrases or sentences properly when they listen to them intensively.
- Listen to good models of pronunciation in English.
- Understand when the speaker says through gestures, actions, activities, blackboard drawings etc.
- Enjoy and appreciate the rhyme and rhythm pattern when they listen to simple poems, songs etc.

The macro-level sub-skills in listening can be learnt by the pupils effectively when they practice them keeping in mind the purpose of listening, viz., listening for perception, listening for comprehension and listening for conversation.



Listening is, though a passive process, it can be stated as active when it is used as an input device in the channel of communication. For example the above diagram help you understand how listening can be described as an input device which is then processed or decoded by the listener and it is followed by an adequate response.

Listening is thus the processing of data, its reconstruction and giving meaning to the data already organized. This makes clear that listening is always followed by other skills in the LSRW order. Listening is not an isolated activity. It is always an integration of various skills of language learning that activates the mind to produce desirable responses.

In the context of teaching, 'listening' is not only mere use of ears, but also one's brain to understand what has been listened to. Therefore, listening has been termed as a 'knowledge - guided process'.

6.4 BARRIERS OF LISTENING:

Listening is a master skill but it is not always taught in the schools. Like any other skill competency in listening is achieved through practice and concentration. Listening is not always an easy skill to acquire as it needs a lot of attention and is different from mere hearing. Moreover there are several barriers which can make it difficult for the learner to listen and practice. Some of these are:

- **Environmental Factors:**

  The environment (students' physical surroundings) in the classroom can play a big role in students' ability to listen. There are several environmental factors that can be barriers to listening:

- **Lighting:** If the lightning in a classroom is too bright, it can hurt students' eyes. On the flip side, if the lighting is too dim students may become tired and drift off to sleep. Neither of these situations is conductive to listening.
- **Temperature:** Classroom temperature can play a role in students' ability to listen. Shivering, sweating, and discomfort can distract students from listening.
- **Arrangement:** Teachers should also be conscious of their classroom arrangement. It is more difficult for students to listen when they cannot make eye contact with their teachers or if they are seated very far away.
- **Noise:** Sound can be another barrier to listening. Noises that come from equipment in the room or other noises like coughing and rustling papers can be very distracting.
- **Physical & Mental Factors:**

Students' physical well-being (factors that involve the body) can pose barriers to listening. A student who is sick is unlikely to be able to listen as well as a student who is well.

Drowsiness, a general ache, can definitely affect listening skills. In fact, driving sick is just as dangerous as driving drunk due in part to a lack in concentration. Surely, you can imagine (or have experienced) how difficult it is to listen and concentrate when you are sick. A student in physical pain will likely be distracted as well. Students' psychological state (relating to the mind) will also play a role in their ability to listen. Students who are overly excited may find their concentration wavering.

For example, if a student knows there is a surprise waiting for him at home after school, he may find it difficult to listen. Depression and anxiety can make listening difficult as well.

- **Cognitive Factors:**
- Cognitive barriers to listening are those posed by our mental processes. There are a number of cognitive factors that can be barriers to listening.
- **Brain speed vs. speech:** Each minute, humans process 400 to 800 words. However, most people can only speak 125 to 175 words per minute. Because we can listen faster than we can speak, our brains can become distracted by passing thoughts while others are speaking.
- **Relevance:** Self-centered thoughts and lack of interest in the subject can make listening a challenge. For example, some students may find a lecture on Shakespeare to be irrelevant to their lives and stop listening.
- **Selective listening:** Selective attention can cause students to only pay attention to things they think are important and tune everything else out. For example, students may pay attention when their teacher makes an announcement about lunch, but fail to listen during a grammar lesson.

- **Lack of interest can make it difficult for students to listen.**
- **Speaker Factors:**
- **Presentation matters too.** It can be very difficult to follow a speaker who is disorganized or unclear in his or her message. For example, if a teacher jumps back and forth between topics, it will be hard for students to truly listen.
- **A monotone voice** is a big detractor for keeping engaged listeners - it's important for teachers to modulate their tone of voice.
- Finally, it can be hard to listen to someone who has a distracting appearance. Disheveled clothes and hair, unusual styles, and odd movements can all be barriers to listening.

6.5 STEPS OF EFFECTIVE LISTENING:

The above mentioned are the major barriers of listening process. A teacher should try to erase out these barriers so that the students can concentrate on the teaching. Moreover there are some steps of effective listening which can be used for better listening. Some of these are as follows:

- Maintain a good eye contact with the speaker.
- One must be relaxed and attentive while listening.
- The listener should have an open mind, free of prejudice.
- The listener must make echoing sounds so that the speaker knows that you are attentive.
- A good listener tries to visualize what the speaker says as this can result in better understanding.
- One must not disturb the speaker in the mid of his speech. The listener must first listen carefully to the speaker and wait for him/her to finish. Listener must wait for his/her turn to speak.
- Speaker must also try to clear any doubts so that there remains no confusion in the process of communication.
- Thoughts are very hard to stop but try not be distracted by these thoughts while listening.

6.6 KINDS OF LISTENING:

Listening may be classified into two categories-

- Casual listening
- Focused listening

In casual listening, we listen to the speaker without any specific purpose or intention. When we listen to a radio or a television while doing some other work or talking to some friends, we do not pay much importance to what we listen from the radio or television. This is an example of casual listening.

On the other hand when we listen to the speaker with a purpose or intention of knowing the details, it may be termed as focused listening.

We observe focused listening mostly in classroom teaching. In focused listening,

the information or the message that the students are going to listen will be known to them before hand; and thereby they pay more attention towards the details of the information from what they listen.

Depending on the nature, listening is also divided into two kinds:

- Intensive listening
- Extensive listening

When we listen to the details of some description, it is intensive listening. A person explaining the way to locate a house in a particular town or city comes under intensive listening. The description goes like this:

Walk half-a-kilometer along the main road. You find a restaurant on the left. Take the adjacent road to the restaurant and walk a few meters. Then you find a fruit stall. Uncle stays next door to the fruit stall.

Listening to the above description involves intensive listening.

On the other hand, listening to the weather reports or other general news over television or radio can be understood as extensive listening. Again depending on the purpose we find five different kinds of listening-

- Discriminative listening
- Critical listening
- Comprehensive listening
- Therapeutic (Empathetic) listening
- Appreciative listening

Discriminative listening develops in the listener logical thinking and sensitizes him to arguments. It enables the listener distinguish facts from opinion.

Critical listening helps the listener to evaluate the message and then advices him to accept and reject it.

Comprehensive listening helps the listener understand the message thoroughly and provides the basis of follow up action.

Therapeutic (Empathetic) listening enables the students to grasp the meaning conveyed by them externally without evaluating or judging it.

Appreciative listening is for sheer enjoyment and delight. It helps to gain sensory impression.

Thus listening, whatever may be the form or purpose, can be understood as a creative activity that involves the cognitive and behavioral interaction. Listening paves the path for the development of other three skills- speaking, reading and writing in language learning.

6.7 LISTENING MATERIAL:

Different types of listening activities can be stated as follows:

- **DICTATION**: It is the most common listening exercise which is practiced in the schools. The positive feature of the dictation is that it actively involves the learner with the language. Dictation can be meaningful and interesting if the teacher plans it carefully.

- **LISTENING AND FOLLOWING A ROUTE:** In this activity a route map is used and exercises designed to link the spoken description with the map. This activity can be improvised by the teacher. The route she wishes the learner to mark can be traced on her copy to the map. She can give the learner instructions, adding comments and the brief description. A map of a place they would like to visit as part of a class trip, can be given.
- **LISTENING TO A TELEPHONE CALL AND WRITING MESSAGE:** Listening forms a key element and telephone skills. In this activity, the learner is introduced to a situation where a message is conveyed and the learner has to jot down the message noting important details of a program.
- **LISTENING TO A SPORTS COMMENTARY AND COMPLETEING A CHART:** This is an interesting activity where the learner listens to the commentary for specific information. In this, the learner uses background sounds for clues. For example, playing of the band for the march past applause and cheering of the winner's name and so on.
- **LISTENING TO INSTRUCTIONS AND MARKING A GROUND PLAN:** In this activity, the learners have to mark a ground plan for the school fate. It is more appropriate for learners at this level to make diagrams, maps, ground plans and flowcharts rather than pictures which are appropriate for learners at the primary level.
- **JIGSAW LISTENING:** In this activity, the teacher divides the class into groups. Each group listens to a part of the story on the audio cassette. In the next stage the learner sends one or two members from their group to other groups. They will asked several questions and will have to respond and give information. Various groups collect the missing sequences in the story. In this original group they speculate on the last part or ending of the story. Mystery stories are most suitable for jigsaw listening. Each group reports to the class their version of the story. Other groups are free to react, question and comment. Finally, the teacher plays the final part of the recording, which resolves the mystery.

6.8 SUMMARY:

This unit has given you a fair knowledge of the task of listening. Listening is a necessary activity in communication process and use of a language, because it is only listening which makes the other skills possible. Without listening one cannot learn the language and produce it. For speaking a language and later on for reading it and writing it, listening is necessary. Language is made up of sounds and hence, all these have to be received and understood. The components of listening skills help us to know in detail, how listening is applicable to language learning.

Listening is of two kinds: casual and focused listening. Casual listening is listening without purpose whereas focused listening is listening carefully. Listening has various skills and sub- skills. Even though listening is the most neglected skill of the all four but it is the most important one. Different kinds of listening materials can be used in the classroom to improve the listening ability of the students; these materials can be divided into three parts-

- Authentic listening materials
- Recorded listening materials
- Live listening materials

There are also various kinds of activities that can be enjoyed while imparting the lesson on listening.

6.9 KEY WORDS:

- **Competency:** the ability to do something successfully or efficiently.
- **Macro-level:** small-scale interactions between individuals, such as conversation or group dynamics.
- **Input:** what is put in, taken in, or operated on by any process or system.
- **Output:** the amount of something produced by a person, machine, or industry.
- **Drowsiness:** a feeling of being sleepy and lethargic; sleepiness.
- **Cognitive:** of, relating to, being, or involving conscious intellectual activity (such as thinking, reasoning, or remembering)
- **Relevance:** the quality or state of being closely connected or appropriate.
- **Monotone:** a continuing sound, especially of a person's voice, that is unchanging in pitch and without intonation.
- **Discriminative:** recognize a distinction; differentiate.
- **Critical:** expressing adverse or disapproving comments or judgments.
- **Comprehensive:** including or dealing with all or nearly all elements or aspects of something.
- **Therapeutic:** relating to the healing of disease, treatment, therapy.
- **Appreciative:** feeling or showing gratitude or pleasure.

6.10 CHECK YOUR PROGRESS:

Q-1 What do you understand by listening? List out the sub-skills of listening.

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Q-2 What do you mean by barriers of listening? Explain the environmental and cognitive factors that affect listening.

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Q-3 List out the steps of effective listening.

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Q-4 Discuss the following:

- **Live listening material**
- **Dictation**
- **Jigsaw listening**

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Q-5 Define the following briefly:

- **Discriminative Listening**
- **Critical Listening**
- **Comprehensive Listening**
- **Therapeutic Listening**
- **Appreciative Listening**

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Unit 7

SKILL OF SPEAKING

: STRUCTURE :

7.0 OBJECTIVES OF THE LESSON

7.1 INTRODUCTION

7.2 COMPONENTS OF SPEAKING

7.3 SKILLS OF SPEAKING

7.4 SUB-SKILLS OF SPEAKING

7.5 PROCESS OF SPEAKING

7.6 FACTORS AFFECTING SPEAKING

7.7 WAYS OF EFFECTIVE SPEAKING

7.8 SPEAKING ACTIVITIES

7.9 SUMMARY

7.10 KEY WORDS

7.11 CHECK YOUR PROGRESS:

7.12 REFERENCES

7.0 OBJECTIVES OF THE UNIT:

After the study of this unit, you will be conversant with:

- The recalling of the components of speaking.
- The comprehending the skills and sub-skills of speaking.
- The tracking of the process or mechanics of speaking.
- The explaining of the factors that affects the speaking ability.
- The enlisting the ways of effective speaking.
- The stating the list of the different speaking activities.

7.1 INTRODUCTION:

Speech is the fundamental form of communication in the human society. All creatures emit audible, decipherable sounds but human speech is more clear and complex.

Speaking is a very important part of language learning. In first language learning, speaking comes naturally by imitation. In second language learning the LSRW skills are taught one by one. The principle of language learning emphasizes that the listening and speaking must be followed by reading and writing drills. The ultimate aim of any language learning is to make a person speak and write well.

7.2 COMPONENTS OF SPEAKING:

A person who speaks English can-

- Produce the characteristic English speech sounds and sound patterns, both in isolation and combination.

- Use appropriate stress and intonation patterns.
- Use appropriate words and structures to express the intended meaning.
- Recall words and structure quickly.
- Organize his thoughts and ideas in a logical sequence.
- Adjust his speech according to his audience, situation and subject matter.

If these are the components of speaking skill, it is very clear that aural and oral skills go together. Without giving enough listening practice, we cannot make a child speak. Speaking makes the learner more active in the process of communication. When it comes to classroom teaching, speaking becomes an asset for the teacher. If the teacher can communicate properly, it becomes easy for the students to understand. So, it is also true that the ultimate aim of teaching speaking is to enable the students to learn more about the micro skills of speech and improve his/her oral communication abilities. Therefore, we should have an idea of micro skills, which are as follows:

- The speaker has to pronounce the distinctive sounds of language clearly enough so that people can distinguish them, this includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This means for example, changes in the tense, case or gender.
- Put words together in the correct order.
- Use vocabulary appropriately.
- Use register or language variety that is appropriate to the station and relationship to the conversation partner.
- Make clear to the listener the main sentence constituents such as subject, verb and object, by whatever means the language uses.
- Make the main ideas standout from the supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

These micro skills give us information that the learners of the language use it in several stations. In the learning of the second language, the learner is more conscious of picking his or her speaking skills because he or she uses the language both inside and outside the classroom. Then it becomes necessary to develop efficiency to speak convincingly in all situation and contexts.

7.3 SKILL OF SPEAKING:

Skill of listening and skill of speaking are interdependent and are two sides of the same coin, i.e. oral communication.

When the pupils have acquired a good number of words (vocabulary), it is time for them to acquire speech skills. We saw how language is primarily speech, and we also know that a good speech skill ensures good reading and correct writing.

Corrects peech involves…..

(a) The ability to use words, phrases and idioms already learnt within intelligible pronunciation and

(b) Knowledge of grammar.

The pupils should be able to read aloud textual matter with correct pronunciation and stress. He should be able to make a conversation on topics of interest. He should use basic courtesy formulas, conventional greetings and other expressions. He should ask and answer questions and maintain a conversation with classmates and teacher.

7.4 SUB-SKILLS OF SPEAKING:

The ability to speak English means the ability to communicate orally, conveying the message correctly using appropriate vocabulary, in our day to day life in different context. That is to say that one should have the following competencies:

- To produce English speech sound correctly.
- To use appropriate word stress, sentences stress and elementary intonation pattern.
- To select language appropriate to the context and the ability to use conventional greetings, to answer the questions and participate in the dialogue, etc.

Again, according to John Munby, the sub-skills of speaking are as under:

- Articulate sounds in isolated forms.
- Articulate sounds in connected speech.
- Articulate stress patterns between words.
- Manipulate variations in stress in connected speech.
- Manipulate the use of stress in connected speech.
- Produce intonation-patterns and express attitudinal meaning through variations of tone or nuclear shift.
- Express attitudinal meaning through variation in pitch, height, pitch-range and pause.

The teacher should concentrate on these sub skills and develop speech skills as language is meant for communication.

7.5 PROCESS OF SPEAKING:

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems. For a smooth running of any system, the speakers of a language need to be especially and purposefully

trained in the skill of speaking.

To become a good communicator one must first be aware of the process which leads to speaking. This process can be described as follows:

- **PHYSICAL PROCESS:**
- The brain sends signals to the body to prepare breath for making sound.
- The breath when it travels up through the windpipe meets the vocal code. As the breath forces itself through the space between the cords, they vibrate and produce the sound.
- These sound vibrations are, in turn amplified by resonating cavities in the body- chest, pharynx, nose, sinuses and the mouth.
- Finally the speech organs in the mouth- tongue, lips, etc. shapes the sounds into recognizable speech.
- **MENTAL PROCESS:**
- At first the mind finds the stimulus to speak. It can be from outside or an urge from inside. That is, speaking may come in response to someone else or to express one's own feelings or thoughts or ideas.
- When the mind gets the stimulus, it starts to collect the contents from which the message can be formed. That is from the stored memories and the language known.
- It more or less forms a language standard as per the listener or the audience.
- It constructs an appropriate format of the message.
- It chooses an apt medium through which message can be imparted.
- The message is then imparted successfully.

7.6 FACTORS AFFECTING SPEAKING:

The factors affecting speaking are as under:

- **Fear of Mistake:** As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.
- **Shyness:** Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of

people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

- **Lack of Confidence:** It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lacks confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. That is the teacher should also learn from both theories and practical experience on how to build the students' confidence.

7.7 CHARACTERISTICS OF AN EFFECTIVE SPEAKING LESSON:

Language should be taught according to the needs of the learners. To make the students speak intelligibly is an important function. One of the accepted ways of teaching speech is to hold a conversation in the class. The teacher provides ample opportunities to the students to talk about various topics. This is generally a question answer technique and results in very productive learning of the students. For developing fluency in the students, topic-based discussions are the source. In these types of classes the learners are motivated to speak on any topic to improve their speaking ability. This also helps them to learn language quickly. In the context of present day development, research and importance of communicative language teaching, task centered teaching has gained much importance.

In the context of importance of developing oral skills, organizing an effective oral skill lesson becomes very effective and necessary. The features of a good oral lesson are as follows:

- The task selected for the purpose of the lesson should be explanatory, directive, simple and interesting.
- It should be planned according to the mental age and standard of the student.
- Task cannot be prepared easily/ to prepare worksheet and task, the teacher the teacher may take the help of various study skills. The task should be prepared without any complexity in typing, duplicating and recording.
- Good preparation on the part of the teacher and carefully prepared task will result in imparting appropriate speaking skills.
- Speaking is a skill of expression and cognitive in nature. The task given in the oral skills class should motivate the students intellectually and results in tangible output.
- The task given in the classroom should help the learner do some creative

work after the practice.

- The task should provide optimum language practice to the learner.
- The task chosen for language practice should be interactive and open ended. The brainstorming session facilitates the students involved in imaginative and intellectual activities to be more productive and interactive.
- The task chosen should be interesting and involving. At the same time interest should be created in the student by constant encouragement and motivation.

7.8 SPEAKING ACTIVITIES:

In order to improve the speaking of English, many activities can be given to students, such as:

- **Pair Work Activities:** In the recent years, great emphasis is placed on the development of oral skills in second language teaching in India; varied and interesting activities help the learner to respond orally. The curriculum should relate to the real-life needs of the learner, therefore, teachers, school authorities and the educational system must built into the curriculum various real-life situations, which will systematically and efficiently help the learners to acquire a repertoire of oral skills.

  Pair work and group work form an important part of any communicative activity, these activities aid in better interaction among the peer groups.

  The dialogues/conversations practiced by the students in pairs in a classroom are known as pair work and work done in groups is known as group work. These activities help in developing communicative competence among students.

- **Role Play:** Role paly is a popular technique that is used in classes to teach and practice language items to develop speaking skills. Role play are of the following types:

- Clues will be given
- Guided by the teacher
- Free type

  Role play is any situation where the students have to either put themselves in someone else's shoe or one have to put him/her in an imaginary character. Role-play allows students to explore their inner resources, empathize with other, and use their own experiences as scaffolds upon which credible actions. As a result, students can improve their ability to produce the target language, acquire many of its nonverbal nuances, improve the ability to work cooperatively in group situations, and effectively deal with affective issues. Role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while (Richard, 2003: 222).

- **Discussion:**

  After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event,

or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with theothers.

- **Storytelling:**

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

- **Reporting:**

  Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

- **Picture Narrating:**

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

- **Dialogues and conversations:**

  Dialogues and conversations are a fundamental part of any listening/speaking class. They can be used as introductory listening exercises and gap fills, or as a basis for role plays and can serve as models so students can create and personalize their own conversations. Sometimes, it can be difficult to find or create a good dialogue. It needs to be topical and relevant to the students' lives and it needs to match their abilities.

- **Socialization:** The role of socialization is to acquaint individuals with the norms of a given social group or society. It prepares individuals to participate in a group by illustrating the expectations of that group. Socialization is

very important for children, who begin the process at home with family, and continue it at school. They are taught what will be expected of them as they mature and become full members of society. Socialization is also important for adults who join new social groups. Broadly defined, it is the process of transferring norms, values, beliefs, and behaviors to future group members.

- Socializing speaking activities : eternal mingle example
- In socializing activities, students write one of more questions on a piece of paper and then walk around the classroom speaking to as many people as possible. This is an excellent all-purpose communicative activity for big ESL classes. It's effective because it just about ensures a high level of student participation. It also lowers inhibition levels, encourages student centered correction and frees the teacher to observe and field questions from students. The possible variations are endless. It can be used as an icebreaker, for drills, or as an initiator of free conversation.
- **Interviews:**
- Students can interview celebrities about a certain topic to allow them to use the language outside the classroom. Another way to do this is to provide an opportunity to talk with some experts via Skype and have students prepare their questions beforehand.

7.9 SUMMARY:

Speech is fundamental in the learning of language. While a person can speak in his/her mother tongue without any special training but for the second language, like

English in India, it becomes necessary that speaking should be taught like any other language skill. If a person has to speak he/she should be able to produce characteristic speech sounds, but producing these sounds in the second language does not come naturally, so the teacher has to employ various activities to teach the students and make them fluent speakers of the second language. Moreover the teacher must also be aware that the students of the second language have many difficulties in the learning of the language, it may be private or common. Thus the teacher must try to eliminate these barriers of language learning.

7.10 KEY WORDS:

- **Pair Work:**

  Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class.

- **Role Play:**

  Act out or perform the part of a person or character, for example as a technique in training or psychotherapy.

- **Reporting:**

  Act out or perform the part of a person or character, for example as a technique in training or psychotherapy.

- **Picture Narrating:**

  The use of **picture** and narrative in the teaching and learning process can be the technique for teaching speaking. This technique is called **picture narrating** technique.

  Kaya (2006) said that **picture narrating** is an activity based on several sequential **pictures**.

7.11 CHECK YOUR PROGRESS:

Q-1. List out the micro-skills of communication.

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Q-2. Describe the physical and mental process of listening.

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Q-3. Describe the following:

- **Shyness**
- **Lack of confidence**
- **Fear of mistakes**

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Q-4. What are the features of good oral lesson?

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Q5. Write short notes on the following:

- **Story telling**
- **Reporting**
- **Role play**

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Unit 8

SKILL OF READING

: STRUCTURE :

8.0 OBJECTIVES OF THE UNIT

8.1 INTRODUCTION

8.2 READING AS A SKILL

8.3 SUB-SKILLS OF READING

8.4 THE PROCESS OF READING

8.5 FEATURES OF READING

8.6 STAGES TO DEVELOP THE SKILL OF READING

8.7 TYPES OF READING

8.8 FACTORS AFFECTING READING

8.9 METHODS OF TEACHING READING

8.10 ACTIVITIES OF READING

8.11 SUMMARY

8.12 KEY WORDS

8.13 CHECK YOUR PROGRESS

8.14 REFERENCES

8.0 OBJECTIVES OF THE UNIT:

After the study of this unit, you will be conversant with:

- The knowing the reading skill and its sub skills
- The explaining of reading process
- The biological process of reading skill
- The discussion of the features of reading skill
- The developing of reading skill by the teacher among the pupils
- The types of reading skill
- The describing factors affecting reading skill
- The activities to develop reading skill

8.1 INTRODUCTION:

Teaching and learning of foreign language is not always an easy task. So far we have seen the importance of listening and speaking skill, let us now study about the importance of the reading skill. It is quite natural that the advantages of oral practices are more emphasized upon, in the language learning process. Even then the importance of reading cannot be undermined. It is considered as the time-honoured strategy of learning language. We learn a language to use it in a day to day conversation. In case of the mother tongue the usage of language may be easy.

Reading helps us in this context a lot because it helps us develop the feel and get insight into the language. Reading exposes us to all *sorts* of registers in the language and generates an interest to develop communicative competence. English is a library language and most of the students use reading to gather information.

Of all the four LSRW skills, reading can be effectively taught in the school. The ability to read and comprehend the written material and display symbols and signs is necessary for an individual. The education of child's can be considered to be incomplete if the ability to read and understand written material is not perfect. The child's intellectual advancement will be restricted and limited without the ability to read.

8.2 READING AS A SKILL:

When reading starts in the child's own mother tongue, the child does not face much trouble for the simple reason that the child has already acquainted himself/herself with the sounds of words, phrases and structures in mother tongue. The only effort that the child has to put forth is that these sounds are to be associated with their written symbols. The child has to learn to change the sounds or auditory signs of the mother tongue into 'language signals' or a set of visual images in the form of written symbols, script or print.

But the learning of a foreign language with which the child has no acquaintance till that time, presents quite a different set of difficulties. The child does not know the sounds, vocabulary or structure of the foreign language. So, he/she has to learn all these things first and then only he/she can take up an exercise in reading.

Reading in English should be started only when the child has been given a thorough practice in listening and speaking skill. The child should have a command over the oral practice of the text that he/she is to get for reading. His/her speech should be free from defects and he/she should be thoroughly aware of the sounds, words, phrases, structures, etc. the vocabulary should also be fixed for various stages and classes. The script in English also presents several obstructions in reading. The child should be equipped with the necessary skills of identifying different kinds of scripts available in the language, viz., the lower case and the upper case used in printing of books, newspapers, magazines, etc. and the cursive hand in writing letters, notes, reports, etc. the child also finds it difficult with the reading of certain words that are similar in spelling but mean different in sound. The sounds in words like cut, but, hut, etc., are similar. But the word, 'put' provides a different sound system in English though it is similar in spelling to the earlier group of words. Further, the words with the same spelling sometimes give different sounds when used as a noun, a verb, an adjective or an adverb. For example, the word, 'conduct' should be spoken or read as 'conduct' in its noun form and conduct in its verb form. The children also face a lot of difficulties in reading of words where there are silent letters. In words like knife, know, knowledge, etc., children utter the sounds \k\ though the letter 'k' is silent in all these words. Similarly, children find it difficult to read word like island, calm, etc.

8.3 SUB-SKILLS OF READING:

The sub-skills of reading skill are as follow:

The learner should be able to:

- Recognize and read words and phrases
- Develop desirable silent reading habits
- Acquire reasonable speed in reading
- Grasp the meaning of words and sentences from the contexts
- Locate central ideas of passage
- Read aloud with correct pronunciation and proper intonation
- Read with comprehension.

8.4 THE PROCESS OF READING:

Reading is a term, which includes wide varieties of tasks. It is a mental process comprising activities, skills and exercises. In simple term reading is looking at written materials and comprehending the meaning of the written words. That means to understand the meaning of one sentence you have to read all the words in it. Then obviously reading is a process and it is necessary to understand it.

The process of reading may be broadly divided into three stages which are discussed below:

- **THE RECOGNITION STAGE:** It is the stage where the learner simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes a spoken word in its written form. Difficulty at this stage will largely depend upon the difference between the script of the learner's mother tongue and English, and between the spelling conventions of the two languages.
- **THE STRUCTURING STAGE:** The learner sees the syntactic relationships of the items and thereby understands the structural meaning of syntactic units.
- **THE INTERPRETATION STAGE:** This is the highest level in the process of reading. At this stage, the learner comprehends the significance of a word, a phrase or a sentence in the overall context of the entire discourse. For instance, he comprehends the serious and the jocular use of the word, distinguishes between a 'statement or fact' and a 'statement or opinion'. Since this is the ultimate goal, the entire process of reading is geared to attain it. This is the stage at which a person really reads for information or for pleasure- the two primary purposes of reading.

  Reading is as means of communication. Here the writer is the encoder, who formulates the message, encodes it and channelizes and through the medium of written or spoken text. This process can go wrong at any stage. So the teacher has to take extra care when passing through each *stage.*

- **PROCESS INVOLVED IN TEACHING READING:**

  Reading is a process of looking at written or printed symbols and translating them into appropriate sound components. These spoken symbols are associated with the objects which they stand for. Thus, 'reading' consists of three important elements, namely, the symbol, the sound and the sense.

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

Biological process of reading: While reading, our eyeballs do not move continuously along the printed line. But they move in jumps with brief stops in the middle. In other words, our eyeballs move along the lines in jumps, stopping momentarily at the end of each jump. We do not read when the eyeballs are in movement, but we read only when they stop at the end of each jump. The number of words one can read in a complete movement of the eyeballs is called the '*eye span'*. It is the eyespan that distinguishes a fast reader from a slow reader. The *eye span* of a fast reader is certainly wider than that of a slow reader.

8.5 FEATURES OF READING:

The following are the chief characteristics or features of reading:

- **Reading is a purposeful activity:** Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.
- **Reading is selective:** When we are sure that we read with a purpose then we read only necessary and useful material. For example if we are looking into a telephone directory, we read only those numbers we need. Moreover we obviously read the books that we are interested in or those from which we can give us particular knowledge that we wish to acquire.
- **Reading speed is subject to vary:** The reading speed of everyone cannot be same. The speed of reading depends on many different factors. For example, a reader who tries to read a text in his/her second language and is in a learning process will read slowly than the native person. Moreover one will, read something which is interesting to him/her in greater speed than that which is not.
- **Reading is comprehension:** If one reads any given material, understanding the meaning is crucial to learning. Until we get ready to read for comprehension, the purpose of reading is not served.
- **Reading is text based:** Reading cannot be done in scattered forms. It should be read as a whole to grasp the complete meaning. This is the reason that whenever you learn a new language you are provided with scrambled words so that you can understand the proper structure of that particular language and grasp the full meaning of a sentence.

8.6 STAGES TO DEVELOP THE SKILL OF READING:

There are as many as three different stages through which the teacher can develop the skills of reading among his/her pupils.

- **THE PREPARATORY OR THE PRELIMINARY STAGE:** The preparatory reading can be taken up in lower classes. The teacher can use a good number of objects and help the pupils use the correct sounds relating to these objects and thereby make them comprehend the meanings of the words. The teacher can also use a good number of pictures, flash cards, charts, etc., in the preparatory stage in order to develop in the pupils the necessary skills of reading.
- **THE PRODUCTIVE STAGE:** At this stage the pupils may be encouraged to read from their class readers. They may be asked to read the text with comprehension. The teacher should develop in them the necessary skills of reading at normal speed following the correct patterns of stress, intonation and pronunciation.
- **THE ADVANCED OR CREATIVE STAGE:** At this stage, the pupils may be exposed for self-reading. They may be encouraged to read material for themselves and comprehend it. However, the teacher should guide them wherever needed. The pupils should find pleasure in reading.

  At all these stages, a careful planning of reading material is very essential to develop reading skill effectively among the pupils.

8.7 TYPES OF READING:

- Depending on the nature and purpose of reading, it can be divided into various categories:
- **READING ALOUD:** Most of the reading is done at the early stage will be reading aloud. It is necessary to ensure that the child associates the spoken words with the printed symbols correctly.

  Reading aloud provides practice in good speech habits among the children and gives an opportunity for the teacher to find out whether the children are able to read with correct stress, intonation and pronunciation or not. Loud reading also helps in inculcating in the children the right habits of reading in word groups.
- **SILENT READING:** Along with the ability to read aloud, the children may be encouraged to read silently. Most of the reading done at the higher stage of learning will be of this nature.

The purpose of silent reading is to encourage the students to read with comprehension. The speed in silent reading is more than that in reading aloud. This enables the students to read more materials in relatively less time when they read anything silently,

The following are the advantages of silent reading:

- Silent reading keeps the whole class reading.
- It helps the students work at their own pace.
- It prepares the students for independent reading.
- **Reading is divided into two types based on the way it functions and the level of attention it requires:**
- Extensive Reading

- Intensive Reading
- **EXTENSIVE READING:** Extensive reading is a kind of wide reading based on the large field wherefrom we gather the desired information for the purpose of our survey or report. This is an advanced stage in reading, which emphasizes the expansion of vocabulary and advanced skills of comprehension. Most of the, it would be silent reading and it is at this level that the speed of reading begins to increase. The student starts reading independently at this stage. The reading at this stage is need based and hence the reading and the development should be multi- dimensional in nature. This kind of reading is also known as 'reading for information'. The students may be encouraged to read a good number of journals, magazines, newspapers, etc., apart from their prescribed textbooks.
- **INTENSIVE READING:** is done while the students try to gather facts or arrive at some conclusions on the basis of the facts. This is done mostly when the students prepare for the examinations. This kind of reading is done with thinking and comprehension. Hence, it is otherwise known as 'critical reading' or 'reading for comprehension'.

8.8 FACTORS AFFECTING READING:

It is observed that the reading skill is not being developed properly among the students at secondary school level. Much emphasis is laid upon developing writing skill and thereby preparing them for written exam.

In order to develop the skill of reading properly among the students, the teacher should have a thorough understanding of the factors that hinders the development of reading skill among the students and find out the ways and means of overcoming these hindrances.

The following are some of the factors that affect reading:

- **PHYSICAL FACTORS:**

Physical deformities of children affect their reading negatively. The children who are hard in listening may not be able to read properly. Similarly, there are some children who have problems with their speech sounds. They cannot utter sounds properly. The teacher should cultivate correct speech habits among them right from the beginning. Then only the students will acquire the skill of reading properly.

- **EMOTIONAL FACTORS:**

The emotional imbalance among the students affects their reading habit negatively. Some students, who are shy, submissive, withdrawn, aggressive, etc., are observed to be not up to the mark in developing reading skill. Further, it is observed that anxiety plays an important role in respect of intelligent students whose reading performance is very high. These students may sometimes find an escape from reading with which they are frightened. So, the teachers should create in them the necessary confidence towards developing reading skill.

- **ENVIRONMENTAL FACTORS:**

Some factors like classroom organization, the strength in the class, the reading

environment, the methods followed by the teachers in developing reading skills. Influence the reading skill of the students very much. Hence, the teachers should provide a good environment for the environment to read. They may be encouraged to sit in the school library during leisure hours and read the books they are interested in.

8.9 METHODS OF TEACHING READING:

Methods of teaching reading can be divided into two categories:

(a) Analytic Method (b)Synthetic Method

(a) Analytic Methods are-

(i) Alphabetic Method (ii) Phonic Method and (iii) Phonetic Method

(b) Synthetic Methods are-

(i) Word Method (ii) Look and Say Method (iii)Phrase Method (iv)Sentence Method Let us be familiar with the methods of teaching reading in brief.

(i) The Alphabetic Method:

- Names of letters of alphabet are given first, syllables combining those letters come next and lastly comes the word, with its pronunciation
- Good for learning spellings
- But the sounds of letters remain obscure. Psychologically also this method is unsound.
- Fluency and speed also are not gained in this method.

(ii) Phonic Method:

- The sounds of the letters in the alphabet are the basis of this method.
- Sounds indicate letters in the alphabet or language.
- Sounds when combined give words.
- This method gives good pronunciation.
- But one sound for one letter is the rule for this method which does not go with English.

(iii) Phonetic Method:

- Quite delicate, minute and complicated.
- It provides tapes, records, cassettes and phonetic exercises.
- Requires very high proficiency in Phonetics, which is rather not available, at present with our teachers.
- It provides a good tool for the sounds of English to the students.

(iv) Word Method:

- Teacher – writes words on the black-board, reads.
- Students – learn the sounds of the words and repeat it.
- Any unit of language like a word is most economical and convenient.
- It has a meaning and sounds of letters are having a pronunciation.
- Word and sound are easy as units for a learner.

- Teachers should be careful in the use of this method.

(v) Look and Say Method:

- Teacher – writes words from the text, point to the students and make them repeat.
- Students – observe them first and repeat them only after the teacher.
- Charts, Pictures, Cards etc, can also be used for this method.
- Pictures and cards with words are also helpful.
- Students can combine them also.

(vi) Palmer's Phrase Method:

- The supporters of this method rightly argue that the eye neither reads words nor sentences, in one attempt.
- On the other hand an eye finds to move in jerks more comfortable and thus is able to seen a phrase at a time.
- The eye can note a phrase in one attempt.
- Teachers find it more useful.

(vii) Ryburn's Sentence Method:

- One reads and picks up a language, neither by words, nor by phrases.
- The most comfortable and easy to learn method of learning English, in his scheme is a sentence.
- Conversation and practice are very important in this sentence-learning method
- Games for picking up sentences.
- Learner – speaks or listens to the sentences, later on practises and imprinted in his memory.
- Fluency is gained later on by the learners.

8.10 ACTIVITIES OF READING:

The teachers can provide a number of exercises to the students on reading comprehension.

- The teacher may give his students a paragraph for reading and provide a set of sentences under the paragraph in a humbled order. The students may be asked to arrange these sentences in a sequential order of the occurrence of events.
- The teacher may also use reference and linkage devices on the given paragraph.
- The teacher can ask for the meaning of a particular word from the passage in the given context. A number of sentences can be provided at the end of these sentences. The students may be asked to fill in the blanks choosing the appropriate words from the given list.
- In order to develop faster reading among the students the teacher should also make them grasp vocabulary and spelling of different words thoroughly.

- The teacher should provide the students with the necessary skills of recognizing different words and word groups spontaneously in order to develop in them the skills of faster reading.
- Competitions in faster reading among the students can also be held at regular intervals of time.

9.11 SUMMARY:

Reading skill refers to the ability to understand written text. It is advisable to develop this skill at early age of schooling. When students comprehend or understand written text, and combine their understanding with prior knowledge, they are able to perform the following three reading-comprehension skills.

1. Identify simple facts presented in written text (literal comprehension)
2. Make judgments about the written text's content (evaluative comprehension)
3. Connect the text to other written passages and situations (inferential comprehension)

The development of these reading skills is vital to children's development, and a sheer volume of studies has demonstrated a link between competency in reading and overall attainment in school (literacy attainment and other outcomes). According to OCED's report on reading for change, program for International Student Assessment (PISA): "Reading for pleasure is more important for children's educational success than their family's socioeconomic status." Besides, there are some other key benefits of engaging children in reading from the early age. This is so because the development of reading is a key to future success both in school and in life. By supporting children to read in their leisure time at every age, parents can help to ensure that children are equipped with the necessary skills to succeed in later life.

8.12 KEY WORDS:

- **Extensive:** covering or affecting a large area
- **Intensive:** concentrated on a single subject or into a short time; very thorough or vigorous
- **Phonics:** a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system
- **Linguistic:** relating to language or linguistics

8.13 CHECK YOUR PROGRESS:

Q-1 Explain Reading skill.

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Q-2 Enlist the sub skills of reading.

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Q-3 Discuss: The stages of reading process in detail.

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Q-4 Describe the process involved in teaching reading with example.

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Q-5 What is the biological process of reading?

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Q-6 What are the features of reading skill? Explain.

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Q-7 How a teacher can develop the skill of reading among his/her pupils?

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Q-8 Write short notes on: Reading Aloud, Silent Reading, Extensive Reading and Intensive Reading

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Q- 9 State the factors affecting reading with detailed explanation.

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Q- 10 Which activities will you conduct to develop reading skill among your pupils?

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Unit 9

SKILL OF WRITING

: STRUCTURE :

9.0 OBJECTIVES OF THE UNIT

9.1 INTRODUCTION

9.2 WRITING AS A SKILL

9.3 THE PROCESS OF WRITING

9.4 SUB-SKILLS OF WRITING

9.5 IMPORTANCE OF WRITING

9.6 SCRIPTS OF WRITING

9.7 CHARACTERISTICS OF GOOD HANDWRITING

9.8 FACTORS AFFECTING THE WRITING ABILITIES

9.9 SUMMARY

9.10 KEY WORDS

9.11 CHECK YOUR PROGRESS

9.12 REFERENCES

9.0 OBJECTIVES OF THE UNIT:

After the study of this unit, you will be conversant with:

- The knowing of writing skill and the mechanics of writing skill
- The understanding the process of writing skill
- The sub skills of writing skill
- The explaining the importance of writing skill
- The scripts of writing skill
- The describing the characteristics of good handwriting
- The factors affecting the writing abilities

9.1 INTRODUCTION:

Writing is the productive skill in the written mode. It involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. According to Wikipedia "Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. For languages that utilize a writing system, inscriptions can complement spoken language by creating a durable version of speech that can be stored for future reference or transmitted across distance. Writing, in other words, is not a language, but a tool used to make languages readable. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of the activity of writing is called a *text*, and the interpreter or activator of this text is called a *reader*.

As stated earlier there are four different skills of communication and learning a language. And all these skills are interrelated to each other. While reading and listening are called passive skills, writing and speaking are the active ones. Writing skills helps us to communicate correct messages, feelings, thoughts, ideas and experiences in a written form.

Teaching writing skills is considered a difficult task by many teachers as it involves use of grammar and mechanics. It is a skill which has to be developed and not something that comes naturally to humans like speaking. While speaking comes spontaneously, writing needs constant practice.

9.2 WRITING AS A SKILL:

Out of the four skill, a language learning, 'writing' is a very important skill, as it serves as the medium through which we communicate our ideas, thoughts or feelings to other people who are at a distance from us. In fact, language learning is said to be incomplete without developing the skill of writing.

For a second language learner, writing in the second language is used for specific purposes, where as his mother tongue is used for all other general purposes. Proficiency in writing in the second language is required:

- To communicate to the other person in the written medium when they cannot be spoken to directly.
- To make record of events in a specific field.
- To prepare documents, records, reports, etc., which may be used as references in the future.
- To give an evidence or testimony in the form of written document.

Writing aims at facilitating clear and effective communication. It trains our mind through our senses particularly through eyes and ears. We write in a way we speak or hear from others. Writing develops our memory and the process of thinking. It develops individual activity.

9.3 PROCESS OF WRITING:

The process of writing is divided into three stages-

1. Manipulation,
2. Structuring,
3. Communication.

   These stages correspond to recognition, structuring and interpretation in reading.

1. **Manipulation:** Manipulation refers to the psychomotor ability to form letter of the alphabet. This is the most rudimentary stage in writing. The task of learning to write alphabet is comparatively easy, because by the time they learn the second language, they will have *to* develop sufficient muscle control by writing in their mother tongue.
2. **Structuring:** Structuring is the ability to organize the letters into words, words into phrases and sentences. This is also comparatively easy if writ-

ing is preceded by intensive oral word. In such a case, the learner has to reproduce the words and patterns he has already learnt orally.

If these two were the only aspects of writing, the skill of writing would have developed automatically with the development of oral skills. Everyone who understands and speaks his mother tongue would have been able to write it by simply learning the script. But writing involves more than these two skills, and is evident from the fact that most people, though they can speak a language perfectly cannot express themselves coherently in writing. It is, therefore, no wonder that many students who can perform intricate grammatical tricks in English fail to write to connected sentences to express their thoughts. This is mainly due to the fact that the teaching of writing in our school is mostly confined to the composition of individual sentences or to the stage of structuring and is seldom raised to the next higher stage – the stage of communication.

3. **Communication:** Communication through writing is the ultimate goal. At this stage, the writer will be able to select the appropriate structures and vocabulary in the overall context of the passage, keeping in view the subject matter and the audience. This kind of insight into the working of the language can develop through experience intense practice, critical study of good writing and through mastery of the various conventions used in written language.

   Apart from the conventions already mentioned, another important convention of writing is using specific form. For example, a personal letter, business letter, and official letter, a narrative, a descriptive piece, a short story, a novel, etc., each one is written in the distinct style.

9.4 SUB SKILLS OF WRITING:

Writing aims at clear and effective communication. In order to achieve this aim, a number of sub skill in writing is to be developed among the students:

- Visual perception-spelling, pronunciation and spacing.
- Syntax-word order, sentence structure.
- Organization- selecting topics, sub-topics, etc. and organizing ideas into paragraph.
- Grammar-use of articles, prepositions, various forms of tenses and their agreement.
- Content or subject matter- originality, relevance and clarity.
- Purpose- justification and reasons for writing.

The above sub-skills are to be developed right from the beginning among students in order to lay a firm foundation in developing writing skill.

9.5 IMPORTANCE OF WRITING:

Writing is of immense importance. And this has been said by many famous authors and writers. We can clearly understand its importance by the following statements:

- According to Bacon, "Reading maketh a full man, conference a ready man and writing an exact man".

- According to Mahatma Gandhi, "Fair and legible handwriting makes a man perfect in all walks of life."
- In the words of bell, "Writing is a tool used to enable us to express what is in our mind and for some people is almost as important as speech."
- S.S.M. Gauder says, "Writing has an instrumental value in schools." He further says, "It is a means of preserving the knowledge which the students has gained or the judgement he has formed. It serves as along check on his forgetting useful items of knowledge and ideas. The habit of making notes of what is read and of summarising helps the recollection of what has been studied.

9.6 SCRIPTS OF WRITING:

Before the teacher starts writing on the blackboard, he has to decide on the type of script to be used. Basically there are two types of scripts: print and cursive script

- **PRINT SCRIPT:**

  Print script is normally used in the textbooks, and the letters in the scripts are not joined together and this is easier to learn. This type of script is mostly suitable for the beginners. The script eliminates the extra learning loads of acquiring a new set of letters.

  Identification of letters becomes easy for the students if it is taught in print script.

  Print script has its own limitations. Since print script requires frequent lifting of the pen, it reduces the speed in writing. This frequent lifting is likely to stand in way of acquiring spelling of a word as reflex action of the finger muscle.

- **CURSIVE SCRIPT:**

  This script is frequently used, and it is advised to familiarize the students with the script in the early stage. Introducing cursive stage in the beginning may be difficult. Therefore it is necessary to adopt a script which is in between the two scripts so that transition from the print script to cursive script becomes easy. This can be done by removing the unnecessary loops from the cursive letters and thus bringing them nearer to the printed letters.

9.7 CHARACTERISTICS OF GOOD HANDWRITING:

The teachers are supposed to make their students know the different characteristics of good handwriting and thereby try to improve their skills in writing a good hand.

The following are some of the important characteristics of good handwriting:

- **Distinctiveness:** Each letter in the English alphabet has a characteristic form of its own and hence it should stand distinctively from its neighbouring letters. It should not resemble any other letter in shape or form in the alphabet.
- **Legibility:** Legible handwriting is an ornament to the document. In the

words of bell, "illegible handwriting in a young man or woman is a sign of an untidy and careless mind". In order to bring about legibility in the handwriting of the students, the teacher should pay special attention to the five aspects of cursive writing- letter formation, spacing, alignment, regularity or slant and quality of stroke.

- **Uniformity:** The letters in each line should be uniform in size. There should be a consistent proportion between the height and breadth of these letters.
- **Spacing:** There should be proper spacing between the letters in a word, the words in the line and the lines in a paragraph. We should leave one space between one letter space after a coma and two letter spaces after a stop.
- **Capitalization and punctuation:** Capital letters should be used at appropriate places. Similarly punctuation marks should also be used carefully in our writing.
- **Speed:** Students may be encouraged to write legibly and correctly at reasonable speed.

9.8 FACTORS AFFECTING WRITING:

In learning a language, specially a foreign language, the skills of writing are said to be very important. Writing is an art. The pupils can learn it quite unconsciously. However, skills in writing can also acquired by constant practice.

The following are some of the hindrances that come in the way of acquiring the skill of writing:

1. Lack of instruction in writing:

Out of the four fundamental skills in language learning, the skill of writing is not being paid proper attention to in the classroom. The teachers involved in the process of note taking enough care in developing writing skills among the student.

2. Differences in syntax:

The sentence structure in the foreign language is different from that of the same in mother tongue. Hence, the pupils find it difficult while translating their ideas into script in English language.

3. Spelling and grammar:

The spelling in English is important in nature. One cannot write the words simply as they are spoken. There are words that give the same sound but are different in spelling. Similarly, words with the same spelling differ in their sounds. This has become a great hindrance in developing the writing skill among the pupils.

4. Incompetent teachers:

The teachers who are presently working in secondary schools are not specially trained in language skills, especially in 'writing' skill. Hence, they generally follow the traditional methods of developing language skills among their pupils.

5. Lack of objectives:

Most of the English teacher does not possess clear objectives regarding the development of writing skill among their pupils in the classroom. Hence, they find it difficult to develop the writing skill among the pupils.

6. Defective system of examination:

The present system of examination at the secondary level does not really aim at testing the skills of language learning. Most of these exams are subject-based rather than skill-oriented. Hence, there is not much emphasis on developing writing skill at the secondary level.

9.9 SUMMARY:

- Writing is a skill**.**
- Writing can be taught and should be taught.
- Writing can play a great role in the communication process document of which can last for long time.
- Students must be taught the great importance of the writing skill and its significance in their lives.
- We would not have known the history well if written documents were not available.
- Good handwriting can be developed with adequate practice.
- Writing involves thinking, as good writing depends on the organization of ideas in logical and systematic way.
- Understanding of the factors that affects the writing skill, enable students to avoid mistakes, thereby improving skill.

KEY WORDS:

- **Manipulation:** the action of manipulating (misrepresent)something in a skilful manner
- **Structuring: to plan, organize, or arrange the parts of something**
- **Script:** handwriting as distinct from print; written characters
- **Print Script:** A style of handwriting which uses simple unjoined letterforms, resembling **printed** lettering; **print** hand.
- **Cursive Script: Cursive** is a style of **writing** in which all the letters in a word are connected.
- **Syntax:** the arrangement of words and phrases to create well-formed sentences in a language

9.10 CHECK YOUR PROGRESS:

Q-1 Explain the process of writing skill.

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Q-2 List out the sub-skills of writing.

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Q-3 Discuss how writing skill is important in your own words.

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Q-4 Which are the scripts of writing? Explain in detail.

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Q-5 State the characteristics of writing skill in detail.

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Q-6 Elaborate the factors affecting writing skill.

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ES-114
Teaching of English

Block
3

METHODOLOGY OF TEACHNG ENGLISH

Unit-10 PRINCIPLES OF TEACHING ENGLISH

Unit-11 METHODS OF TEACHING ENGLISH

Unit-12 INSTRUCTIONAL AIDS

Unit-13 TEACHING OF ENGLISH LANGUAGE

ES-114, Teaching of English (Block-3)

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Unit-17 EVALUATION OF ELT

દૂરવર્તી અધ્યયનમાં સ્વ-અધ્યયન અભ્યાસ-સામગ્રીની ભૂમિકા

દૂરવર્તી શિક્ષણ પ્રણાલીમાં અસરકારક સ્વ-અધ્યયન અભ્યાસ-સામગ્રી અનિવાર્ય છે. આ અભ્યાસ-સામગ્રીના લેખકો, અધ્યાપકો અને વિદ્યાર્થીઓ એકબીજાથી ઘણાં દૂર અને ક્યારેક તો ક્યારેય ન મળી શકે તેવી સ્થિતિમાં હોવાથી આવી અધ્યયન સામગ્રી સુગમ અને અસરકારક હોવી જરૂરી છે. દૂરવર્તી શિક્ષણ માટેની અભ્યાસ-સામગ્રીમાં વિદ્યાર્થીના બૌદ્ધિક ચિંતનને ઉદ્દીપ્ત કરવાની ક્ષમતા તથા આવશ્યક તમામ અધ્યયન પ્રવૃત્તિઓ હોવી જોઈએ. આ સામગ્રી પાઠ્યક્રમના સામાન્ય અને વિશિષ્ટ હેતુઓના અનુસંધાને વિદ્યાર્થીને પર્યાપ્ત માર્ગદર્શન આપવા સક્ષમ હોવી જોઈએ. સ્વ-અધ્યયન સામગ્રીમાં અભ્યાસક્રમમાં સૂચિત તમામ બાબતોનો સમાવેશ થાય તે જરૂરી છે.

અસરકારક અધ્યયન સિદ્ધ કરવા માટે અનેક પ્રકારના આયોજનનો ઉપયોગ કરવામાં આવે છે; જેનાથી વિદ્યાર્થી જ્ઞાનોપાર્જન કરી શકે. બૌદ્ધિક અને મનોશારીરિક કૌશલ્યો કેળવી શકે અને વર્તન તથા અભિગમમાં આવશ્યક પરિવર્તનો સાધી શકે. આથી જ વિદ્યાર્થીનું મૂલ્યાંકન પણ પાઠ્યસામગ્રીમાં આવરી લેવામાં આવ્યું છે.

દૂરવર્તી શિક્ષણની સ્વ-અધ્યયન અભ્યાસ સામગ્રીમાં ઉપયોગમાં લેવામાં આવેલી શૈક્ષણિક પ્રવૃત્તિઓનું સ્વરૂપ તે શિક્ષણના જ્ઞાનાત્મક, ભાવાત્મક કે મનોશારીરિક હેતુમાંથી કયા હેતુને સંલગ્ન છે ? તેના પર આધારિત છે. આ હેતુઓ ભવિષ્યમાં અનુક્રમે જ્ઞાન, બૌદ્ધિક કૌશલ્યો અને મનોશારીરિક કૌશલ્યોની ઉપલબ્ધિમાં પરિણમે છે. વિદ્યાર્થીએ મેળવેલ જ્ઞાનની પ્રાપ્તિ, ઉપયોગ અને અભિવ્યક્તિ કરવા માટે પ્રોત્સાહિત કરી શકાય. વિદ્યાર્થીઓના પૂર્વજ્ઞાનનો અને અનુભવોનો આધાર લઈને રચવામાં આવેલ શિક્ષણ સામગ્રી દ્વારા બૌદ્ધિક કૌશલ્યના હેતુને સિદ્ધ કરી શકાય છે અને તેના દ્વારા નવીન જ્ઞાન પ્રાપ્તિનો માર્ગ પ્રશસ્ત થાય છે.

અભ્યાસ-સામગ્રીમાં સ્વાધ્યાય પ્રોજેક્ટ અને પ્રતિપૃષ્ટિ(Feedback)ના સ્વરૂપે અભ્યાસનું આયોજન જરૂરી છે. શારીરિક કૌશલ્ય સંબંધિત શૈક્ષણિક પ્રવૃત્તિઓમાં ચિત્રાત્મક રજૂઆત હોવી જોઈએ અને ત્યારબાદ ઉચિત અભ્યાસનું આયોજન હોવું જોઈએ. વર્તન અને અભિગમમાં પરિવર્તન માટે આયોજિત શિક્ષણ પ્રવૃત્તિઓ રસ જન્માવે તેવી તથા આ પરિવર્તન દ્વારા થતાં લાભ અને તેની જરૂરિયાતને પ્રતિબિંબિત કરે તેવી હોવી જોઈએ. ત્યાર પછી નવાં અભિગમોને અપનાવવાની અને તે સંબંધિત પ્રક્રિયાના યોગ્ય અભ્યાસનું ઉચિત આલેખન થવું જોઈએ.

દૂરવર્તી શિક્ષણની ભૂમિકા.

પ્રત્યક્ષ અધ્યાપનમાં જોવા મળતી પ્રત્યાયનની વિશેષતાઓ; જેવી કે અંતરાલાપ, પૂર્વઅભિસંધાન, યોગ્ય સ્થાને વિરામ, આરોહ-અવરોહ, ભાવ-ભંગીમાં, સ્વરભાર વગેરે દૂરવર્તી અધ્યયનમાં ઉપલબ્ધ નથી. આ ઉણપ વિશેષતઃ મુદ્રિત સાહિત્યમાં (લેખિત સાહિત્યમાં) જોવા મળે છે. વિદ્યાર્થી અને શિક્ષક વચ્ચેના વ્યવહારની આ ખૂટતી કડીને જોડવા માટે જ દૂરવર્તી સ્વ-અધ્યયન સામગ્રીમાં શૈક્ષણિક પ્રવૃત્તિઓનું આયોજન કરવામાં આવે છે. માટે જ આવી પ્રવૃત્તિઓનું આયોજન વૈકલ્પિક નહીં; પરંતુ અનિવાર્ય છે.

સ્વ-અધ્યયન અભ્યાસ-સામગ્રીને નાના એકમોમાં વિભાજિત કરીને શિક્ષણના ઉત્તમ સાધન તરીકે વિકસાવવાની સંકલ્પના છે. શૈક્ષણિક પ્રવૃત્તિઓમાં વૈવિધ્ય દ્વારા શિક્ષણના વિવિધ ક્ષેત્રના હેતુઓ સિદ્ધ થાય તેવો પ્રયત્ન કરવાનો છે.

દૂરવર્તી શિક્ષણની સ્વ-અધ્યયન સામગ્રીનું આયોજન પૂર્વનિશ્ચિત શૈક્ષણિક નીપજને ધ્યાનમાં લઈને કરવાનું હોવાથી તેના હેતુઓ અને ધ્યેયો નિશ્ચિત હોય છે. વળી અધ્યેતાઓ દૂરસ્થ હોવાથી આ સામગ્રી દ્વારા તેઓ નિશ્ચિત અધ્યયન પ્રવૃત્તિઓમાં સંલગ્ન રહે તેવું આયોજન કરવામાં આવે છે. જેથી અધ્યેતાઓ સંબંધિત સંકલ્પનાઓને બરાબર સમજી શકે. સ્વ-અધ્યયન સામગ્રીમાં સાથે સંકળાયેલ સ્વાધ્યાયો, પ્રાયોગિક કાર્યો, પ્રવૃત્તિઓ અને પ્રકલ્પોનો પણ આ જ હેતુ છે. આ સામગ્રી માટે ઉચિત શૈક્ષણિક પ્રવૃત્તિઓની ઉદાહરણરૂપ સૂચિ ઘણી મોટી હોઈ શકે. આ સંદર્ભે શૈક્ષણિક પ્રવૃત્તિઓ વિદ્યાર્થીને અભિપ્રેરિત કરે છે, માર્ગદર્શન આપે છે અને વિદ્યાર્થીની પ્રગતિ અને પ્રદર્શનનું સતત માપન-મૂલ્યાંકન પણ કરે છે.

Unit 10

PRINCIPLES OF TEACHING ENGLISH

: STRUCTURE :

10.0 OBJECTIVES

10.1 INTRODUCTION

10.2 THE TERM - PRINCIPLE

10.3 IMPORTANCE OF PRINCIPLES OF TEACHING

10.4 PRINCIPLES OF FOREIGN LANGUAGE LEARNING

10.5 LANGUAGE AS A SKILL SUBJECT

10.6 SUMMARY

10.7 KEYWORDS

10.8 CHECK YOUR PROGRESS

10.9 REFERENCES

10.0 OBJECTIVES:

After the study of this unit, you will be acquainted with:

- The understanding of the term-principle and its importance in teaching
- The implementing of the principles for foreign language teaching
- The developing of language as a skill subject

10.1 INTRODUCTION:

Every teacher wants to make maximum involvement and participation of the learners in the learning process. He sets the classroom in such a way so that it becomes attractive for them. He uses different methods, rules, principles etc. in order to make his lesson effective and purposeful. He uses general rule or formula and applies it to particular example in order to make teaching – learning process easy and up to the understandable level of students.

These settled principles, tenets, working rules or general truths through which teaching becomes interesting, easy and effective are called the maxims of teaching. They have universal significance. Every person who is expected to enter into the teaching profession has to familiarize himself with the principle of teaching. Their knowledge helps him to proceed systematically.

In India, English is taught both as a foreign language and as a second language. There are certain basic principles common to all good language teaching. Since these principles of fruitful for teaching all languages they are called general principles of language teaching.

10.2 THE TERM 'PRINCIPLE':

The term principle has been adopted from the Latin word "princeps", which means the beginning or the end of all things.

The early Greeks used the term principles not only to express the origin of things

but also to express their fundamental laws, and to put out the ultimate objectives.

Principles are sometimes the success and causes from which things proceed, as for instance the visible universe. It is also the characteristics of things or whatever determines their nature. The word-principles are used in many different senses. **According to Webster**, principle is a comprehensive law or doctrine from which others are derived or on which others are founded. –

To Ayer, "the term principle is most frequently used, to signify a generalized statement through which otherwise unrelated data are systematized and interpreted. –

In the language of Hopkins, "a principle is a rule for guiding the ship of education so that it will reach the port designated by the philosophy of education; it is a compass by which the path of education is directed.

In general, the term principle is often used to mean any of general truth or guiding norm by which a process is carried on. Principle is accepted as fundamental truth, it may consider a comprehensive law, a doctrine, a policy or a deep-seated belief which governs the conduct of various types of human endeavor. Principle also refer to thepsychological laws of learning, to important educational theories, to the statements of facts, to governing laws or rules of conduct, and to generally accepted tenets.

10.3 IMPORTANCE OF PRINCIPLES OF TEACHING:

The importance of principles can be understood from the points given below:

- Principles are the chief guides to make teaching and learning effective and productive.
- Principles are the fundamentals through which we proceed from one situation to another.
- Principles are important for the governing of actions and to operation of techniques in any field of education.
- True principles explain educational processes. They show how things are done and how educational results are achieved.
- For the individual, a principle, when it is understood and accepted, serves in important ways to guide his reflective thinking and his choice of activities or actions.
- In the field of education, an accepted principle becomes part of one's philosophy which serves to determine and evaluate his educational aims, activities, practices and outcomes.

10.4 PRINCIPLES FOR FOREIGN LANGUAGE TEACHING:

English language is essentially included in school curriculum at various stages of our Education system as a first and second language. The thorough knowledge, proper understanding and appropriate application of the principles of this foreign language will definitely lead out skillful teachers especially in Gujarat state. Some of the principles that must be kept in mind by foreign language teachers are as follows:

(1) Principle of Naturalness:

The mother tongue is much more easily learnt because a natural environ-

ment exists for learning it. It is spoken in family and in neighborhood. But this is not true for a foreign language. The child encounters with a foreign language in his class for about six periods a week and so it becomes difficult for him to learn it. An effort be made to provide the child with a natural environment for learning this foreign language. For this following points can be considered:

(A) Talking to the students in foreign language in the class, playground, etc.

(B) Encouraging students to converse only in this language.

(C) Arranging for group discussion.

(2) Principle of Exposure:

A child learns his mother tongue more rapidly because he is exposed to it. Since it is spoken around him/her so he/she listens to it and then he tries to speak it. For teaching foreign language teacher should try to expose students to an environment loaded with foreign language. For this the teacher can take the following steps:

A. Distribute pamphlets in foreign language.

B. Form a foreign language speaking club in the school.

C. Display charts with slogans written in English on walls. .

D. Show slides in English.

E. Take students to watch English movies.

F. The use of mother tongue in classroom be minimized to give students maximum exposure to English.

Teacher can also make use of the technique of advance organizer. For this the teacher should write some sentences on the blackboard before the students enter the class. When they will come they will interestingly read what has been written on the blackboard.

(3) Principle of Habit Formation:

Language learning is a skill like learning cycling, swimming, etc. Language is the instrument of all subjects. It should be automatic, that is, a habit. It should be learnt to the point that little or no effort is made to speak it. Thomson and Wyatt call it, "unreflective right utterance."

"Language learning is essentially a habit forming process, a process during which we acquire new habits." ***-Palmer***

In the learning of mother tongue we form speech habits. In learning a foreign language speech habits are to be formed consciously. And attempt should be made to form habits, as indicated by Bruce partisan, "habit has to be established; the operation of the system has to become fairly automatic."

Besides speech habits, a language learner has to form habits of writing and reading.

In language teaching following habits should be formulated in the student

A. Habit of listening to sounds and distinguishing between sounds.

B. Habit of speaking with proper intonation and accent.

C. Habit of imitation,

D. Habit of repeating,

E. Habit of spelling,

F. Habit of reading aloud with extra articulation,

G. Habit of silent reading,

H. Habit of using correct grammar,

I. Habit of using words in their proper context,

J. Habit of correct pronunciation,

K. Habit of consulting dictionary,

L. Habit of going to library,

M. Habit of reading newspapers, journals, magazines, etc.

(4) The Principle of Using Mother Tongue:

In this context we give here the views of **Roberts Paul** in his book Understanding English"when we learnt first language, we face the universe directly and learn to cloth it with speech; when we learn a second language, which tends to filter the universe through the language already known.". Sowe can use mother tongue in teaching a second language.

P. Gurrey supporting in rights, "the teaching of mother tongue and the teaching of foreign language can support and assist each other".

(5) The Principle of Proper Order and Proportion:

Natural order of learning is made up of learning the four basic language skills listening, speaking, reading and writing. Classical order involved in teaching these skills is

1. Listening

2. Speaking

3. Reading and

4. Writing

Though the above order is correct but **J.A. Bright** found by an experiment that reading becomes easy when writing is learnt before reading, because in this way associations between symbols and sounds can be made.

In addition to the above principle of proper order it is also desirable to follow the principle of proper proportion that is while teaching a language due and equal emphasis be put on each aspects. No skill should be overemphasized or neglected. In the words of **Palmer**, "It simply means that all items in the whole range of the subject and aspects must receive an appropriate degree of attention so that the student's knowledge of them may ultimately form a harmonious whole."

(6) Principle of Passive and Active Vocabulary:

This principle helps to use to increase vocabulary of teaching English. There are two kinds of vocabulary:

A. **Passive vocabulary:** It consists of those words which are recognized and understood but seldom used in speaking and writing.

B. **Active vocabulary:** It consists of those words which are understood and constantly used by the learner while speaking and writing.

Teachers should make a conscious effort to bring the words from passive vocabulary to active vocabulary of the child. Hornsby, in his book "English language teaching" has given suggestions as to how to prepare a list of active and passive vocabulary.

(7) The Principle of Motivation:

Motivation to learn a language plays a very important role in learning a language. Motivation is the core of learning. But to motivate the student to learn a foreign language is an uphill task as there is no internal force for learning this language. Therefore, special techniques are required to motivate students to learn the foreign language. These are the following:

A. **Arousing techniques:** In this category are included two techniques that arouse students from a state of sleepiness, inducing anxiety, frustration, and curiosity, etc.

B. **Expectancy technique:** To motivate a person there should be some clear-cut goal to achieve and expectancy to achieve them. It is thus desirable for the teachers to formulate clear cut goals for students.

C. **Incentive techniques:** In this category are included search techniques is prize, praise, punishment, complement, etc.

(8) Principle of Exercise:

The principle of exercise states that those things most often repeated are best remembered. It is the basis of drill and practice. It has been proven that students learn best and retain information longer when they have meaningful practice and repetition. The key here is that the practice must be meaningful. It is clear that practice leads to improvement only when it is followed by positive feedback.

The human memory is fallible. The mind can rarely retain, evaluate, and apply new concepts or practices after a single exposure. Students do not learn complex tasks in a single session. They learn by applying what they have been told and shown. Every time practice occurs, learning continues. These include student recall, review and summary, and manual drill and physical applications. All of these serve to create learning habits.

10.5 LANGUAGE AS A SKILL SUBJECT:

It has already been pointed out that language is a skill subject and the four basic skills are listening, speaking, reading and writing. Listening and reading are passive skills where is speaking and writing are active skills.

All the four are given equal importance and no skill can be neglected. However, the emphasis to be laid on these skills may differ at various stages:

(A) First thing in language learning is speech and much attention is paid to speech practice during first 2 - 3 years of teaching a language and higher classes. More attention must be paid on writing. However, even in higher classes due attention is paid on speech. To keep a balance in teaching English throughout the whole school course, it should be balanced and it should aim at the development of all the four skills of language learning. Thus, we need a multi skill approach.

(B) Only one structure be drilled at a time.

(C) While introducing any new structure the vocabulary already known to the learner be used. New vocabulary items may be introduced while revising the structure.

(D) New structures be introduced only when the learner has master the previous ones.

(E) Structure should be taught in meaningful situation and intensive practice be given in use of the structures.

(F) Teacher can make use of either a real situation or some comprised situation for teaching of structure.

10.6 SUMMARY:

These days language teaching is based on sound linguistic principles and these principles are of tremendous help to the language teacher. And English teacher should keep the screen principles in mind while teaching English as they are of practical use.

Just as a child learns is mother tongue in situations similarly a foreign language such as English can also be taught or learn in situation call the situational approach of teaching English.

A structure or a word becomes meaningful for the learner when it is used in appropriate situation the teacher can use a particular situation:

(A) To give practice in the structure and to relate it to the meaning;

(B) To build up a vocabulary of content words.

Teacher can make use of objects available in the classroom. Situations can be created with the help of objects, actions, pictures, drawings on the blackboard, gestures, action, etc. Situation can also be created by pointing to objects outside the classroom through window like sun, sky, buildings, roads, etc.

10.7 KEY WORDS:

- **Principle:**a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning.
- **Skill:**the ability to do something well; expertise.
- **Naturalness:**the quality or state of being natural.
- **Exposure:**experience of something.

- **Habit Formation:**Habit formation is the process by which a behavior, through regular repetition, becomes automatic or habitual. This is modelled as an increase in automaticity with number of repetitions up to an asymptote.
- **Active Vocabulary:**An active vocabulary is made up of the words readily used and clearly understood by an individual when speaking and writing. Contrast with passive vocabulary. **Martin Manser** notes that an active vocabulary "consists of the words that [people] use frequently and confidently.
- **Passive Vocabulary:**Passive vocabulary refers to words that learners understand but are not yet able to use. Active vocabulary, on the other hand, is the words that learners understand and use in speaking or writing.

10.8 CHECK YOUR PROGRESS:

Q-1 Explain the term 'Principle' in detail.

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Q-2 Why principles of teaching are important? Discuss it in your words.

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Q-3 Which principles will you follow while teaching English? Why?

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Q-4 Make a list of habits that should be formulated among the students of ELT and Explain the application of any one of them during your teaching of English language.

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Q-5 Write short notes on:

1. Principle of Proper Order and Proportion

2. Principle of Exposure

3. Language as a skill subject

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Unit 11

METHODS OF TEACHING ENGLISH

: STRUCTURE :

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11.1 INTRODUCTION

11.2 DIFFERENCE BETWEEN METHOD AND APPROACH

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11.4 METHODS OF TEACHING ENGLISH

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11.5 APPROACHES OF TEACHING ENGLISH

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11.6.1 COMMUNICATIVE LANGUAGE TEACHING (CAL)

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11.6.3 TASK-BASED LANGUAGE TEACHING (TBLT)

11.6.4 ACTIVITY BASED LEARNING(ABL)

11.7 SUMMARY

11.8 KEY WORDS

11.9 CHECK YOUR PROGRESS

11.10 REFERENCES

11.0 OBJECTIVES:

After the study of this unit, you will be acquainted with:

- The meaning of the words: approach, method and technique
- The differentiating between an approach and method
- The deriving features of good method and approaches
- The knowing the basics of different teaching methods of English with respect to principles, merits and demerits
- The understanding of different approaches of English Language Teaching
- The developing of recent trends of English Language Teaching

11.1 INTRODUCTION:

The teaching and learning of English depends on how well we put it in front of the students. The presentation of the language in its best form is all very essential. Language is not usually meant for learning as a content subject but as a skill subject. So the teaching of language should aim at enriching the learning experience of the students listening, speaking, reading and writing skills. It is necessary it's not happened that students learn all these skills without a formality. So, these skills are taught with the help of methods, approaches and techniques. It is then mandatory to learn a few details regarding the terms approach, method and technique. Let us see the meaning and definition of these terms:

Approach: This is a set of assumptions regarding the nature of language and the process involved in the teaching and learning of a language. As an approach deals with the linguistic and psychological factors of the language acquisition, it is considered to be valid and is accepted generally.

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

Method: Method derives its origin from an approach and describes-what and how of teaching. It is the procedure we follow to teach. All teaching is selection, gradation, presentation and repetition. Method deals with the selection of the content, grading the material and present and repeat the method so that the student requires concrete knowledge in the language.

Technique: Technique is typically any activity apply and use in the classroom for teaching effectively. In the teaching of language several devices, games, situations, drills, dramatization, role plays and exercises are used. These techniques go a long way in emphasizing the utility of the language, usability of language and the importance of using logical sequence in the methodology of teaching.

The present chapter deals with this methodology of teaching language. It presents in detail the various methods, approaches and recent trends used in learning of the language that are in use.

11.2 DIFFERENCE BETWEEN METHOD AND APPROACH:

These two terms method and approach have been used interchangeably many times but there is a difference between the two. Approach is a broader term then method.

Approach is axiomatic (study of self-evident truth). In the words of **Anthony**," its states point of view of philosophy or an assumptions which one believes but cannot necessarily prove."

Method is an overall plan based on some approach. In the words of an **Anthony**, "Method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach."

The term method includes the selection and gradation of material to be taught. According to **W.F. Mackey**, "A method determines when and how much is taught, and the meaning and form are conveyed and what is done to make use of the language."

Thus, approach deals with assumptions and method is a procedure based on some assumptions. In this way within one approach there can be many methods.

11.3 FEATURES OF GOOD METHOD AND APPROACH:

Some of the indices which are used to evaluate the usefulness of a method and an approach are as follows:

A. The best method or approach is that through which maximum objectives can be gained.

B. That method is preferred which can be moulded for teaching children of different age groups.

C. A good method should be capable of teaching English language as well as literature.

D. The method or approach should follow the maxims of teaching.

E. The method or approach should be such that the whole course can be completed within the prescribed time.

F. They should be suitable for both small and large sized class.

11.4 METHODS OF TEACHING ENGLISH:

We have learnt that Method generally includes what to teach, and how to teach. It also includesselection and grading of the material to be taught. A method, therefore, includes all these for component selection, grading, presentation and repetition. A method should serve the aims of teaching a language; is should also berelated to the condition available in the school.

11.4.1 GRAMMAR TRANSLATION METHOD:

Grammar Translation Method is the oldest method where teacher translate every word, phrase and sentence of English into mother tongue for the easy comprehension by the students. When English was introduced in 18th century, as Indians were not in know about of English, English could be not given to them directly. It had to be taught through their vernacular language. It was easy for both teachers and students as the teachers translating every word, phrase and sentence from English into their mother tongue, the students were able to assimilateEnglish phraseology through the medium of the mother tongue. The Grammar Translation Method emphasizes the learning of grammar, which is taught deductively, that is, by presentation and study of grammar rules. The structures of the foreign language are compared and contrasted with those of the mother tongue.

- **Principles of Grammar Translation Method:**

The Grammar Translation Method is based on the three principles:

1. Translation interprets foreign words, phrases and sentences in the best possible manner.

2. In this process of interpretation foreign words, phrases and sentences are best assimilated.
3. The structures of the foreign language are best learnt when compared and contrasted with those of the mother tongue.

- **Advantages of Grammar Translation Method:**

1. **It is an easy method.** The child proceeds from known to unknown in Grammar Translation method. The vocabulary and the language using ability in mother tongue helps the learners to learn English easily.
2. **It helps in building vocabulary.** Translation from English into the mother tongue enables the learners to develop their vocabulary very rapidly. As this method avoids difficult definitions or lengthy explanations, the learners are able to grasp the exact meaning of words.
3. **The Teacher is comfortable.** The teachers don't need to labour hard either in the preparation of lesson plan or in the process of implementing the teaching items in the class. He doesn't need to think of the ways and means to explain new words even without using audio-visual aids.
4. **Comprehension is easily tested.** Testing the students? comprehending ability in English is easy as they are permitted to tell the answer in their mother tongue.
5. **Proper grammar is taught easily.** English grammar is taught very easily by comparing it with the grammar of the mother tongue.
6. **It is an effective method.**It is very effective because pupils are able to understand words, phrases and idioms easily because they are translated into mother tongue.
7. **It creates strong memory bond.** By this method, a learner associates the foreign phraseology with that of his mother tongue, which results in strong memory bond.
8. It develops the art of translation.
9. It is useful in explaining the difference between structures and sentences of English and native language.
10. It can be easily used in crowded classes.

- **Disadvantages of Grammar Translation Method:**

1. **It is an unnatural method.** The logical sequence of learning a language is Listening, Speaking, Reading and Writing. But in Grammar Translation Method the learning process is started from reading and writing which is unnatural. And, because of this reason that our graduates are not able to acquire language skills in English even after studying English for more 13 years.
2. **Speech is neglected.** Language is speech. There are languages that exist even without written form. But, no language exists without spoken form. The learners are not privileged to acquire speaking ability in English.
3. **No room for pattern practice.** The Grammar Translation Method doesn't

give any room for pattern practice. Hence, the students are not able to speak English correctly.

4. **No possibility of habit formation.** As there is no speech and pattern practice, habit formation is not possible in this method. After all language is a habit. The students never practice to think in English. Rather, they think in their mother tongue then translate it into English.
5. **Exact translation is not possible.** Each language has its own uniqueness. No two languages have their history, traditions, culture and the life style same. So, exact matching of words in these two languages is not possible. In many cases the idiomatic expressions in English are not possible at all. Even if it is done the result will very ridiculous.
6. **Rule governed learning.** Language is used in situation. It is not possible to learn any language by learning its rules. In the words of Dr. Ballard, "To speak any language, whether native or foreign entirely by rule, is quite impossible.
7. **Students are not active.** In this method, only teacher is active and the students are passive listeners. So, they don't develop any language skills.
8. **It is uninteresting.** Translation method is dull and mechanical and also bookish. Instructional aids are not used to make lessons interesting. It reduces the learning of a living language to that of a dead language.

With all the disadvantages, the grammar translation method is still popular with many teachers and pupils. Students in higher classes ask the translation of each and every word of English into mother tongue. Teacher to find it easy and obliges the students. But students makemistake in the use of English even after 5-6 years of study.

11.4.2 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 thetarget language by associating the experience and expression without using the students' mother tongue.

- **Principles of Direct Method:**

1. **Oral Practice.** The Direct 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.

- **Advantagesof Direct Method:**

1. **It is a natural method.** Natural way of leaning 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 *is* improved.

3. **It develops pronouncing skill.** The students are made 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.

- **Disadvantagesof 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.

11.4.3 BILINGUAL METHOD:

Inour schools, the most common way of teaching English is the bilingual and translation method. The teacher mostly reads and transforms the text into mother tongue of the child. Meanings of the words are given in the language of the learner. After the lesson is over, yet another procedure is used in the form of dictation, to fix up the knowledge into the child's mind. Bilingual method is recently devised by Prof. C.J. Dodson Wales. In this method two languages, one that is to belearnt and the other mother-tongue, areused. Inthismethod mother-tongue is used to achieve the target language English. Dodson, who is its propuounder, lays down the following, as the aims and objectives of this way of teaching English. The leaner should see that he is:

(i) Making fluent and accurate approaches to the spoken wordfirst.

(ii) In the later stage is to make a similar approach to the written word.

(iii) To achieve Bilingualism in the strictest form in the long run.

- This method is a midway between two old methods. viz. translation-cum-Grammar method and direct method. In this method, mother-tongue is used to explain the mailings of words, phrases, idioms, sentences structure and grammatical rules. The world bilingual applies to a person who knows two languages, the mother-tongue and second language. Our country is the best example of it. This method allows the use of the mother tongue though restricted to the teacher only and in this way this method comes near the translation method to a certain extent.
- This method allows the teacher and pupils to use two languages; one is the target language to be learnt and the other mother-tongue which is used to achieve the target language English. The teacher frequently reads and transforms the text into mother tongue of the pupil. In bilingual method there are three main stages of any language lesson, or the traditional three P's: presentation, practice & production.
- **Principles of Bilingual Method:**
- While teaching English we have only to provide the child with mother-tongue equivalent without duplicating the situation.Only equivalents are to be given in the bilingual method, for the words in the mother-tongue or vice-versa and the learner is the gainer of two languages, side by side. Mother-tongue is used only for the explanation and the word meaning and that too only by the teacher of English class. Only the teacher is to use the mother-tongue.
- Pupils can understand the words and sentences in foreign languages easier by the use of mother tongue.
- In the classroom the teacher doesn't need to create any artificial situations while teaching or explaining the meaning of words and sentences of the target language.

- Bilingual method is the combination of the Direct method and the Grammar translation method.
- **Characteristics of Bilingual Method:**

In this method the unit of teaching is a sentence. Rigorous practice is undertaken in sentence pattern. Rules of grammar are not taught separately as is done in grammar-translation method. Mother-tongue is used when it is necessary to explain the difficult area of language. It emphasizes on creating situations, by giving the mother-tongue equivalent of English words. Word for word translation is not done in this method. Translation is done by teacher only to explain the subject-matter. Pupils are given a lot of practice in the drill of sentence patterns. In Indian conditions, however this method is suitable both for the teachers and the students because of its time savingcharacteristics.

- **Merits of Bilingual Method:**
- It gives emphasis on speech practice.
- It does not require specially trained teachers.
- This method suits both rural and urban schools.
- It makes use of linguistic habits formed during learning mother-tongue. Not such of audio-visual aids are required in this method.
- It saves time, energy and labour of the teacher.
- Students taught by this method learn much more than the students taught with the help ofothermethods.
- Pupil can learn two languages by this method. It provides greater practice in speaking English.
- Even an average teacher of English can teach the lesson successfully through thismethod.
- **Demerits of Bilingual Method:**
- This method is still in an experimental stage.
- Other aspects like reading, writing are ignored.
- Students are passive listeners.
- Grammar is not taught systematically to the learner in this method.
- This method stops students from thinking freely.
- It is not so useful in teaching secondary and senior secondary level classes.
- Using this method, the teacher teaches English through English language and sometimes he uses his mother tongue and this practice diverts the attention of the students.
- Sometimes it happens that the teacher of English language may not be good in both the languages. He doesn't get perfection in any of the languages as his labor is also distributed between the two languages.
- The use of mother tongue while teaching English language may spoil the continuity and fluency of the language.
- It is the possibility that a few students in the class may be more attentive to

mother tongue sounds and less attentive to English Sounds. As a result their pronunciation may become defective.

Despite such demerits,the Bilingual Method is found quite effective in Indian conditions. This method has a social, economical andcultural background which suits to our conditions. The important contribution of this method is that it had made possible for the students to get both quantitative and qualitative acquisition of language skills.

11.4.4 DOCTOR WEST'S NEW METHOD:

- **Introduction:**

Dr. Michael West a professor at Dacca University is the father of this New Method of Teaching English. Being dissatisfied with the other methods available in teaching of English, he formulated his own method which considered the anxiety of the Indian students to study English and try to learn it. In his new method Dr. West has laid a great amount of importance to Reading. He strongly felt that the Indian students are required to concentrate on loud reading on top of practicing silent reading.

- **Dr. West's Views on Teaching of English:**

Dr. West believed that English should be taught to Indian students in line with the following reasons:

1. The teaching of English should develop the feeling of internationalism and help in establishing relationship with the other countries and broaden their outlook.
2. As English is a rich language and a good number of literature in science and technology shall help Indian students.
3. Children up to the age 12 should be kept busy in reading only. Acquiring reading efficiency at the small age is easy. This character of the children needs to be capitalized in the study of a foreign language..
4. He didn't propose the art of speaking in his new method. Dr. West's New Method of Teaching is based on the psychological principle that the child tries to hear and understand before speaking.

- **PSYCHOLOGICAL FOUNDATIONS OF NEW METHOD OF TEACHING ENGLISH:**

1. Indian students have acquisition-poor-environment as far as learning English is concerned. Hence, reading as a receptive skill is more important than speaking as a productive skill.
2. Children learn more ideas from reading. These ideas will lead to appreciating the language and get acquainted with the other culture. And, the method of reading is easier than speaking and writing.
3. Reading is easier to practice than speaking and writing.
4. Indian students should practice both silent reading and loud reading.
5. Children should have the knowledge of functions of structural words and also the semantic aspects of content words.

- **Advantages of Dr.West's New Method:**

(A) This method concentrates on developing reading ability

(B) As it lays stress on loud reading, the student learns proper pronunciation.

(C) Silent reading improves the speed of the student and develops reading comprehension effectively.

(D) Both, loud reading and silent reading, emphasize on self-study as the student is freed from phonetic difficulties.

(E) Reading promotes interest in language and literature.

(F) Controlled vocabulary is developed as a student very conveniently expands their vocabulary while reading.

(G) It lays down definite procedures of teaching for the teacher and this makes it easy and economical.

- **Disadvantages of Dr.West's New Method:**

Many authors do not appreciate Dr West's clear cut distinction between speaking and reading. Practically it is very difficult to maintain the distinction. Several language experts opined that Dr West's method was psychologically not sound. Teaching reading before making the child speak is unsound for the development of productive skills.

(A) Dr. West overemphasized the value of passive work of reading. As a matter of fact, reading is a helpful skill but it alone cannot be the source for teaching of the language.

(B) Dr West was of the opinion that speaking is a difficult activity. According to the principles and theories of language learning, speech can be acquired more easily and quickly than reading and writing

(C) Emphasis only on one skill can make the class monotonous. In the absence of any activity, students lose interest in picking up language skills.

(D) The readers prepared by DR. West are bulky for the beginners and lighter for the advance students. This is against the educational principle of proceeding from simple to complex.

(E) Grammar, composition and idioms are neglected in this method. Forced use of mother tongue, use of Limited vocabulary with too much of repetition in long stories are the other shortcomings of this method.

11.4.5 AUDIO LINGUAL METHOD-MERITS AND DEMERITS:

The audio-lingual method or Army method is a style of teaching used in teaching foreign languages. This method was emerged at the time of World War II. It is almost equal to Direct Method as the foreign language is taught directly. This method considers LSRW as the logical sequence by the learner should learn the language. Listening is important in developing proficiency in speaking and speaking is effective through listening. Articulation is more proper by hearing the sounds and the learners develop a liking for the language. Listening is foundation for speaking, but we neglect this fact and treat it as incidental to speaking rather than treating as a foundation for it. Activities are to be developed for the systematic development for listening.

The foreign language is taught for communication purpose. So, oral skills are practised systematically in developing communication skills. Practice in all the four language skills isgiven prominence, as it will lead to habit formation. Though many activities are undertaken to develop oral skills, practice is taken up only on the experience that they gained through listening.

Merits of Audio Lingual Method:

- Aural-oral skills developed in a meticulous manner.
- Teaching of vocabulary is made effective by the use of visual aids.
- Universally accepted pronunciation and proper structure are acquired.
- The basic principle is to be functional and easy for a larger group.
- Designed, based on the theory of language learning.

Demerits of Audio Lingual Method:

- The behaviourist theory of language learning is not considered prominently.
- The method is almost guided learning as it is dominated by the teacher.
- The learners are passive and they don't have much control over their learning.
- The scope for learning analytically is not there as it demands pattern practice, drilling, and memorization over functional learning.
- Language form alone is considered while meaning is treated secondarily.
- A balanced importance is not given to all the four skills.

11.5 APPROACHES OF TEACHING ENGLISH:

11.5.1 STRUCTURAL APPROACH:

A strong debate is going on whether it is „structural method? or „structural approach. A method is a body of techniques. Besides, methods also vary from person to person, from place to place and from subject to subject. But in case of an approach, we do not have any such type ofalternatives'. As we have to follow the structure quite ceremoniously without any fluctuation, it is 'Structural Approach' not "Structural Method'. In structural approach, the structures have to be taught. The different structures form the subject matter to be presented.

According to B.D. Srivastva, "The structural approach is, in fact, the situational approach to language teaching. It is based upon the assumption that the language can best be learnt when its need is felt in a situation. Thus a concrete relationship between explanation and content can be established. This is essential in language learning. The Structural Approach makes use of situations in which meaning finds last expression".

It is called structural approach because the main emphasis is laid on the mastery of structures or pattern of sentences and phrases and also on the special features of the language which help in the construction of a sentence such as word order, structural words and a fewinflexions in English.

No two languages exactly go parallel in structure, for example,

'I went to the school'.

The structure of this sentence is…..S + V + O

Equivalent of this sentence in Hindi - मै बाजार गई। ….. is

The pattern of the Hindisentence….. is S + O + V.

So different languages require different outfit for learning the language.

This approach allows mother tongue at the initial stages mainly for explaining a situation when some sentence pattern is to be practiced. It does not allow translation of structure which is to be practiced because the same theme is presented in different structures in different languages. The learners are given drill of the structures till a habit formation is made on the structures.

The main aim of this approach is to give the learners LSRW skills. E.V. Gatenby says: "First follow nature is a good piece of advice for the language teacher. As nature does show us a sure way to success, it is only common sense to follow her methods. Where they are followed today in the schools of the world, there is very little failure to learn a language."

According to Menon and Patel, the objectives of structural approach are:

- to lay the foundation of English by establishing through drill and repetition about 275 graded structure.
- to enable the children to attain mastery over an essential vocabulary of about 3000 root words for active use.
- to correlate the teaching of grammar and composition with the reading lessons
- to teach the four fundamental skills namely LSRW skills.
- to lay proper emphasis on the aural-oral approach, active methods and the condemnation of formal grammar for its own sake.
- **PRINCIPLES OF STRUCTURAL APPROACH:**

1. **Importance of Speech:** The very purpose of the language is for communication. We can communicate by two means. 1) speaking 2) writing. Writing is a skill of literates. Speaking is a skill of both literates and illiterates. So, speaking is more important for language users. Structural approach gives much importance to speech.
2. **Formation of Language Habits:** Structural Approach relies much on pattern drill. Pattern drill is given mainly to give anopportunity to have habit formation. This is done because language is a habit. The child is able to use the language mainly with the constant listening to the language that leads to habit formation.
3. **Pupil's Activity:** In structural Approach, pupil's activity is given more importance as compared to teacher's activity. The Structural Approach takes care of actively involving both teacher and students for a better teaching learning transaction.

4. **Mastery of Structures:**More emphasis is given on learning structures rather than vocabulary. A particular structure is taken for teaching. Practice on all the language skills (LSRW) is done one by one on the same structure.

5. **Meaningful Situations:** To avoid monotonous, the teacher has to be innovative in creating meaningful situations to present a teaching item. The different types of meaningful situations can be created by facialexpressions, by dramatization and by gesticulations. There is no dearth of ideas for a resourceful teacher.

6. **Teaching One Item of Language at a Time:** In structural approach students are introduced only one item at a time. The familiar vocabulary is taken to teach a new structure. Only after getting mastery over the first structure, the second structure is introduced to them.

- **Principles for the Selection of Structures:**
- **Usefulness:**

Structures selected should be in line with the usefulness of the learners. Care must be taken while selecting structures. Structures should be selected on the basis of the situations that the learners are normally involved.

- **Productivity:**

If the structure has scope for producing more sentences, that structure is said to be having more productivity. So, we should opt for structures that have more productivity.

For example

1.She has to go.

2.Heat the Iron.

We can make an innumerable sentences with the first structure (the structure "has to") so, this structure has high productivity. The number of sentences that can be made from the second structure is almost limited.

- **Simplicity:**

By simplicity, we mean that the form and meaning of the structure should be simple. For example, „they are playing? is simpler as compared to the structure „No sooner did the rain stop than the boys started playing'. So, care must be taken to take up simple structures to teach.

- **Teachability:**

By teachability, we mean that the structure should give more scope for easy demonstration. The structure which can be taught very easily, should be given preference.

- **Advantages of Structural Approach:**

1. This approach, promotes speech habits of students with repeated oral drills for various structural patterns.
2. Oral practice ensures that the students acquire proper pronunciation.
3. If the teacher is innovative and create a better classroom situation, structural approach can motivate the students to the maximum.
4. Through habit formation structures are permanently grasped.

5. It is best suited approach for objective based teaching of a foreign language.
6. Proper selection and gradation of the learning material is possible through this approach.
7. The class is always active as it encourages participation of all students.
8. The free situation available in the classroom facilitates the functional aspects of the language.
9. The popularity of the structural syllabus all over the country is the testimony of its effectiveness.
10. Instant correction of students' mistakes is possible as its main emphasis is on oral practice of the language structures.

- **Limitations of Structural Approach:**

1. This approach is suited for lower classes. Repetition of structures leads to boredom in higher classes.
2. A few structures alone can be practiced, as creating real or contrived situations is not possible always.
3. There is no authenticity of using this approach on teaching of poetry, precis writing, descriptive and narrative writing.
4. Complete knowledge of grammar cannot be obtained through this approach as it only touches functional aspect of it.
5. It is time consuming and completion of syllabus will be difficult.
6. It is difficult to apply on overcrowded classes.

11.5.2 COMMUNICATIVE APPROACH:

Communicative approach is one of the latest approaches that is being followed in teaching English. Language is a means of communication. When we use language for communication, we must have a knowledge of form of the language we use and also and knowledge of when, how and to whom it is appropriate to use the forms.

Communicative approach aims at developing the communicative competence of the learners which would include the learners acquiring the knowledge of communicative functions of the language and the linguistic means to perform the different kinds of functions.

David Numan says that, " communicative approach is basically a communicative language and it is not merely a system of rules but it is a system of human interaction various behaviours and expressions both in speech and writing".

The communicative approach is learner centred approach. It gives the learners not only grammatical competence but also social skill as to what to say, how to satisfy his daily needs or larger aims.

THE MAIN FEATURES OF THE COMMUNICATIVE APPROACH are as follows:

- Giving meaning is most important aspects.
- Dialogues are based on communicative skills.

- These are normally not to be memorized.
- Giving concepts of context are very basic.
- Language learning is learning to speak and follow.
- Effective skills in speech to be the aim of child.
- Drilling may be used but with care and caution.
- Pronunciation should be easy to understand.
- Devices according to age and interest Welcome.
- Mother tongue be used when necessary.
- Translation also can be done, if needed and useful.
- Motivating learners is the main job of teachers.
- It is trial and error that makes good language.
- Fluent correct language is the first aim.
- Learners have to interact in pears, groups writing etc.
- Teachers cannot guess about student's language.

PRINCIPLE OF THE COMMUNICATIVE APPROACH:

- Contextualization and meaning are of importance. Language without a suitable situation or context is not realistic and functional. The task provide the context in the language used in the context has a meaning and a purpose.
- Language learning means the ability to communicate something useful and purposeful.

  Nobody uses language in a vacuum. Whether it is the mother tongue or English, we are always conversing with people are getting our jobs done, needs satisfied and responding to language from others.
- Careful use of the mother tongue or translation may be made. There is no ban on the use of the mother tongue as in the direct method. Judicious use makes conversation meaningful .
- Reading and writing can start simultaneously. The direct method and structural approach were mainly oral approaches. After a spell of oral work and pattern practice, reading and writing started. In the communicative approach reading and writing are started simultaneously. The task provide the basis for reading and writing. The students are made to read a paragraph or two and answer inferential type of question writing exercises also follow:
- Fluency, acceptable language and appropriateness are the goals of the communicative skill.
- Students may interact with one or more of their friends with the reference to the task given. Pair work and group work are encouraged. They are motivated to shade their shyness and diffidence and do their best. In small groups they interact better. Intelligible pronunciation is accepted.
- As a chain reaction, interest in what this will stir them to do better and better. A conversation around a favourite topic generate genuine interest participate . Learning in a congenial atmosphere will be permanent.
- Teacher is a facilitator of learning, drill is marginal.

Merits of the Communicative Approach:

Students and their communicative purposes are at the very core of the teaching programme.So there are many merits to the learners.

- By interacting in pairs and small groups pupils feel confident and do better. Learning will be a self generating exercise.
- They get more language practice, because nobody feels Inhibited by grammatical rules and definitions.
- They acquire fluency and accuracy and appropriateness of English usage.
- Cooperation in language learning is a great motivating factor and helps each individual to shed his shyness show his individuality in using English.

Demerits of the Communicative Approach:

- Our overcrowded classroom and unwieldy benches make group work and face to face discussion very difficult to organise.
- An average teacher with Limited language skills cannot make a success of this approach.
- When the students can as well communicate in their mother tongue, there is no genuine Desire in them to talk in English and take part in elaborate group discussions in English .
- The structure based syllabus which are made specifically for second language learners after a great deal of practical research after hundreds of teachers are trained, tend to be discarded as of no use, in favour of the fanciful conversation sessions.
- Detailed classroom techniques integrating the textual lessons and communicative task have yet to be evolved for the benefit of all teachers of English.

A better communicator has a lot advantage over others. Communication plays a major role in teaching-learning process. So, the teacher and the students should realize this core responsibility. Both should come forward to establish a right environment for the acquisition of communicative language. Once the habit of right communication is formed, the learner comes out a good speaker and an accurate conveyor of his thoughts.

11.5.3 ELECTIC APPROACH:

Eclectic means choosing and accepting freely from various sources. No method is superior and not method is inferior. Every method has its own merit and demerit. No method is perfect and totally acceptable. This is our understanding based on the analysis and approaches we have made so far of different methods and approaches to the teaching of English.

The teacher is the competent person to decide on the method depending upon the classroom dynamics. He can have a compromise of using various aspects of the methods discussed so far. Even in some cases, some teachers may use some methods which might not have come to light.

Whatever the method that the teacher adopts his sole aim should be in developing the four language skills among the students. The skills of the language in the natural order of LSRW are to be given focus.

Different activities for developing oral skill have to be carried out. Question-answer technique can be followed. Only when required the teacher can use mother tongue for explaining some abstract words, phrase or situations.

The teacher can use Inductive and Deductive approaches to teach grammar. He has to ensure that the grammar classes don't lead them to hate the English Language. This is mainly because, most of us have hatred towards English as we tried to learn language after memorizing the grammar rules. There, putting a big block on our learning the language.

The teacher can use play-way method as it gives an immense pleasure to the learner. As much as possible apt audio-visual aids to be used for effective learning. The teacher must manipulate his techniques to suit the needs and standard of his students, the time, the materialand the aids available on hand to realize his objectives of teaching English. We can call this as Eclectic Method or Complete Method or an Integrated Method.

11.6 RECENT TRENDS IN THE TEACHING OF ENGLISH:

The importance of English in India is felt more today than any point of time in the history of English in India. It is rightly said that the reach of English is far and wide and there is no area which is not influenced by English. Hence, the responsibilities of English teachers have become manifold. The teaching of English is to cater to the various needs of the learners. The learners need to be prepared to use English globally. Keeping these aims in mind, the strategies for teaching is formed. Many modern trends have been introduced in teaching of English.

11.6.1 COMMUNICATIVE LANGUAGE TEACHING (CAL):

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. It is the result of rejection of Audiolingualism in the United States. Many methods and approaches of teaching English make the learners to learn English to some extent. But, when it comes to communicating in English, our students have some inhibition. The Communicative Language Teaching takes care of the learners of English in communicating in English.

- **Objectives:**
- aimed at developing communicative ability in the learners
- importance is given to meanings functions rather than the structure of the language
- task based language practice helps the learners to acquire a better language skills
- a balanced importance is given to all the four language skills viz. LSRW.
- **The Method of CAL:**

English class should encourage dialogue and not the monologue of the teacher. Most of the activities are done in pair work or group work. Role play, language games, grammar games, interactive sessions, interviews, debate and other related activities are the ways the classes are conducted. Specified text books are not the only content for learning. Any materials, even non-conventional materials are taken

for designing and activities and solving solutions. There areteachers who pick up any news item from the Hindu, frame some questions, dictate these questions to the students or write the questions on the blackboard, have a small pre-reading session on the news item before reading the news item for the students to answer the questions. This has become a very effective practice for developing not only reading but also listening, as the students listen to comprehend the news item. There are some other teachers who capitalize the interest of the students in cricket, allow them to watch cricket match ask the students to read cricket news item in the Hindu, the next day and have small discussion. This method helps in grasping a good number of vocabulary.

11.6.2 COOPERATIVE LANGUAGE LEARNING(CLL):

Cooperative Language Learning is part of a more general teaching approach also known as Collaborative Learning. Cooperative learning ensures maximum learning with the activities involving pair works and group works. Oslen and Kagan defined the cooperative learning as:

"Cooperative learning is group; learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others".

In Cooperative Learning, group activities are the major mode of learning and the part of comprehensive theory and system for the use of group work in teaching. Group activities are carefully planned that can ensure maximum participation of the students to each other's learning.

11.6.3 TASK-BASED LANGUAGE TEACHING (TBLT):

There is a difference between "acquiring" a language and "learning" a language.

"Acquisition" of the language takes place quite naturally and "learning" of the language takes place quite consciously. Mother tongue is acquired and other targeted languages are learned. Language is better acquired than learned. That way, English classroom should have opportunities to acquire the language. It should give the learners of English Acquisition-rich-environment. Apart from giving a conducive environment for acquiring language skills in English, the activities in the English classroom have to be interesting also. The only option thatthe English teacher has now to live upto this expectation is to rely on Task-Based Language Teaching Approach.

Martin Bygate, University of Lancaster, John M. Norris, University of Hawaii at Manoa, Kris Van den Branden, Ku Leuven say that:

"Task-Based Language Teaching (TBLT) is an educational framework for the theory and practice of teaching second or foreign languages. It is based on a constellation of ideas issuing from philosophy of education, theories of second language acquisition, empirical findings on effective instructional techniques, and the exigencies of language learning in contemporary society".

- **Advantages of Task-Based Language Teaching:**

There are many advantages of Task-Based Language Teaching (TBLT) for the learners of English as a second language. The most important benefit of TBLT is

that it removes the passivity in the minds of the learners and act as a motivational for learning more. The learners stand to bring their experience for completing the tasks which ensures that the learners are able to execute their knowledge in using situation. And, of course, teachers are there to help them in this regard. Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the ,,target language? of the lesson. Furthermore, as the tasks are likely to be familiar to the students (eg. Visiting the doctor), students are more likely to be engaged, which may further motivate them in their language learning.

Meaning is primary in TBLT. As primary importance is given to meaning that would create interest in the students and they would come voluntarily forward to do more activities that facilitate language learning. Learners are not restricted in their use of language forms. So, the learners are not besieged with some rigid stigma that is followed in an English class. As tasks bear a relationship, to real-world activities, the learners are not doing tasks in any simulated situation or in contrived situation. The real life situation is the form of tasks the learners candevote their entire time in giving language aspect to the sense that they have in their mind and heart. That way, task-based language teaching activities will play a stimulus for learning the target language with great enthusiasm.

The priority in a task-based language teaching class is on achieving the goal of the task. Tasks are assessed based on their outcome. TBLT provides a structured framework for both instruction and assessment. Using tasks as the basic building blocks of syllabus design allows teachers to both sequence the lessons and assess their outcomes, while at the same time creating reasonably authentic parameters within which students can communicate with each other for a purpose. Most importantly, it allows them to focus on what it is that they are saying to each other, rather than on how they are saying it.

Task-based teaching offers the opportunity for ,,natural? learning inside the classroom. It emphasizes meaning over form but can also cater for language form. It is intrinsically motivating. It is compatible with a learner-centred educational philosophy but also allows for teacher input and direction. It caters to the development of communicative fluency while not neglecting accuracy. It can be used alongside a more traditional approach.

11.6.4 ACTIVITY BASED LEARNING(ABL):

Activity-based learning (ABL) as defined by Prince (2004) is a learning method in which students are engaged in the learning processes. In Activity-based learning (ABL) teaching method, in the words of Harfield, Davies, Hede, Panko Kenley (2007) "students actively participate in the learning experience rather than sit as passive listeners". Learning activities if based on real life experience help learners to transform knowledge or information into their personal knowledge which they can apply in different situations. Activity –based learning as the learning process in which "student is actively involved in doing or in seeing something done." Activity

–Based Teaching (ABT) method "frequently involves the use of manipulative materials". According to Churchill, ABL helps learners to construct mental models that allow for 'higher-order' performance such as applied problem solving and transfer of information and skills?. In ABL the learner examines learning requirements and thinks how to solve a problem given to him. The students do not learn about the content, rather they learn about the process to solve the problem. As they go towards the solution of the problem, they also learn about the

content. Effective teaching –learning process is not possible without students' motivation. Hake argues that students? motivation by engaging them in interactive- activities is an effective and useful method for teaching complex concepts". He highlights the importance of different activities related to the concepts being presented.

- **Activity-based learning in India:**

Activity-based learning or ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If child is provided the opportunity to explore on its own and provided an optimum learning environment then the learning becomes joyful and retention is longer.

The ABL in its contemporary form was first undertaken by the Chennai Corporation in 13 schools on a trial basis in 2003, has been adopted by all the 270 primary schools in the district. First designed and tested by the Rishi Valley School in Andhra Pradesh in the '90s, the Activity-Based Learning system has been successfully implemented in several Indian states and union territory, including Karnataka, Kerala, Uttar Pradesh, Gujarat, Madhya Pradesh, Haryana, Maharashtra, Chandigarh. In Tamil Nadu, UNICEF supported the Chennai Corporation to introduce the ABL methods in the Government schools. The philosophy of ABL finds its antecedents in the common notion that learning can be best when it is initiated by the surrounding environment and motivated by providing optimum opportunities to learn. A fearless and freedom to express environment always adds to best learning outcomes.

- **Characteristics of activity-based learning:**

The major feature of the ABL method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill. Under the system, the curriculum is divided into small units, each a group of Self Learning Materials (SLM) comprising attractively designed study cards for English, Tamil, Maths, Science and Social Science. When a child finishes a group of cards, he completes one "milestone". Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form asentence, do maths and science, or understand a concept. The child takes up an Exam Card only after completing all the milestones in a subject.

11.7 SUMMARY:

- Planning the lesson is important for all the teachers. Though the teachers go with the plan, they have to be flexible in executing it.
- Objectives of teaching should be based on the need and level of the students.
- The teacher should employ all methods and approaches for effective teaching.
- If teaching items are presented interestingly the learners will show a lot of enthusiasm in learning.

11.8 KEY WORDS:

- **Method:**the different ways of teaching language
- **Approach:** the nature of language and how language is learnt
- **Structure:**the arrangement of and relations between the parts or elements of something complex
- **Eclectic Method:** the method that is flexible to adopt in order to promoteefficiency in teaching.
- **Technique:**the classroom activities that v ill facilitate better learning
- **Active use:**use it in our regular conversation
- **Habit formation**: using the language without much conscious efforts

11.9 CHECK YOUR PROGRESS:

Q-1 Explain the terms: Approach, Method and Technique.

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Q-2 Identify the difference between the two terms-Method and Approach.

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Q-3 State the features of good method and approach.

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Q-4 Give a brief introduction of Grammar-Translation Method and explain its principles.

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Q-5 State the merits and demerits of Grammar-Translation Method.

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Q-6 Explain the Direct method of ELT with its advantages and disadvantages.

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Q-7 State the psychological foundations of the New method of ELT and discuss its advantages.

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Q-8 What is audio-lingual method of ELT? How is it useful?

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Q-9 Discuss: (1) Principles of Structural Approach (2) Principles for the selection of structures

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Q-10 Justify: Eclectic Approach is the most suitable approach of ELT.

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Q-11 Explain in detail :

(1) CAL: Concept and objectives,

(2) CALL

(3) TBLT and its advantages

(4) ABL in India and its characteristics

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Unit 12

INSTRUCTIONAL AIDS

: STRUCTURE :

12.0 OBJECTIVES

12.1 INTRODUCTION:INSTRUCTIONAL AIDS

12.2 CLASSICFICATION OFINSTRUCTIONALAIDS

12.2.1 Audio-Visual Aids

12.2.2 Teacher-made Aids – Flash Cards, Pictures, Charts, Models, Blackboard Sketches.

12.2.3 Electronic Aids – Overhead Projector, Tape Recorder, Lingua Phone Records, Radio, Television

12.3 LANGUAGE LABORATORY

12.3.1 Technology Enabled Laboratory

12.3.2 Computer Assisted Language Learning (CALL)

12.4 MULTIMEDIA FOR ELT

12.5 WEB-BASED LANGUAGE LEARNING

12.6 SUMMARY

12.7 KEY WORDS

12.8 CHECK YOUR PROGRESS

12.9 REFERENCES UNIT: 3

12.0 OBJECTIVES:

After the study of this unit, you will be acquainted with:

- the understanding of instructional aids
- the classification of instructional aids
- the applying of various teacher-made aids and electronic aids
- the usability and advancement of TELL, CALL, Multimedia for ELT and Web based language learning

12.1 INTRODUCTION:INSTRUCTIONAL AIDS:

A famous German educationist has said that a child acquires knowledge by passing from object to pictures, from pictures to symbols and from symbols to thought. The above observation clearly states the importance of teaching right, in teaching particular language, at different levels of instruction. The most important factor is enlivening a lesson is the personality and enthusiasm of the teacher.

An English teacher basically aims at developing the proficiency of students in listening, speaking, reading and writing. This can be done in a better way when a number of aids are used in the classroom situation.

Senses are considered as gateways of knowledge. Sensory perception helps tremendously in receiving the content knowledge imparted in the classroom. Educational technology makes it evidently clear that the technological Revolution has helped the field of education immensely to narrow down the difficulties of educating the students at micro and macro levels. The projected and non- projected aids help the teacher to present the content convincingly and make students attentive in the classroom. With the help of the sensory perception it is easy to make learning interesting.

It is a fact that senses promote learning. A part of educational technology, which deals with the teaching aids, tells us that more than one sense is involved in Act of comprehensive learning. At this point, it becomes necessary to take a look at the following figures, which specify the learning is Unique-model and bi model because we remember:

- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 80% of what we say
- 90% of percent of what we say and do.

Instructional Aids are used in the classroom to encourage learning and thereby make it easier and interesting. The materials like charts, maps, models, concrete objects, film strips, projector, radio, television etc. which help a teacher for effective teaching may be called instructional aids. **Albert Duret** rightly said, "It is easier to believe what you see than what you hear; but if you both see and hear, then you can understand more readily and retain more lastingly".

12.2 CLASSIFICATION OF INSTRUCTIONAL AIDS:

Instructional Aids can be classified into three main categories:

(1) Audio Aids: Tape Recorders, Radio, Lingua Phone

(2) Visual Aids: divided into two categories:

(1) Printed Visual Aids: Books, Newspapers, Magazines and

(2) Non-printed Visual Aids: Blackboard, Pictures, Charts, Flash Cards, Models, Slides and Slide Projector, LCD Projector, Film Stripes

(3) Audio-Visual Aids: Motion Pictures, Television

12.2.1. Teacher-made Aids – Flash Cards, Pictures, Charts, Models, Blackboard Sketches.

- **Flash Cards**: Flash Cards are also an inexpensive teaching aid. They can be used to teach words,pronunciation etc. We can also use them as testing device.
- **Pictures:** School children are enthused by pictures. The interest of the children on pictures canvery easily be exploited to describe a scene, a series of pictures can narrate a story. Pictures are used to explain the meaning of some difficult words. It can also be used to develop the imagination of the students.

- **Charts:** Chart is the easiest and cost-effective teaching aid. It can be used to teach all the fourskills. 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.
- **Blackboard. "**A blackboard is an easily available, dependable visual aid. This can improve thehandwriting of the students. There are many advantages of blackboard. Some teachers are totally crippled without a blackboard.
- **Printed Visuals:** Printed visuals like, books, newspaper and magazines are vital in promotingself-leaning. These printed visuals have all ingredients to take for teaching of English. So, teachers have to encourage the students to rely more on the printed visuals for learning English.

12.2.2 Electronic Aids: Overhead Projector, Tape Recorder, Lingua Phone Records, Radio, Television, Slides and the Slide Projector.

- **Slides and the Slide Projector:**

  Slides are a bit expensive, as they require a projector. The teacher can make his own slides with camera. Vocabulary can be taught through slide projector and students can be asked to frame their own sentences with the words learnt.
- **Filmstrips:** Film Strips are very useful in many respects. A sequence of story can be projectedthrough filmstrips. They are used on a slide projector or a film strip projector.
- **Tape Recorder:** Tape recorders are very useful in training the ear. Ear training in very importantfor developing listening skill. Listening skill is the most important language skill which can pave way to the acquisition of other language skills. Tapes are available for good pronunciation, prose reading, poem recitation, stress, intonation etc. It is fine, if the teacher is confident of creating hisown tape script which can suit his students. Tape Recorder is useful for self-examination, self-criticism and self–education.
- **Lingua phone:** Lingua phone is of great advantage in the class-room situations. There arerecords available on speeches of great personalities. This will enable the students to become good speakers of English. The new concept of Language Laboratory is strengthened by lingua phone.
- **Radio:** Radio helps improving the pronunciation of the students. Lectures, talks and addresses ofimportant personalities can be heard on A.I.R. Radio is one of the important teaching aids. Fredric Wittis says, " I like to think of education by radio as a timely, vital, dramatic thing, a system of

learning or acquiring more information, means of widening one's horizon or enriching one's life and breaking down prejudices through inspiration and prescription, and education by desire and not by discipline, a pattern of swiftly changing pictures, events..."

- **Television:** We have been trying to find out ways through which our children will understanddifficult tasks very easily. When we are successful in using Radio and Tape-recorder for the educational purposes, they are not able to hold the audience to the required level. Students have to pay extra attention to gain knowledge from radio and tape-recorders. The blessing that we got to eliminate this problem is Television. Teaching through television makes the learners attracted towards the content of learning. There are many subject oriented CDs available in the markets with quite interesting way of presenting the content. The work of the teacher is made easy and the hardship that the students have to put for understanding is kept aside with teaching through television.

  Recent trend of putting the Ramayan, the Mahabharath, the Bible, the Jataka Tales and other stories through cartoon networks have made our children be aware of the cultureandrich religious background of our India. So, the benefits of teaching through television should be capitalized by the teachers in imparting teaching items to the pupils.

  When teachers use educational television programs during class, the relationship between them and their students have desirable changes. Usually the status quo of the classroom is the teacher imparts knowledge while students absorb the information. Educational programs changethe status quo by, in a way, making the educator and children peers who can share and discuss the viewing experience. Teachers can take advantage of this shift in roles by encouraging small group discussions after watching the show. Educators can set specific goals or activities for students in these small groups, which allows them to explore their own questions and share their ideas on the given topic with their classmates. The instructor can then ask one member of the small group to share their team's insights with the rest of the class, strengthening the absorption of knowledge.

12.3 LANGUAGE LABORATORY:

A language laboratory is a classroom equipped with tape recorders or computers where people can practice listening to and talking foreign languages.

12.3.1 Technology Enabled Language Learning:

English language teachers have understood the importance of integrating technology in teaching English. It is felt that tradition English class doesn't have required scope for learning English at a desired level. So, it is imperative to offer language instruction in multiple settings as it promotes the use of language skills in authentic situations with the help of various techniques using technology.

In the present era of globalization, multinational companies demand a wide variety of soft skills and life skills along with technical skills. Now English Language Resource Centres have been set up in various universities. Language labo-

ratory is a concept introduced to improve the communication skills of engineering students. The demand of the job market has necessitated effective lab oriented activities for the students development.

Computer Assisted Language Learning (CALL) serves as the motivating factor to increase students? interest in language learning. Students can overcome their inhibitions in such language labs participating with unlimited enthusiasm. CALL helps to introduce English speech sounds, accent, stress, rhythm and intonation to neutralize the influence of the mother tongue or in other words, in many situations there is no influence of mother in language laboratories. CALL provides advantages to the students to record their responses, listen to them, check the correctness and identify the errors. Such learning allows weak learners to learn language at their own pace with minimum assistance.

- **Advantages of Technology Enabled Language Learning:**
- Learning has become integrated with audio-video support systems in the past few years.
- With internet, a new platform of CALL systems has evolved. Native speakers now resort to e-mail and chatting.
- The main advantage of such technological packages is that they enable reading, writing, speaking and listening to be combined in a single activity, with the learner exercising a high degree of control over the path that he/she follows through the learning materials.
- It builds on multimedia technology and in addition enables both asynchronous and synchronous communication between learners and teachers.
- Technology promotes the acquisition of autonomous learning developing the learner's critical faculties. It allows a sufficient level of stimulation (both cognitively and affectively) dealing with multiple modalities (to support various learning styles and strategies). There is a high level of interaction (human-machine and human-human) formed since teacher too is available in such Labs as a facilitator.
- Listening skills are precisely acquired with technology in English class.
- As English is a non-phonetic language, learning the pronunciation of English words is very difficult. With technology, the students are exposed to very authentic and reliable speech pattern.
- Technology helps teaching and learning of speaking and reading to great extent that makes the learning to use English in a balanced way in their life situation.

12.3.2. Computer Assisted Language Learning (CALL):

There is no field in the world which doesn't use the utility of the computer. So, it will not be an exaggeration to say that computer makes teaching and learning process, quite a meaningful way. Use of computer technology in classrooms motivates both students and teachers. It increases productivity and facilitates instruction for better understanding. Integration of technology in education is practised as a supplement to human capabilities.

Computer Assisted Language Teaching (CALT) is a system of educational instruction done almost entirely by computer, CALT is a type of educational program designed to serve asa teaching tool. It has facilities for both teaching and testing. It enables the students to do the works at their own pace. The functions of this type of instruction are:

- Entry behaviour of the students is tested.
- Easily understandable language materials.
- Repetitive drills to make habit formation of the language.
- Language games inspire the students for learning.
- Terminal behaviour of the students is tested.
- Continuous programs on language items prepare the students to use English globally.

Language Laboratory can do wonder in giving the learners the perfect language acquisition. It develops communicative skills in the students. Whatever the language that the students acquire is error free. They are exposed to the very best text to listen and to practice. So, there are many benefits we get from computer Assisted Instruction. The teacher has the facility to have more interactivity, it is quite economical (may be expensive at the time of set up) and drills are possible which is every essential for language learning.

12.4 MULTIMEDIA FOR ELT:

Multimedia has stretched its wings to all fields including education. The classrooms have become lively with use of multimedia. The conventional way of teaching English has been drastically changed with the use of technology. Technology provides so many options which make teaching effective and meaningful. Students are more comfortable and confident in using technology and this promotes learning of English as easier. India being a country of many languages, the unifying factor is English. So, due importance has to be given to English, and of course, English has a privileged position in India. English is an associate official language in India. Apart from this, English is the language of trade and in academic circle English is taught as a I language, II language and III language. Hence, teaching of English has become a more sought after activity. But, most of the students have nightmarish experience. Use of multimedia makes the students show much interest in learning English.

Multimedia in English Classsroom:

Technology helps in all possible ways to make English classroom a place for learning. In chalk and talk method, the participation of students is minimum. The use of multimedia means use of print texts, film and internet that develops language skills in English. Using print, film and Internet as resources for studying provides students with opportunities to gather information through stimuli that will stimulate their imaginations, engage their interest and introduce them to the raw materials for analysis and interpretation of both language and context. Thus they greatly increase their overall knowledge base, as well as their English language and critical literacy skills, facilitating their performance in future college courses.

- **The Computer and Internet:**

Computer technology has given Internet, which has various uses. Internet has given the students a wide range of collection of English language texts. Before the general use of computers in colleges and universities to teach writing, students met in a traditional classroom were taught to write standard essay. Instruction was personified commonly by the teachers standing behind a lectern or by the teacher marking errors on student texts (Blair, 1997). The computer has given the internet in which the print and visual materials are ready for reference whoever visit. It is mandatory for anybody who wishes to learn more and the learning expectedto be innovative and fresh, the only option for us is internet. Anything that comes to be known to the world in any corner will be ready for every to realize its importance through internet. So, teachers and students have to capitalize this situation for their academic benefit.

12.5 WEB-BASED LANGUAGE LEARNING:

Internet has made the entire globe into a small village. The use of internet has given the education sector a giant leap in the perspective of amount of learning and quality of learning and of course, the innovativeness in all fields. So, any teacher concerned and concerned teacher will capitalize the benefits of websites in teaching his subject. English, being taught as a second language, is crippled with the teachers' use of language, especially, in pronunciation perspective. Received pronunciation can be brought to the English classroom just with a smart classroom. Any topic of reference, you search for, there is a treasure of information available in the various websites. This facility has to be utilized by the students for their benefits in gaining knowledge. As we browse in the internet, we are exposed to treasure of information. Animation helps learning the language better than it helps to learn other subjects. There are millions of articles published on the internet by specialists. Finding out the exact information is an uphill task considering the stack of documents available on even in one topic. To avoid wasting our time Directories help in a great deal.

12.6 SUMMARY:

- Audio aids, visual aids, and audio-visual aids are instructional aids.
- Tape-recorder helps in Micro-teaching and develops listening skills.
- Tape-recorders, radio and lingua-phone help in developing listening skill.
- Visual aids support the teaching and facilitates learning and retention.

12.7 KEY WORDS:

- **Lingua-Phone-**well rehearsed recorded contents are played to the students for language acquisition
- **Flash cards -** effective teaching aid which can be used even for smallest content of learning
- **A language laboratory -** It is a dedicated space for foreign language learning where students access audio or audio-visual materials.
- **Multimedia -**Itis content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content.

Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material.

12.8 CHECK YOUR PROGRESS:

Q-1 Give a brief introduction of instructional aids and its classification.

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Q-2 Explain the following teacher-made aids :

(1) Flash Cards (2) Pictures (3) Charts (4) Models

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Q-3 Explain the following electronic aids: (1) Tape recorder (2) Lingua Phone Records (3) Television

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Q-4 Write the following short notes:

(1) Advantages of TELL (2) CALL (3) Web Based Language Learning

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Unit 13

TEACHING OF ENGLISH LANGUAGE

: STRUCTURE :

13.0 OBJECTIVES

13.1 INTRODUCTION:

13.2 TEACHING OF PROSE AND POETRY

13.3 TEACHING OF VOCABULARY

13.4 TEACHING OF GRAMMAR

13.5 TEACHING OF COMPOSITION

13.6 SUMMARY

13.7 KEY WORDS

13.8 CHECK YOUR PROGRESS

13.9 REFERENCES

13.0 OBJECTIVES

After the study of this unit, you will be acquainted with:

- the fundamental knowing of the general and specific aims of teaching prose and poetry
- the understanding about the steps of teaching prose
- the present position of teaching prose
- the comprehension of the process of teaching poetry lesson
- what are the different techniques of teaching vocabulary
- the different methods of teaching grammar
- the understanding of teaching composition and its types in detail
- the applying their knowledge in teaching prose, poetry, vocabulary, grammar and composition to develop the four basic skills among their students.

13.1. INTRODUCTION:

English language has secured its important place in our school curriculum. It is very essential to be competent while teaching English. The teaching and learning of any language requires the development as well as mastery of four basic skills known as LSRW. With reference to develop a good mastery of LSRW, the teacher must have a good comprehension of teaching prose, poetry, vocabulary, grammar, composition etc.

This unit is dealing with the different aspects of teaching English language.

13.2. TEACHING OF PROSE AND POETRY:

In every language, prose and poetry are two forms of literature that the students have to read. Teaching of prose is the intensive study of language, structures and vocabulary. Its main objective is to develop the language ability of the

students. This ability makes the child to understand and use English language without any problem. A detailed study concentrates both on language study and comprehension of ideas and linguistic skills. Poetry is musical and metrical form of language. Poetry is a thing of beauty of form, beauty of thought and beauty of emotions. It is intimately limited with life. Coleridge defines poetry as, "The best words in their best order." How prose and poetry are taught in our classrooms? The prose in SL/FL cannot be as it is taught in the first language. The aims and objectives of teaching prose in SL/FL are different. The linguistic items useful for learning SL/FL (structures, phrases, clauses, etc.) are introduced in prose. In upper classes or in the institutions where the medium of instruction is English, prose is taught as MT is taught.

"Prose is words in their best order."

Prose is meant for learning a language. Teaching prose means teaching reading with comprehension. The learners are taught the skill of reading. The next step is to teach them reading with comprehension. Reading with comprehension helps the learners to acquire new vocabulary and content words. The power of comprehension can be promoted through reading and listening.

Teaching prose enables the students to understand the passage, to read fluently, to enrich their vocabulary and to enjoy reading and writing. It enables the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills. It develops the ability of speaking English correctly and fluently.

- **GENERAL AIMS OF TEACHING PROSE** :
- To enable the students……

1. To understand the passage and grasp its meaning.
2. To read with correct pronunciation, stress, intonation, pause and articulation of voice.
3. To enable students to understand the passage by silent reading.
4. To enrich their active and passive vocabulary.
5. To express the ideas of the passage orallyand in writing.
6. To enjoy reading and writing.
7. To develop their imagination.
8. To prepare the students for world citizenship.

- **SPECIFIC AIMS:**
- The specific aims of prose change according to the subject matter like biography, play, story and essay.
- **SPECIFIC AIMS OF A STORY:**

1. The learners learn a few facts through the story.
2. To teach morals.
3. To mould one's character.
4. Exposure to the style of story writing.

- **SPECIFIC AIMS OF ANESSAY:**

1. The learners learn a few facts through the essay.
2. To make students curious about the subject of essay.
3. Exposure to the style of essay-writing.
4. To arrange ideas in an organized manner.

- **SPECIFIC AIMS OF A BIOGRAPHY:**

1. The learners are exposed to the lives of great men.
2. To mould one's character.
3. Aspiration for better things in life.
4. To inculcate in them desirable sentiments.

- **SPECIFIC AIMS OF A PLAY:**

1. To provide opportunities for self-expression.
2. To play different roles.
3. To speak English in the conversational style.
4. To mould one's character.

- **DIFFERENT STEPS INVOLVED IN TEACHING PROSE:**

A prose lesson is not for memorization of questions and answers but for learning a language. The prose lesson contains structure, vocabulary, grammar, views and ideas for comprehension. The students read prose with comprehension and write sentences about the lesson using the correct structures and content words.

The steps for teaching of prose may be summed up as follows.

1. Introducing the prose lesson
2. Teaching structures
3. Dividing the text into smaller units
4. Teaching vocabulary/ Familiarization of vocabulary
5. Model reading by the teacher
6. Silent reading by the students
7. Testing comprehension
8. Testing application
9. Loud reading by the students and
10. Giving assignment

There are different ways to prepare the lesson plan. The most useful method is Herbart Five Step System. According to Herbart, the five steps for teaching English prose aregiven as below.

1. Statement of Aim
2. Presentation
3. Comparison and Association
4. Generalization

5. Application

In schools, generally, teaching of prose is considered an easy affair by the teachers. It is because they translate the content into their mother tongue and get satisfied that they teach well. But, prose should be taught in the perspective of teaching English as a skill subject and not as a content subject. The priority of the teachers is to give them 'facilities to acquire language skills through prose- teaching, Effective teaching of prose means the attainment of different aims fixed up by the authorities. If this is the case, then the teaching of prose is rather challenging. Reading material should be easy, interesting and comprehensible in nature.

- **Present Position of Teaching Prose**:

(1) English has to be taught as a skill subject. In this regard, prose is the most important one with which the teachers can give language acquiring environment to the students. But, what actually practiced is faulty.

(2) Most of the teachers concentrate on giving mother tongue equivalent to the prose piece. They feel happy when their students understand the content of the prose. This is their wrong notion.

(3) Sometimes the teachers teach prose in the perspective of examination. They never take up to teach language skills to them.

(4) Functional aspect of the grammar is not dealt simultaneously with prose teaching. In most of the cases, it is given as home assignment and the students invariably depend on substandard market guides, which is quite harmful.

(5) Very few teachers teach prose as a tool to give language abilities to their students.

- **TEACHING OF POETRY:**

It has rightly been observed, ,,The matter and method for teaching poetry to Indian children should be completely reoriented, if the teaching of poetry is to be of any value to them. Much of the English poetry now being studied in our secondary school ought not to be there at all. Certain classes of English poems, characterised by obscurity of language, difficulty of thought or sentiments or associations expressed are unsuitable for Indian pupils of secondary schools".

Argument is afloat whether Poetry should be included in the school subject. In school, teaching of English concentrates on giving learning experience to acquire language skills. Poetry comes under literature. A major aim of teaching poetry is literary appreciation. We cannot expect our students to give literary appreciation with their limited language skills in English. Still, we can prescribe poetry for school students. To make the learners to enjoy the poem language aspects also can be taught through poetry.

- **AIMS OF TEACHING POETRY**:

The aims of teaching poetry should be both giving the pupils the language skills and prepare them to enjoy aesthetic sense through the poem. The general aims of teaching poetry are:

(1) To make the learners to appreciate the beauty of the poem.

(2) To make them to enjoy the individual chorus recitation of the poem.

(3) To make the students to understand the thoughts and imagery of the poem.

(4) To create a love and develop taste for literature.

(5) To make the students to recite the poem with proper rhyme and rhythm.

(6) To make them to grasp and appreciate the underlying idea of the poem.

(7) To communicate to the students a particular message of the poet.

- **POETRY LESSONS FOR TEACHING LANGUAGE:**

Poetry lessons in English can develop in the pupils afavorable attitude towards the language. Attitude plays a major role in one's achievement. Rhyme and rhythmic activity always enchant the children. And, for this, poems should be very simple in language and in subject matter. If the poem prescribed is humorous in nature, definitely, students show much interest in learning the poem. This interest of the students can very well be exploited for teaching language. And for this, teacher has to keep the following points in his mind;

(1) The teacher should recite the verse / stanzaas a song.

(2) He should not attempt to give word by word meaning of the poem. Students will lose their interest. His aim is to give the students the music in the poem. He has to give explanation of words or expressions only when it requires for enjoying the poem.

(3) Moral of the poem should be avoided.

(4) Aspect of language teaching should not be prominence

(5) Every care should be taken to make the learners to enjoy the poem.

Though there are irregular structures in poetry, but in many cases regular structures are used. So, poetry can be used to teach some idiomatic and grammatical constructions. As poetry is appealing, the structures in poetry are well received by the students and they will be able to use these structures when situations arise. In this regard, memory poem comes quite handy. Poetry lessons can improve pupils' pronunciation. English verses are rhythmic. Stress is the base for rhythm. That way, the students grasp better pronouncing style.

- **The Process of Teaching Poetry Lesson**:

Step I: The teacher creates proper atmosphere/ environment for the poem, by using some teaching aids, hetells something about the poem in simple English. It is called pre-reciting session.

Step II: The teacher gives a model recitation of the poem. He/She uses all possible stimulus variation while reciting the poem. He/She can use the tape script of the poem if available.

Step III: To remove the barrier of enjoying the poem, the teacher takes up to explain the meaning of difficult words with the active participation of the students.

Step IV: The teacher gives a model recitation of the poem for the second time.

Step V: Selective students are asked to recite the poem, as recited by the

teacher.

Teachercorrects the mistakes committed by the students.

Step VI: The teacher concentrates on the problems of the students in understanding the poem.

Step VII: The teacher asks some comprehension questions in order to check whether thestudents understood the poem.

Step VIII: The teacher gives some home assignment. This may be asking them to memorize thepoem or write the summary of the poem. If the teacher wants to build creativity in the minds of the students, then he can give a simple topic and ask the students to write a poem on the topic.

13.3 TEACHING OF VOCABULARY:

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.Teaching vocabulary helps students understand and communicate with others in English.

- **Techniques of teaching vocabulary:**

  There are certain techniques of teaching vocabulary words and they are mentioned below:

- **Actual Objects on Models:** names of many things can be taught by showing the actual objects or their models. Nowadays many expensive plastic models are available in market and the teacher should use them frequently.
- **Actions:**the meaning of many words can be made clear by performing simple actions and even gestures in the classroom.
- **Pictures and Flashcards:** many structural and content words can be taught through specially prepared rather teacher made pictures of flash card.
- **Blackboard Drawing:** the children readily accept make-believe. The sketches and not actual drawing can serve the purpose to give and convey the expected meaning. Sometime mere circle or even a line is sufficient.
- **Verbal Context:**this device is much useful in explaining particular abstract word

  Example 'prefer':

  "I like tea more than coffee" can be written as

  I prefer tea to coffee.

  "Kamlesh likes morning walk more than performing exercise" can be written as

  Kamlesh prefer morning walk to exercises.

- **Illustrative Sentences:** is very useful in showing the usage of a word. This can be found in a good dictionary also. The teacher should take care while constructing a really good illustrative sentences.
- **Antonyms and Synonyms:** this can be used in sentences to teach the meaning of the word and familiar words.
- **Associated Vocabulary:**various words related to a particular topic can

be taught together instead of teaching them in isolation.

For example: the words like …doctor, nurse, patient, medicine, ambulance, etc. *can* be taught together in the context of hospital.Students may be asked to make their own word list under such headings.

13.4 TEACHING OF GRAMMAR:

Language is used as one of the important features of human life in order to help human beings to communicate with other people in their society; grammar is a key to their understanding of verbal communication, and grammar helps people understand their selves and how to communicate.

The main goal in **grammar teaching** is to enable learners to achieve linguistic competence and to be able to use **grammar** as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively, and appropriately according to the situation.

A grammar of a language describes the principles or rules governing the form and meaning of words, phrases, clauses, and sentences. ... Syntax is concerned with the way words combine to form phrases, clauses, and sentences, while morphology deals with the formation of words.Grammar represents one's linguistic competence. Grammar, therefore, includes many aspects of linguistic knowledge: the sound system (phonology), the system of meaning (semantics), the rules of word formation (morphology), the rules of sentence formation (syntax), and the vocabulary of words (lexicon).

- **Methods of Teaching Grammar:**
- The four methods of teaching grammar as follows:
- The traditional method
- The informal method
- The reference or correlation method
- The inductive-deductive method
- **The Traditional Method:**

  The teacher takes the help of a grammar book for teaching the grammar. Teacher tries to make the rules given in the book clear, to the students by giving examples. But this method suffers from the following limitations:

- It emphasizes cramming.
- It is against the educational maxims, ' proceed from simple to complex' and 'proceed from known to unknown.'
- It is least interesting.
- **The Informal Method**:

  Emphasis is not given to the rules but the usages. Grammar can be learnt by continuously using words while speaking, reading and writing. This method is helpful in the early stages. But the limitations include the following:

- All rules cannot be taught by this method.
- Students do not get systematized knowledge of grammar.

- It consumes much time and labour by the students.
- In the case of primary students the context of imagination is an essential part of the context of situation.
- **Reference or Correlation Method:**

  This is also known as incidental method because grammar is taught incidentally, while teaching the textbook, translating a passage for doing composition, the teacher explains the grammatical rules, complex structures as also their implications. The teacher teaches by relating it to textbook, translation and composition. The following are the limitations:

- It is not a complete method.
- It can interfere with the normal teaching.
- **The Inductive- Deductive Method:**
- **Deductive Method:**

  This method may be used with older children who have already learnt some language. The method insist on rule first and example later.

  The teacher gives to rule or definition of a language form, see the present continuous tense. Distance is used initially for action going on at the moment of speaking. Then he gives a number of examples, from actions of pictures. Letter he makes them applied the rule, by showing some pictures, or giving some exercises; carry speaking about agreement between the subject and the predicate.

  I am running.

  You are running.

  He / she is running.

  Generally formal grammar was taught by the detective method. Only rules and examples where recited by teachers and students and there was no action, no practice, no linking of word and meaning. Everything appeared easy and time saving but the students did not learn anything finally because there was no practical demonstration or practice of the pattern.

- **Inductive Method:**

  This method insistson lot of examples first, formulation of the rule later and more examples.

  Example: the phrase 'used to'- this is used in relation to a past habit.

  First the teacher gives a number of examples.

  I used to play football at school.

  Mr. Sharma used to take a cold water bath at 4 o'clock in the morning.

  Then the teacher helps the students to frame the rule, from all these examples, that 'used to' expresses a past habit.

  Then he elicits some examples from them:

  Exercise: rewrite with ' used to'

  The inductive method makes the student think for themselves and take part

in language learning. Teaching and learning are made interesting through contextualized discussion. Children learn grammar incidentally. This is called functional grammar. They have plenty of practice in sentence patterns.

Of course, it requires competent teachers to teach by the inductive method. Theirv own usage must be correct. This method produces very good results with beginners.

13.5 TEACHING OF COMPOSITION:

Composition is the expression of thoughts, ideas, feelings, observations, experiences in written form. It refers to the process of collecting thoughts or information, arranging them in a sequence and expressing them in accordance with recognized standards of form.An essay, a story a letter, a poem, a description *etc.* are some of the forms of composition. Proper organization, clarity and effectiveness of the subject matter are some of the important points to be kept in mind while writing composition.

- **Aims of Teaching Composition**:

General Aims:

(i) To encourage the students to express their ideas in an organizedand systematic way.

(ii) To enable them to develop their skill of writing.

(iii) To enable them to use appropriate vocabulary in writing various forms of composition.

(iv) To enable them for logical presentation of facts and ideas.

(v) To develop their communicative competence.

- **Types of Composition and Their Teaching**:

There are two types of composition:

(1) Oral composition

(2) Written composition

They are further divided as:

(i) Guided oral composition	(i) Guided written composition
(ii) Free oral composition	(ii) Free written composition

- **Oral Composition:**

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

- **Aims of Oral Composition**:

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

(i) To enable the students to express their ideas, interest and feelings freely.

(ii) To create suitable situations in the classroom to make them speak on their own.

- **Teaching of Oral Composition**:

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

(a) Asking students to repeat the sentence which the teacher speaks. For example:

Teacher : I am reading*now.*

Students : I am reading*now.*

(b) The teacher can ask some question by showing object or performing actions. For example:

Teacher : What is this?

Students: This is a chalk.

Teacher : What is this?

Students: This is a blackboard.

Teacher : What am I doing?

Students: You are writing.

(c) The teacher can ask question on a picture after describing it. For example:

Teacher : What is he?

Students: He is a boy.

Teacher : What is he doing?

Students: He is playing.

(d) The teacher can ask the students to read out the substitution table and make various sentences. For example:

He/She gets up

reads

takes bath

goes to school

in the morning.

(e) The teacher can ask questions from the text book.

(f) The teacher can narrate the simple story and ask questions on it.

(g) The teacher may have conversation with the students on various topics of general interests.

(i) The students may be asked to play simple drama.

- **Guided Oral Composition**:

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

(a) Repetition of sentences and structures.

(b) Substitution tables

(c) Transformation of sentences

(d) Reproducing a situation

(e) Reproducing a picture description

(f) Reproducing a story

- **Free Oral Composition**:

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

The teacher can adopt various methods for teaching free oral composition at the later stage:

(a) The teacher can ask the students to describe the picture or an object on their own.

(b) The students can be asked to describe the important incidents or events.

(c) Debates, extempore and speech may be organized on the topics in their range of experience.

(d) Conversation can be arranged in the class in pair or group on familiar situations.

(e) Short dramas and one act play can be enacted in the class.

- **Written Composition**:

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

(i) To develop their writing ability.

(ii) To enable them to write correctly

(iii) To enable them to express their ideas and thoughts in writing in an organized way.

There are two types of written composition:

(a) Guided written composition

(b) Free written composition

- **Teaching of Written Composition**:

Guided Written Composition is usually introduced at the early stage. The teacher guides the students to write with the help of controlled vocabulary and structures. It lays the foundations for writing free composition. Guided written composition can be done by using the following methods:

(i) By giving dictation.

(ii) By giving certain words and asking the students to make the sentences using those words.

(iii) By giving substitution table to make various sentences.

(iv) Writing description of an object or a picture with the help of key words.

(v) By asking to complete the story or a paragraph by filling the gaps.

(vi) By giving few sentences from the text book and ask them to write parallel sentences.

(vii) By reproducing the gist of story.

(viii) By reproducing the description of the picture.

(ix) Expansion of a topic on the basis of the given outlines.

Free Written Composition should be introduced at the later stage. In free composition, there is no restriction on the students regarding use of vocabulary, structures and the length of composition etc. Students are free to tackle the topic on their own freely. They are encouraged to think freely and express themselves freely.

Types of free composition:

There are five types of free composition:

(i) Narrative composition:

It involves description of an event like visit to the zoo, a journey bytrain etc. Before making them writing the narrative composition on a given topic, the teacher may refresh their memory by discussing the event or the incident and ask them to write on their own in their ownwords.

(ii) Story type composition:

The teacher can present a picture or series of pictures before thestudents and ask them to write the story. Or teacher may give certain hints and some sentences and ask them to develop the story.

(iii) Reflective Composition:

It includes essay writing, letter writing application etc.

(a) **Essay writing**: At the early stage, teacher should give easy topics for essay writing but at the higher stage, students can be given all types of topics to write in their own style. They should be made clear about the parts of the essay i.e. introduction, main body and conclusion.

(b) **Letter writing**: Letter writing can be divided into two categories:

(i) Informal letters (ii) Formal letter

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

(iv) Imaginative composition:

The teacher can give some imaginary situation or topic to the students to write on it using their own imagination. For example: If I were a principal! When I trapped in a road jam!

(v) Literary composition:

Literary composition includes abstract writing and explanation writing.

13.6 SUMMARY:

- The period of school or any other study is limited and only few important words and important structures are taught to enable students to use the language effectively and efficiently.
- Teachers of English have to see that they adopt a systematic approach to their teaching program in schools and try to benefit their students. Vocabulary is one of the components of a branch of linguistics.
- The teaching of vocabulary is, thus, one of the important areas of teaching and learning language. Grammar is central to the teaching and learning of languages. It is also one of the more difficult *aspects* of language to teach well.
- Most of the English dictionaries give about a million words apart from the words that are useful for different spheres of specialization.
- Active vocabulary consists of words that one can use correctly in their speech and writing. Passive vocabulary consists of words which one can *recognize* when one meets them in print or in the speech of others.
- The selection of vocabulary is related in choosing of a required number of words from a range of available list of vocabulary based on the principles of usefulness, structural value, frequency, teachability, universality and simplicity.
- Grammar is a process that we have to know in order to be able to speak and write correctly.

13.7 KEY WORDS:

- **Prose** is a form or technique of language that exhibits a natural flow of speech and grammatical structure. Novels, textbooks and newspaper articles are all examples of prose.
- **Poetry** (derived from the Greek poiesis, "making") is a form of literature that uses aesthetic and rhythmic qualities of language—such as phonaesthetics, sound symbolism, and metre—to evoke meanings in addition to, or in place of, the prosaic ostensible meaning.
- **Vocabulary :** the body of words used in a particular language
- **Composition:**The term **composition** (from Latin *com*-"with and *ponere* to place"), in written language, refers to the body of important features established by the author in their creation of literature. Composition relates to narrative works of literature, but also relates to essays, biographies, and other works established in the field of rhetoric.
- **Aims** are general statements that provide direction or intent to educational action.
- A **Story** is a description of imaginary people and events, which is written or told in order to entertain.
- An **Essay** is a short piece of writing that expresses information as well as the writer's opinion.

- **Biography** is the branch of literature which deals with accounts of people's lives.A **biography** of someone is an account of their life, written by someone else.
- **Flash card:**a card containing a small amount of information, held up for pupils to see, as an aid to learning.

13.8 CHECK YOUR PROGRESS:

Q-1 Explain the meaning of the teaching of prose and poetry.

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Q-2 State the general aims of teaching prose and poetry.

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Q-3 What are the specific aims of story, essay, biography and play.

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Q-4 Explain the present position of teaching prose.

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Q-5 What points should a teacher keep in mind while teaching poetry?

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Q-6 Describe the process of teaching poetry lesson.

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Q-7 Which techniques will you apply while teaching vocabulary?

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Q-8 Write short notes on the following methods of teaching grammar: (1) The Traditional Method, (2) The Informal Method, (3) The Reference/ Co-relation Method, (4) The inductive-Deductive Method

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Q-9 State the aims of teaching composition.

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Q-10 Which type of teaching composition will you apply in your class? How?

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ES-114
Teaching of English

Block
4

CURRICULUM, PLANNING AND EVALUATION OF ELT

Unit-14 CURRICULUM DEVELOPMENT (CONSTRUCTION)

Unit-15 MICROTEACHING

Unit-16 LESSON PLANNING

Unit-17 EVALUATION OF ELT

ES-114, Teaching of English (Block-4)

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ES-114 Teaching of English

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દૂરવર્તી અધ્યયનમાં સ્વ-અધ્યયન અભ્યાસ-સામગ્રીની ભૂમિકા

દૂરવર્તી શિક્ષણ પ્રણાલીમાં અસરકારક સ્વ-અધ્યયન અભ્યાસ-સામગ્રી અનિવાર્ય છે. આ અભ્યાસ-સામગ્રીના લેખકો, અધ્યાપકો અને વિદ્યાર્થીઓ એકબીજાથી ઘણાં દૂર અને ક્યારેક તો ક્યારેય ન મળી શકે તેવી સ્થિતિમાં હોવાથી આવી અધ્યયન સામગ્રી સુગમ અને અસરકારક હોવી જરૂરી છે. દૂરવર્તી શિક્ષણ માટેની અભ્યાસ-સામગ્રીમાં વિદ્યાર્થીના બૌદ્ધિક ચિંતનને ઉદ્દીપ્ત કરવાની ક્ષમતા તથા આવશ્યક તમામ અધ્યયન પ્રવૃત્તિઓ હોવી જોઈએ. આ સામગ્રી પાઠ્યક્રમના સામાન્ય અને વિશિષ્ટ હેતુઓના અનુસંધાને વિદ્યાર્થીને પર્યાપ્ત માર્ગદર્શન આપવા સક્ષમ હોવી જોઈએ. સ્વ-અધ્યયન સામગ્રીમાં અભ્યાસક્રમમાં સૂચિત તમામ બાબતોનો સમાવેશ થાય તે જરૂરી છે.

અસરકારક અધ્યયન સિદ્ધ કરવા માટે અનેક પ્રકારના આયોજનનો ઉપયોગ કરવામાં આવે છે; જેનાથી વિદ્યાર્થી જ્ઞાનોપાર્જન કરી શકે. બૌદ્ધિક અને મનોશારીરિક કૌશલ્યો કેળવી શકે અને વર્તન તથા અભિગમમાં આવશ્યક પરિવર્તનો સાધી શકે. આથી જ વિદ્યાર્થીનું મૂલ્યાંકન પણ પાઠ્યસામગ્રીમાં આવરી લેવામાં આવ્યું છે.

દૂરવર્તી શિક્ષણની સ્વ-અધ્યયન અભ્યાસ સામગ્રીમાં ઉપયોગમાં લેવામાં આવેલી શૈક્ષણિક પ્રવૃત્તિઓનું સ્વરૂપ તે શિક્ષણના જ્ઞાનાત્મક, ભાવાત્મક કે મનોશારીરિક હેતુમાંથી કયા હેતુને સંલગ્ન છે ? તેના પર આધારિત છે. આ હેતુઓ ભવિષ્યમાં અનુક્રમે જ્ઞાન, બૌદ્ધિક કૌશલ્યો અને મનોશારીરિક કૌશલ્યોની ઉપલબ્ધિમાં પરિણમે છે. વિદ્યાર્થીએ મેળવેલ જ્ઞાનની પ્રાપ્તિ, ઉપયોગ અને અભિવ્યક્તિ કરવા માટે પ્રોત્સાહિત કરી શકાય. વિદ્યાર્થીઓના પૂર્વજ્ઞાનનો અને અનુભવોનો આધાર લઈને રચવામાં આવેલ શિક્ષણ સામગ્રી દ્વારા બૌદ્ધિક કૌશલ્યના હેતુને સિદ્ધ કરી શકાય છે અને તેના દ્વારા નવીન જ્ઞાન પ્રાપ્તિનો માર્ગ પ્રશસ્ત થાય છે.

અભ્યાસ-સામગ્રીમાં સ્વાધ્યાય પ્રોજેક્ટ અને પ્રતિપૃષ્ટિ(Feedback)ના સ્વરૂપે અભ્યાસનું આયોજન જરૂરી છે. શારીરિક કૌશલ્ય સંબંધિત શૈક્ષણિક પ્રવૃત્તિઓમાં ચિત્રાત્મક રજૂઆત હોવી જોઈએ અને ત્યારબાદ ઉચિત અભ્યાસનું આયોજન હોવું જોઈએ. વર્તન અને અભિગમમાં પરિવર્તન માટે આયોજિત શિક્ષણ પ્રવૃત્તિઓ રસ જન્માવે તેવી તથા આ પરિવર્તન દ્વારા થતાં લાભ અને તેની જરૂરિયાતને પ્રતિબિંબિત કરે તેવી હોવી જોઈએ. ત્યાર પછી નવાં અભિગમોને અપનાવવાની અને તે સંબંધિત પ્રક્રિયાના યોગ્ય અભ્યાસનું ઉચિત આલેખન થવું જોઈએ.

દૂરવર્તી શિક્ષણની ભૂમિકા.

પ્રત્યક્ષ અધ્યાપનમાં જોવા મળતી પ્રત્યાયનની વિશેષતાઓ; જેવી કે અંતરાલાપ, પૂર્વઅભિસંધાન, યોગ્ય સ્થાને વિરામ, આરોહ-અવરોહ, ભાવ-ભંગીમાં, સ્વરભાર વગેરે દૂરવર્તી અધ્યયનમાં ઉપલબ્ધ નથી. આ ઉણપ વિશેષતઃ મુદ્રિત સાહિત્યમાં (લેખિત સાહિત્યમાં) જોવા મળે છે. વિદ્યાર્થી અને શિક્ષક વચ્ચેના વ્યવહારની આ ખૂટતી કડીને જોડવા માટે જ દૂરવર્તી સ્વ-અધ્યયન સામગ્રીમાં શૈક્ષણિક પ્રવૃત્તિઓનું આયોજન કરવામાં આવે છે. માટે જ આવી પ્રવૃત્તિઓનું આયોજન વૈકલ્પિક નહીં; પરંતુ અનિવાર્ય છે.

સ્વ-અધ્યયન અભ્યાસ-સામગ્રીને નાના એકમોમાં વિભાજિત કરીને શિક્ષણના ઉત્તમ સાધન તરીકે વિકસાવવાની સંકલ્પના છે. શૈક્ષણિક પ્રવૃત્તિઓમાં વૈવિધ્ય દ્વારા શિક્ષણના વિવિધ ક્ષેત્રના હેતુઓ સિદ્ધ થાય તેવો પ્રયત્ન કરવાનો છે.

દૂરવર્તી શિક્ષણની સ્વ-અધ્યયન સામગ્રીનું આયોજન પૂર્વનિશ્ચિત શૈક્ષણિક નીપજને ધ્યાનમાં લઈને કરવાનું હોવાથી તેના હેતુઓ અને ધ્યેયો નિશ્ચિત હોય છે. વળી અધ્યેતાઓ દૂરસ્થ હોવાથી આ સામગ્રી દ્વારા તેઓ નિશ્ચિત અધ્યયન પ્રવૃત્તિઓમાં સંલગ્ન રહે તેવું આયોજન કરવામાં આવે છે. જેથી અધ્યેતાઓ સંબંધિત સંકલ્પનાઓને બરાબર સમજી શકે. સ્વ-અધ્યયન સામગ્રીમાં સાથે સંકળાયેલ સ્વાધ્યાયો, પ્રાયોગિક કાર્યો, પ્રવૃત્તિઓ અને પ્રકલ્પોનો પણ આ જ હેતુ છે. આ સામગ્રી માટે ઉચિત શૈક્ષણિક પ્રવૃત્તિઓની ઉદાહરણરૂપ સૂચિ ઘણી મોટી હોઈ શકે. આ સંદર્ભે શૈક્ષણિક પ્રવૃત્તિઓ વિદ્યાર્થીને અભિપ્રેરિત કરે છે, માર્ગદર્શન આપે છે અને વિદ્યાર્થીની પ્રગતિ અને પ્રદર્શનનું સતત માપન-મૂલ્યાંકન પણ કરે છે.

Unit 14

CURRICULUM DEVELOPMENT (CONSTRUCTION)

: STRUCTURE :

14.0 OBJECTIVES

14.1 INTRODUCTION

14.2 WHAT IS CURRICULUM? CONCEPT AND SOME DEFINITIONS

14.3 CURRICULUM DEVELOPMENT

14.4 NEED AND IMPORTANCE OF CURRICULUM DEVELOPMENT

14.5 PRINCIPLES OF CURRICULUM DEVELOPMENT

14.6 LIMITATIONS IN THE EXISTING SCHOOL LANGUAGE CURRICULUM

14.7 TEXTBOOK AND CHARACTERISTICS OF A GOOD TEXTBOOK

14.8 QUALITIES OF A GOOD ENGLISH LANGUAGE TEACHER

14.9 SUMMARY

14.10 KEY WORDS

14.11 CHECK YOUR PROGRESS

14.12 REFERENCES

14.0 OBJECTIVES:

After the study of this unit, you will be familiar with:

- The concept of curriculum and meaning of curriculum development,
- The need and importance of curriculum development,
- The comprehending of the principles of curriculum construction in English,
- The understanding of the limitations in the existing school language curriculum,
- The identifying characteristics of a good textbook and a good English teacher.

14.1 INTRODUCTION:

Curriculum has been an area of heated debate within education for decades. While the idea of curriculum is not new, the way we understand it, theorize about it and practice it has shifted throughout the years.

Curriculum can be understood as a systematic plan that provides learning experiences to children. It includes all activities of the children that are taken up under the direction of the teacher. The teacher provides necessary instruction and learning environment to the children under the systematic plan. The aim of curriculum development is to achieve the intended outcomes of the teaching-learning process. Let us have a better understanding about the meaning, concept and principles of Curriculum Development.

14.2 WHAT IS CURRICULUM? : CONCEPT AND SOME DEFINITIONS:

The term curriculum has been derived from a Latin word 'Currere' which means' *a race' or ' the course of a race' or a runway on which one runs to reach a goal.*

Accordingly, a curriculum is the instructional and the educative program by following which the pupils achieve their goals, ideals and aspirations of life. It is curriculum through which the general aims of a school education receive concrete expression.

- **Traditional concept of Curriculum:**

  The traditional curriculum was subject- centered while the modern curriculum is child and life-centered.

- **Modern Concept of Curriculum:**

  Modern education is the combination of two dynamic processes. The one is the process of individual development and the other is the process of socialization, which is commonly known as adjustment with the social environment.

  In simple words…..

  A curriculum refers to a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education.

- Let us see **some Definitions of Curriculum:**
- Curriculum itself has been defined in many ways. In the 60's, educational theorist **John Kerr** defined curriculum as "all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school".

  According to this definition, learning is planned and guided by an institution, in relation to formal education. It fails to take into account larger social forces, context or the political nature of education itself. It includes the content of courses (the syllabus), the method employed (strategies) and other aspects like norms and values, which relate to the way school are organized.

- In 1975 **Lawrence Stenhouse** defined curriculum as "an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice."

  This definition was a move towards a broader understanding and approach to curriculum, and acknowledges its relation to practice.

- In Culture-Based Curriculum: A Framework, Ken Hill quotes **Grundy**'s definition of curriculum as a "concept; it is a cultural construction. That is, it is not an abstract concept which has some existence outside and prior to human experience. Rather, it is a way of organizing a set of human educational practices."

  This definition acknowledges that curriculum, like education itself, is a culturally embedded process, and that teaching, learning and curriculum are culturally bound.

- Educator **Charissa Ahlstrom**'s definition of curriculum builds on both praxis and context approaches to curriculum. She states that:

"*Curriculum includes not only the entirety of activities, methods, materials, and physical and social environment of the whole learning center, but also the dynamic processes that shape and change these components. Multiple bodies and forces, a program's funders, the learners themselves, as well as community and national or international events, shape these processes. While the term 'curriculum' can refer to the entirety of learning occurring within a center…I often use the term to refer to the environment of my class, including learners' input alongside the program's criteria for my level".*

This definition of curriculum is even broader and takes into account the larger social and situational context within which curriculum is developed.

- **Cunningham:** "Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)".
- **Morroe:** "Curriculum includes all those activities which are utilized by the school to attain the aims of education.
- **Crow and Crow:** "The curriculum includes all the learners' experience in or outside school that are included in a programme which has been devised to help him developmentally, emotionally, socially, spiritually and morally".
- **T.P. Nunn:** "The curriculum should be viewed as various forms of activities that are grand expressions of human spirit and that are of the greatest and most permanent significance to the wide world".
- **The Secondary Education Commission (1952-53) says:**

Curriculum does not mean only the academic subjects traditionally taught in the school, but includes the totality of experiences that pupil receives through the manifold activities that go on in the classroom, library, laboratory, workshop, play ground and in the numerous informal contacts between teachers and pupils.

So the modern concept of curriculum is more than that of old concept of curriculum. It covers all the wider areas of individual and group life. It encompasses all the meaningful and desirable activities outside the school, provided that these are planned, organised and used educationally.

It is more than text books, subject matter and the courses of study. Curriculum, in fact, is a means with which children adjust themselves to their environment. The acknowledgement of the fact that experience is the best teacher, has given a new approach to curriculum.

Thus a curriculum is neither a development nor a sequence of experiences. It is a plan for facilitating learning for students.

This plan starts with where the child is. It enumerates all the aspects and dimensions of learning that are considered necessary. It gives a reason why such learning is considered necessary and what educational aims it would serve.

In a nutshell,

- The curriculum is a means followed by the teachers and students for achieving the set goals and the aims or objectives of education being provided in the school.

Curriculum, in every sense, is supposed to be used for all experiences. These may be curricular or co-curricular, imparted by the school for the realization of the stipulated aims and objectives of the school education.

14.3 CURRICUMUM DEVELOPMENT (CONSTRUCTION):

Curriculum development in its word meaning stands for the development of curriculum.

- **Rogers and Taylor:**

Curriculum development describes all the ways in which teaching or training organization plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside the classroom. It can take place in an institutional setting like school, college, training center, or in a village or a field. It is central to the teaching-learning process.

- **Curriculum development is a process involving the activities like**
- conceptualizing the curriculum,
- selecting and organizing the content, material and learning experiences,
- suggesting the method and ways of providing these experiences,
- Evaluating the learning outcomes in terms of attainment of desired educational objectives.

14.4 NEED AND IMPORTANCE OF CURRICULUM DEVELOPMENT (CONSTRUCTION):

- Curriculum development is a purposeful activity.
- It is undertaken to design or redesign for the realization of certain specific educational objectives.
- The curriculum is the heart of the student's college/school experience.
- The curriculum should be reviewed and revised on a regular basis so that it is able to serve the changing needs of both students and society.
- **Following points iterates the need and importance of curriculum development.**
- **Clear purpose and goals:** Curriculum construction provides written curricular goals which are nothing but intended student development outcomes. These goals and objectives are specified in considerable detail and in behavioral language.
- **Continuous assessment and improvement of quality:** Valid and reliable assessment of curriculum is necessary. The curriculum followed by an institution should be reviewed regularly in order to maintain its effectiveness in regards to changing needs of the society *as* a whole.
- **A rational sequence:** In a curriculum educational activities are carefully ordered in developmental sequence. This developmental sequence helps

to form a well-planned (or coherent) curriculum based on intended goals and outcomes of the curriculum and its constituent courses.

- **Making strategy in teaching and learning:** Curriculum development helps in suggesting suitable teaching-learning strategies, teaching methods, instructional materials etc. It helps in providing for the proper implementation of the curriculum on the part of teachers and learners.
- **Helps in the selection of learning experiences:** Curriculum development is needed for appropriate selection and organization of learning experiences. It helps in the selection of study matter and other activities so that learners are able to acquire goals and objectives of teaching.
- The process of curriculum development is needed for conceptualizing a curriculum in terms of the determination of educational objectives for teaching-learning at a particular grade of school education.
- **Helps in continuous and comprehensive education:**

Curriculum development considers the need of providing a scheme of education for CCE of the teaching-learning outcomes. With proper feedback, it helps to bring necessary improvement in the teaching-learning process and environment.

14.5 PRINCIPLES OF CURRICULUM DEVELOPMENT:

While you are studying about curriculum development and its need and importance you should be aware of the principles of curriculum development. This is because these principles help you when you yourself are up to the task of curriculum development.

- In curriculum development, we think about the type of learning experiences to be given to a child at various age and grade levels.
- It needs a systematic and sequential planning to widen the sphere of the learning experience at each level by keeping in view the principles of integration and correlation.
- The curriculum is usually concerned with two questions:

(1) What should we teach? What should be the content of education?

(2) How should we organize it and how should we teach?

To answer these questions we should now discuss the principles of curriculum development.

(a) Suitability to the age and mental level of the children:

- What is to be given to the children in the form of learning experiences at a particular age and grade level should suit their age and mental development.
- The capacity for understanding, how children grow with age. The content of the study in any subject should be formed to suit their mental ability.

(b) According to the specific interests of students:

- Children will be able to learn better in fields where they have special tastes and inclination of the mind.
- It is also found that at different stages of age groups, children have different interest patterns.

- Interests of children also change according to circumstances and situations.
- Therefore learning experiences should be designed to suit the interests and tastes of the age group of students.

(c) The curriculum should be environmentally centered:

- The content of the learning experiences for children should be linked with the needs of the environment in which they live.
- For example, children from rural areas can understand and grasp easily the information which is directly concerned with their experiences in their own rural environment.
- The same thing applies to children in the various environment like urban areas, hilly areas etc.

(d) The principle of the comprehensive curriculum:

- The curriculum must have necessary details. List of topics to be covered does not solve the purpose.
- Both teachers and students should know clearly what is expected of them, what is the beginning and what is the end of the topic for the particular class.
- Material, aids, activities, life situations etc. should be listed in the curriculum.

(e) Principle of co-relation:

- The curriculum should be such that all the subjects are correlated with each other.
- While designing the curriculum, it must be kept in mind that the subject matter of various subjects has some relation to each other so that they help the child eventually.

(f) The principle of practical work:

- Children are very active by nature.
- They like new things and can learn more by doing or by activity method. Therefore curriculum should be designed in such a way that it provides maximum opportunity to the child for practical work with the help of concrete things.

(g) Principle of flexibility:

- Instead of being rigid curriculum should show the sign of flexibility.
- The organization of the curriculum should be on the basis of individual differences as every child is different from the other.
- Apart from this conditions of society go on changing, therefore, the curriculum must be flexible enough to address the needs as aspirations of the society.

(h) Principle of forward-looking:

- This principle asks for the inclusion of those topics, content and learning experiences that may prove helpful to the students in leading their future life in a proper way.

(i) The principle of consultation with teachers:

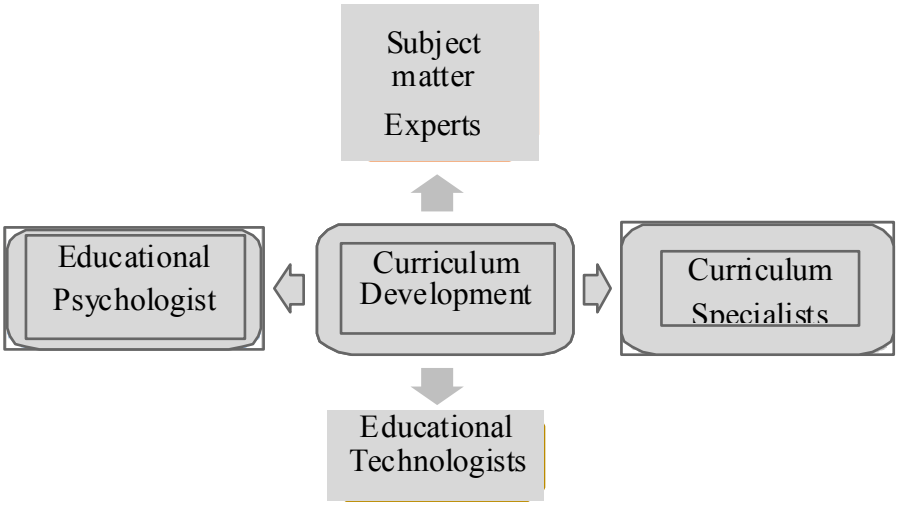
Teachers play a key role in the implementation of the school curriculum of any grade or stage. It is therefore quite essential to seek the proper involvement of the teachers in the construction and development of school curriculum.

(j) The principle of joint venture:

It is necessarily a joint venture where various experts are involved like educational psychologists, educational technologists, curriculum specialists, evaluation specialists, teachers, subject matter experts etc.

(k) The principle of availability of time and other resources:

Curriculum is the means to realize the outcomes of the educational objectives of the school. Implementation of curriculum is equally important as curriculum construction. While developing curriculum experts should also keep its implementation in mind. They should be aware of the conditions of the schools and possible availability of time and resources available.



14.6 LIMITATIONS IN THE EXISTING SCHOOL LANGUAGE CURRICULUM:

One can observe and study the efforts of the government to implement a lot of innovative practices to uplift the qualitative improvements with reference to ELT in India as well as Gujarat neutrally. Though we do not find drastic change in the students of Gujarat who study English as second language. The limitations regarding the existing school language curriculum are given as follow:

- The teaching of English language in secondary schools is more exam-oriented rather than equipping the students with the necessary competencies in language skills.
- The emphasis is on transferring information, but not on providing experiences in the use of language effectively in the day-to-day life.
- The process of evaluation in school curriculum is also defective. The different skills of language learning are not properly attempted while testing the pupil's comprehension or expression in target language.

- Further, the three components of the teaching-learning process, viz., objectives, learning experiences and evaluation should go hand-in-hand in the teaching of English language. The curriculum of English Language at secondary school level should be in tune with the co-ordination of these components. It should also take into its purview the development of communication skills and effective use of English language in our daily life.
- We will be able to evolve an effective curriculum in English language for the secondary school students with the combined effort of curriculum designers, policy makers, course writers, administrators, field supervisors, teachers and the students.

14.7 TEXTBOOK AND CHARACTERISTICS OF A GOOD TEXTBOOK:

A textbook is a book used for the study of a subject. People use a textbook to learn facts and methods about a certain subject. Textbooks sometimes have questions to test the knowledge and understanding of the learner. A textbook is usually lent to students by a school to accompany a course the school is teaching.

The textbook plays an important role in teaching and learning. It represents a useful resource for both teachers as a course designers and learners as persons who are acquiring the English language. However, the use of a ready-made textbook has its advantages and disadvantages.

A textbook serves as a guide for both the teacher and the student. Its content decides the destination of the both. A textbook provides foundation for the instructional process. This also motivates the teachers and the students for instruction and learning.

- Here are some established and acknowledged definitions of a textbook.
- A textbook are a basic book used in a particular course of study.
- A textbook is a book that is developed keeping in view particular curricular objectives, particular level of education and students possessing specific cognitive abilities.
- The book that is developed for the purpose of seeking similarities in content and instructional activities organized for the students of various educational institutions.

A textbook is a book of instruction. Its primary aim is not to impart information about a specific subject but to enable one to develop proper understanding of the subject.

Presentation is extremely important and it is prepared to serve a particular level of readership. It cannot be comprehensive. Often presentation is colorful and attractive, giving plenty, of illustrations and diagrams. A good text-book takes into consideration the method of teaching and level of readership.

- **Importance of English Textbook:**
- It makes the teaching of English systematic.
- It represents in concrete form the limited portion of the language to be taught in a given time.

- It checks the teachers from going astray.
- It facilitates and stabilizes students' learning.
- It helps students in study.
- It gives examples of the ways in which certain items of vocabulary and structure can be taught. Such examples are quite helpful to students.
- It serves as a memory aid for teachers.
- It helps in supplementing pupils learning experiences.
- **The salient characteristics of a textbook are mentioned as below:**
- **Conformity with the objectives of curriculum:**

  A standard textbook conforms to the pre-determined objectives of curriculum. There must be coordination between the content of textbook and the objectives of curriculum. Every textbook is the most significant source of obtaining the curricular objectives. If it fails in achieving the aims of curriculum, it will definitely be regarded that there is no agreement and relationship between the content and the curricular objectives.

- **Harmony with national ideology:**

  Every nation leads life according to its philosophy of life which is reflected in the system of education. This very philosophy of life is presented in the textbook contents so that the new generation may get acquainted with it. A textbook is developed in the light of the segments of the national philosophy of life. All aspects of a textbook mirror the national ideology. It is obligatory for the learned writers to provide these necessary services in terms of the development of textbooks for the attainment of the broad objectives of education.

- **Logical organization:**

  A logical organization can be observed in the content, skills and other activities selected for the textbook. The flow of information and skills should be from simple to complicated, know to the unknown, easy to difficult and from abstract to concrete. The content of the textbook should be integrated, balanced, sequenced and harmonized. It should not be disintegrated and parted. All concepts presented in the textbook must be interlinked and logically connected so that they may assist in understanding one another.

- **Conformity with the capabilities of the learners:**

  A standard textbook must be harmonized with the interests, needs, psychological demands and mental level of the student. In this situation, the students will take keen interest in the educative and instructional process. Otherwise, the educative process will end in nothing. If the textbook content is not in accordance with the psychological needs and cognitive level of the students, the students will exhibit fatigue and disinterest which will lead to wastage of academic and educational sources. A good textbook attracts the students in many ways if it is developed according to the established principles.

- **Unbiased content:**

  The content and other learning experiences of a good textbook are unbiased and objective. There should be no amalgamation of the personal aspirations and attachments of the writers in the contents of the textbook. The textbook should be free from all those academic contents which hurt particular class of the individuals or a school of thought. The content of the textbook must address the whole mankind.

- **Comprehensiveness and simplicity:**

  Comprehensiveness and simplicity are the two primary traits of a textbook. The content of the textbook should be simple in nature and in presentation but should be comprehensive in impression and effect. The content should cover all the aspects of human life. In this way, the comprehensive aims of developing the personality of the individual shall be obtained. It is necessary for the developer of the textbook to avoid from irrelevant material but they must keep in mind the principle of comprehensiveness and simplicity during the development of the textbook.

- **Real-life experiences:**

  A good textbook makes the individuals aware of the experiences of real life. Curriculum is concerned with life and life is a reality. The experiences of life are the precious heritage of mankind. A textbook must consist of the human heritage. This heritage is transmitted to the students in terms of a textbook. Education is life and this life is presented in the textbook. In this regard, it seems necessary that the students should be acquainted with the truths of life so they may solve the problems of life.

- **Presentation of the content:**

  A psychological and logical order is observed in the presentation of a textbook. First of all, the topics are described and thereafter, such topics are mentioned in the textbook. The division of the content into topics and subtopics facilitate the instruction and learning process. This division enables the teacher to teach a topic under various headings. On the other hand, it brings about facilitation in learning of a topic for the students.

- **External impression:**

  The external impression of a good textbook is always impressive and absorbing. The external impression includes printing on good quality paper, attractive title, appropriate volume, reasonable price and easily availability in the market. The external impression of a textbook matters much for a lay man. It is quite possible that a student begins to dislike a subject because of the unimpressive title of a textbook. It is also possible that a student cannot get benefit of a textbook because of its high price. The textbook should be free from all grammatical and typographical mistakes. Such mistakes may corrupt the meaning of the content and leave negative effects on the learning process.

- **Objectivity:**

  Objectivity refers to a tendency of viewing things on the basis of external

truths and unbiased findings. It totally denies the personal desires and wills. A good textbook is marked with the feature of objectivity. The content of a textbook should be the spokesman of the external realities. All the content of a textbook should be verifiable. A textbook, lacking the quality of objectivity, cannot produce the students which the education system expects.

- **Explanation of the content:**

  The difficult points of a textbook are explained in terms of pictures, sketches, tables, concrete examples and diagrams. The use of these explanatory tools can bring about better instructional results. The students become able to understand the immaterial concepts presented in the textbook. The writers must be careful in the development of explanatory tools. They should keep the social values and curricular objectives during the development of these explanatory tools.

14.8 QUALITIES OF A GOOD ENGLISH LANGUAGE TEACHER:

The English language is widely spoken in different parts of the globe. A good, well- trained teacher can make a huge difference in your education and future. Highly-effective English teachers should be fresh always, introduce new ideas and changes, experiment with new things and be unique. Good teachers should have certain qualities like patience, tenacity, and adaptability. These are some of the essential qualities that can help learners in improving academically.

The following are the essential qualities that a good English teacher should have:

(1) Management

(2) Instructional techniques and

(3) Personal traits.

To have strong classroom management and instructional techniques, an English teacher needs to try a variety of techniques to find the ones that work for him or her.

- **Instructional Techniques:**

English teachers need to teach reading, writing, viewing, listening, and speaking. These are five distinct areas, and each has its own set of benchmarks and indicators. Simply put, English teachers have a great deal of content to juggle in the classroom. The list of indicators for their content is quite long. They need to be knowledgeable of grammar, vocabulary, writing, literary elements, great novels, researching techniques, speech strategies, etc.

In addition to being a master of content, teachers need to have a large repertoire of teaching strategies. Direct instruction, collaborative learning, and the jigsaw strategy, are just a few techniques that effective teachers use in the classroom. Variety is the key. So, the English teacher must be flexible and willing to try a variety of strategies to see what works best with his or her students.

- **Management Techniques:**

Good English teachers must have excellent classroom management techniques. If teachers cannot manage their students successfully, very little learning will occur in the classroom. With the No Child Left Behind Act and current state policy, it is important that students make gains in their learning every year.

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

- **Personality Traits:**

Usually, the three most important personality traits are flexibility, a caring attitude, and a sense of humor. There are, of course, other personality traits that enable teachers to become great teachers. However, in the current torrent of change in education, a teacher needs to be flexible to help a student. It also helps to be able to laugh and to keep smiling in this climate of change.

It is very important that students feel that their teachers care about them. They need to feel safe in a supportive learning environment because this may be the only safe place that some children have. This is the best environment to help students to work to their true potential.

Last, teachers need to have a sense of humor. So many things go wrong every day. It is important to be able to laugh and to keep going. The students need a happy teacher, not an angry one.

English teachers do their best in implementing techniques in the classroom to help our nation's children reach their learning potential. Most do it for love of their subject and passion helping their students, and passion is the greatest key to success of all.

14.9 SUMMARY:

- Curriculum is a systematic plan that provides learning experiences to children. It includes all activities of the children that are taken up under the direction of the teacher. The teacher provides necessary instruction and learning environment to the children under the systematic plan. The aim of curriculum development is to achieve the intended outcomes of the teaching-learning process.
- Curriculum, in every sense, is supposed to be used for all experiences. These may be curricular or co-curricular, imparted by the school for the realization of the stipulated aims and objectives of the school education.
- Curriculum should be appropriate to the age and abilities of pupils to whom it is taught.
- It has to be wide, comprehensive, based on experiences and related to community living.
- Subject matter experts, Curriculum specialists, Educational psychologists and Educational technologists play important role in Curriculum development.
- A textbook serves as a guide for both the teacher and the student. Conformity with the objectives of curriculum, Harmony with national ideology, Logical organization, Comprehensiveness and simplicity, objectivity, real life experiences etc. are the salient characteristics of curriculum development.

- A good English teacher should have the essential qualities such as **Management**, **Instructional techniques and Personal traits.**
- Through a well-developed curriculum, well-written textbooks of English and well-educated and qualified teachers, the poor standards of ELT should be upgraded in Gujarat as well as India.

14.10 KEY WORDS:

- **Curriculum:** the subjects comprising a course of study in a school or college**,** in education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals.
- **Unbiased:** showing no prejudice for or against something; impartial
- **Objectivity** is a noun that means a lack of bias, judgment, or prejudice.
- **Technique:** skill or ability in a particular field, a skilful or efficient way of doing or achieving something
- Personality traits are distinguishing qualities or characteristics that are the embodiment of an individual's. They are your habitual patterns of behavior, temperament and emotion. Skills, on the other hand, are the learned capacity to carry out specific tasks. They are competences or the talents to do things.

14.11 CHECK YOUR PROGRESS:

Q-1 Clarify the concept of curriculum.

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Q-2 Give any two definitions of curriculum.

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Q-3 State the traditional and modern concept of curriculum.

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Q-4 Describe the views of Secondary Education Commission about curriculum.

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Q-5 Which activities are involved in curriculum development?

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Q-6 Why curriculum development is important? Explain it in detail.

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Q-7 Prepare a list of the principles of curriculum development. Explain any three of them.

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Q-8 Mention the limitations of existing school language curriculum.

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Q-9 Explain the meaning and importance of Textbook.

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Q-10 State the salient characteristics of a good textbook.

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Q-11 Explain the essential qualities of a good English teacher.

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Unit 15

MICRO TEACHING

: STRUCTURE :

15.0 OBJECTIVES

15.1 INTRODUCTION

15.2 DEFINITION AND BASIC CONCEPTS OF MICRO TEACHING

15.3 TEACHING SKILLS

15.4 INTEGRATION OF SKILLS

15.5 SUMMARY

15.6 KEY WORDS

15.7 CHECK YOUR PROGRESS

15.8 REFERENCES

15.0 OBJECTIVES:

After the study of this unit, you will be familiar with:

- The definitions and concept of microteaching,
- The principles, importance and features of microteaching,
- The description of microteaching procedure,
- The comparison between the microteaching and traditional teaching,
- The meaning of integration skill and need for link lesson.

15.1 INTRODUCTION:

The art of teaching does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning. Quality of a teacher is estimated on how much the students understand from his/her teaching. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. Training of teachers in specific teaching skills is a major challenge in education programs. The pedagogic skill for teaching can be acquired only through more structured and approachable faculty training techniques. With the introduction of microteaching about five decades ago, the lacunae of scientifically proven or effective methods to be followed in teacher training programs has been overcome.

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

15.2 DEFINITION AND BASIC CONCEPTS OF MICRO TEACHING:

Microteaching is a teacher training technique for learning teaching skills. It em-

ploys real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. Most of the pre-service teacher education programs widely use microteaching, and it is a proven method to attain gross improvement in the instructional experiences. Effective student teaching should be the prime quality of a teacher. As an innovative method of equipping teachers to be effective, skills and practices of microteaching have been implemented.

The idea of micro-teaching was conceived in 1961 at Stanford University of California. It was first conceived by Dwight Allen. He first time coined the term "Micro-teaching" in 1963. He developed this idea and with the help of his colleagues started a micro clinic in 1964-65. During 1966-1969 he has worked very hard to develop it. Micro-teaching is not a method to learn but is a skill to be developed. Micro-teaching is a clinical teaching program, which is organized to explore the trainee to an organized curriculum of miniature teaching encounters, moving from less complex to more complex.

Definitions of Micro-teaching:

Micro-teaching has been defined in a number of ways. Some selected definitions are given below:

- **Allen (l968)** defined micro-teaching as "Scaled-down teaching encounter in class size and class time."
- **Bush (1966)** defined it a "A teacher-education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten minutes encounters with a small group of real students, often with an opportunity to observe the results on videotape".
- **Cooper and Stroud (1966)** defined it as "A scaled-down encounter in which the intern teaches for a short period of time, to a group of four students on some topic in his teaching subjects".
- **Allen and Eve (1968)** defined microteaching as "A system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions"
- **Singh, L.C. (1977):** "Micro-teaching 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".
- **Encyclopaedia of Education (1971):** "Micro-teaching is a teacher training programme which reduces the teaching situation to a simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reduced time and class size".
- **Passi, B.K. and Alita (1976):** "Micro-teaching is a real, constructed scaled down teaching encounter, which is used for teacher training, curriculum development and research".

- **Efficient technique and effective teaching:**

Microteaching can be practiced with a very small lesson or a single concept and a less number of students. It scales down the complexities of real teaching, as immediate feedback can be sought after each practice session. The modern-day multimedia equipment such as audio–video recording devices have a key role in the learning process.

Observing a fellow teacher and using a trial-and-error in own teaching sessions are very common way of self-training. But, both of them have their own demerits. On the other hand, microteaching helps in eliminating errors and builds stronger teaching skills for the beginners and senior teachers. Microteaching increases the self-confidence, improves the in-class teaching performances, and develops the classroom management skills.

- **Concept of Micro-teaching:**

Micro-teaching is a training concept that can be applied at the pre-service and in-service stages in the professional development of teachers. Micro-teaching 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.

Basically in micro-teaching, 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 video-taped 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.

- **PRINCIPLES OF MICRO-TEACHING:**

  On the basis of the learning theories, the following principles underlie the concept of microteaching.

- Capabilities of the learner must consider when a decision of what to teach is made. In pursuance of this principle, a trainee is given the opportunity to select a lesson content in an area of his greatest competence so that he may feel at ease with the subject matter.
- The learner must be motivated intrinsically. In line with this principle, intrinsic motivation in the context of microteaching is created through cognitive and effective discrepancy between his ideas, self-concept a teacher and his real teaching.
- Goals are to be realistically set. In keeping with this principle in the

microteaching setting, attempt is made to modify only modifiable behaviour which trainee wants to change.

- Only one element of modifiable behaviour is to be worked on at a time. In pursuance of this principle, in any microteaching session a trainee practices one skill at a time and moves to the next only after he has achieved mastery over it.
- Active participation by the student is necessary in order to modify his behaviour substantially. In accordance with this principle, in any microteaching situation a trainee engages actively in practicing a skill in which he wants to be perfect.
- Knowledge and information about one's performance helps the learner. Transfer of learning will be better if the learner gets the feedback related to his performance. In view of this principle, if any microteaching session a trainee is provided knowledge and information about his performance by supervisor with or without the help of videotape or an audio tape.
- Transfer is maximized due to immediate feedback which informs the trainees of their defective practices before they become habitual. According to this principle, in microteaching setting a trainee is provided immediate feedback regarding his performance, thereby eliminating any chance of wrong practice.
- Spaced distributive recalls are advantageous as learning and maintenance of a skill are best accomplished through spaced practice over a period of time. In keeping with this principle, in microteaching, students are provided experience in various skills over a considerable length of time.
- **IMPORTANCE OF MICRO TEACHING:**

The importance of microteaching has been discussed under the following heads:

(1) It is a safe practice:

Practice is essential for many learning activities. Practice is the normal classroom whether by a student teacher or by experienced teacher brings with it certain constraints. It is felt that students are to be skillfully taught, not practiced on. Practice may take place within a larger block of time. It must be integrated into the flow of longer lesson. Most important factor taking in our classroom teaching is the limited opportunity for the student teacher to receive feedback for his performance.

(2) A focused instrument:

Teaching is a complex activity. It can be analyzed into component skills or behaviours. The microteaching environment enables a student teacher to focus attention on and practice on specific skill at a time until he acquires competence in it. Provision of feedback accelerates this process. After acquiring competence in a number of skills in this way, the student teacher takes to microteaching

(3) A vehicle for continuous training:

Microteaching is a useful vehicle for providing continuous training to serving teachers. Most of the teachers who reach their professional plateau do not want to improve their skill of teaching. This is also true of the teachers who enjoy high reputation for their skill of teaching. The main reason for such a tendency is that they do not find a way to experiment with new skills of teaching and thereby improve upon them. Microteaching helps in overcoming such lacuna. It provides setting for experimentation. Again with the introduction of new curriculum, teachers are required to acquire new skills of teaching. .Microteaching helps them in acquiring such skills.

(4) Modeling instructional skills:

The microteaching setting demonstrations of good teaching given by teachers can be recorded on videotape or observed by supervisor. Such a recording or observation analyzed to identify component skills comprising teaching which is a complex activity. Similarly, sub- behaviours underlying each skill can also be identified. This knowledge so obtained helps in building models of various component teaching skills. These models are presented before the trainees so that they may make their behaviours according to the models of the skills by practicing in the microteaching setting.

(5) A new approach to supervision:

The approach to supervision under microteaching is non-evaluative. In the microteaching setting a supervisor acts as a guide or an adviser. He helps the trainee teacher or the practicing teacher to improve his skill of teaching. Before the commencement of practice, both the teacher and supervisor are clear about the objective to be achieved or skill to be demonstrated. They are also clear about the mode and instrument of assessment to be used. Such a procedure provides common frame of reference for the supervisor and the trainee for a dialogue. The suggestions given by the supervisor are incorporated in the new lesson or reteach practice.

(6) A new research tool:

There are many variables which may affect the teaching-learning process. Such variables are the size of class, quality of the student, the length of the period, the motivation of the students etc. Microteaching helps the researcher to exercise control over such variables and thereby enables him to see the effect of independent variables over the dependent variables.

Microteaching is also suitable for pilot studies. Before embarking on large experiments same problem can be worked out in micro-teaching setting.

- **Features of Micro-teaching:**

(1) Micro-teaching is relatively a new innovation in the field of teacher education

(2) Real teaching: Micro-teaching is real teaching but focuses on developing teaching skills.

(3) Scaled down teaching: Micro-teaching is a scaled down teaching:

(i) To reduce the class size to 5-10 pupils.

(ii) To reduce the duration of period to 5-10 minutes.

(iii) To reduce the size of the lesson.

(iv) To reduce the teaching skill.

(4) Individualised device: Micro-teaching is a highly individualized training device.

(5) Providing feed -back: It provides the adequate feedback for trainee's performance.

(6) Device for preparing teachers: Micro-teaching is a device to prepare effective teachers.

(7) Selection of one skill: 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.

(8) Use of videotape and closed circuit television makes observation very effective.

(9) Micro-teaching is an analytic approach to training.

- **Main Assumptions of Micro-teaching:**

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

(1) **Real teaching:** Micro-teaching 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.

(2) **Reducing complexities:** Micro-teaching lessens the complexities of normal class- room teaching. Class size, scope of content, and time are all reduced.

(3) **Focus on training:** Micro-teaching 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:** Micro-teaching allows for the increased control of practice. In the practice setting of microteaching, the rituals of time, students, methods of feed-back and supervision, and many other factors can be manipulated. As a result, a high degree of control can be built into the training program.

(5) **Expanding knowledge of results:** Micro-teaching 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/her a maximum insight into his/her performance, several sources of feedback at his/her disposal.

- **Procedure in Micro-teaching:**

(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 video-tape 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 or video-taped or audio- taped or televised at close circuit television (CCTV).

(5) Discussion: The teaching is followed by discussion to provide the feedback to the trainee. The video-tape or audio-tape may be displayed to observe his own teaching activities by the trainee. 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 till desired level of skill is achieved.

Thus we find that in micro-teaching the pupil-teacher tries to complete the 5 R's viz, Recording, Reviewing, Responding, Refining and Redoing.

- **Phases of Micro-teaching:**

According to J.C. Clift and others, micro-teaching procedure has three phases:

(i) Knowledge acquisition phase

(ii) Skill acquisition phase

(iii) Transfer phase

(1) Knowledge Acquisition Phase (pre-active phase):

- Observe
- Demonstration
- Skill
- Analyze and
- Discuss
- Demonstration

(2) Skill Acquisition Phase (inter-action phase):

Plan-Prepare Micro Lesson	Teach-Practice Skill	Feedback- Evaluate Performance

(3) Transfer Phase (post-active phase):-Re-teach:

Transfer of Skill to actual

Teaching Situation

- **Description of the Phases of Micro-teaching:**

(1) Knowledge acquisition phase:

In this phase, the student teacher attempts to acquire knowledge about the skill- its rational, it role in class room 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:

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

(a) feed-back

(b) micro-teaching settings.

Micro-teaching 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.

- **Micro Teaching Cycle :**

The above diagram gives us an outlook about Micro teaching process. The cycle continues up to the extend when a trainee will be able to master a specific skill.

- **Comparison between Micro Teaching and Traditional Teaching**

	Micro Teaching	Traditional Teaching
1	Objectives are specified in behavioural terms	Objectives are general and not specified in behavioural terms.
2	Class consists of small group of 5-10 students.	Class consists of 40-6-students.
3	The teacher takes up one skill at a time	The teacher practices several skills at a time.
4	Duration time for teaching is 5-10 minutes.	The duration is 40-50 minutes.
5	There is immediate feed-back.	Immediate feed-back is not available
6	Teaching is carried on under controlled situation.	There is no control over situation.
7	Teaching is relatively simple.	Teaching become complex.
8	The role of supervisor is specific and well defined to improve teaching.	The role of the supervisor is vague.
9	Patterns of class room interaction can be studied objectively.	Patterns of classroom interactions cannot be studied objectively.

- **Rationale of Micro-teaching in India:**

Many researchers have found the rationale for micro-teaching in teacher education program. They are cited as below.

(1) The teacher trainee concentrate only on one skill at a time, hence, the practice becomes quite easy.

(2) Micro-teaching gives exact feedback that too immediately.

(3) As it is a miniaturized practice there is no problem of classroom discipline.

(4) There is no administrative problem, problems of space or any other problem in carrying out micro-teaching practice.

- **Indian Model of Micro-teaching.**

The Indian model of micro-teaching has the following features:

(1) The practice is done without using any electronic gadgets like VCR, audio-tapes and films.

(2) Peer group observers give the feedback immediately. Teacher educators also give feedback.

(3) It is conducted in a simulated situation. Students are not real students and the person who is teaching is not a teacher.

(4) Micro-teaching class doesn't require much facilities.

- **The duration of the micro-teaching cycle is as given below:**

(1)	**Teach**	**:**	**6 minutes**
(2)	**Feedback**	**:**	**6 minutes**
(3)	**Re-plan**	**:**	**12 minutes**
(4)	**Re-teach**	**:**	**6 minutes**
(5)	**Re-feedback**	**:**	**6 minutes**

As students are the micro-teaching practitioner's own classmates, he doesn't have any nervousness and inhibition. Observer's schedule is prepared and the observers record the aspect of teaching in the schedule and that helps the teacher trainees to get a proper feedback. Micro-teaching is a great contribution in Indian teacher education program.

- **Uses of Micro Teaching:**

The uses of micro teaching are as follow:

- Helps in reducing the complexities of the normal class room teaching.
- Helps the teacher trainee gain more confidence in real teaching, it creates among the teacher trainees an awareness of various skills of which teaching is composed of.
- It simulates the class room scene and gives the teacher trainee an experience of real teaching.
- It helps in systematic and objective analysis of the pattern of class room communication through specific observation schedule.
- It is more effective in modifying teacher behaviour.
- It is an effective technique for transfer of teaching competencies to the class room.
- It helps in getting acquainted with class room manners to a certain extent.
- Feedback enables the teacher trainee to consciously concentrate on specific behavioural modification.
- It helps the teacher trainees in better understanding of the meaning and concept of the term teaching.

- **Demerits of Micro Teaching:**

The uses of micro teaching are as follow:

- Micro teaching is skill oriented and not content oriented.
- It covers only a few specific skills.
- Lack of material resources like video recording facility and trained supervisors.
- The question of integrating the skill is quite challenging.
- Teaching is not just a summation of teaching skills.
- Sufficient literature on micro teaching is not yet available.

15.3 TEACHING SKILLS:

Teaching skills are specific instructional activities and procedures that a teacher may use in the class room. (Gage 1968). Skill is an act of teaching. (Allen). A teaching skill is a group of teaching acts/ behaviours intended to facilitate pupils learning activity directly or indirectly.

- **Characteristics of Teaching Skills:**
- Teaching skills have three basic components perception, cognition and action.
- Teaching skills have three basic dimensions- nonverbal behaviour, openness and nature of moves in teaching to which the skill belongs.
- **Micro teaching skills and Components:**

(1) Skill of Writing Instructional Objectives:

An instructional objective is a statement that will describe what the learner will be able to do after completing the instruction.

Instructional objectives are specific, measurable, short-term, observable student behaviors. They indicate the desirable knowledge, skills, or attitudes to be gained.

- Learner is specified.
- Performance in observable behavior.
- Condition is specified.
- Criteria or minimum level is specified.
- Objectives are Specific, Measurable, Attainable, Realistic and Timed.
- Objectives are written in future tense.
- Objectives at Knowledge level.
- Objectives at Understanding/ Comprehension level.
- Objectives at Application level.
- Objectives are relevant to the content.

(2) Skill of Introducing a Lesson/Skill of Set Induction:

Set induction is also called anticipatory set. It is about getting ready and induced into the right frame or mind-set to learn. It is concerned with the ways of introducing the teaching and learning process.

Set induction is a skill of inducing pupils to set for learning, it prepares them at any moment for the Stimuli, they are going to receive and the response they are going to give.

- **Components of the Skill of Introducing a Lesson/Skill of Set Induction:**

  1. Maximum utilization of previous knowledge of pupils.
  2. Using appropriate devices.
  3. Maintenance of Continuity.
  4. Relevancy of verbal and non-verbal behaviour.

5. Arouse interest.

6. Effectiveness.

(3) Skill of Probing Questions:

Probing is the skill of asking penetrating questions in response to a student's initial answer. Probing leads a student to discover the relation- ships, similarities and differences that distinguish new concepts from old. Probing requires that teacher asks questions that require pupils to go beyond superficial 'first answer' questions. This can be done in five ways.

1. Asking the pupil for more information and/or more meaning.
2. Requiring the pupil to rationally justify his response.
3. Refocusing the pupils or class's attention on a related issue.
4. Prompting the pupil or giving him/her hints.
5. Redirecting the question to other pupil.

- **Components of Skill of Probing Questions:**
- 1. Prompting technique.
- 2. Seeking further information technique.
- 3. Redirection technique.
- 4. Refocusing technique.
- 5. Increasing critical awareness technique.

(4) Skill of Explaining:

The skill which present the subject matter in a simplified form before the learners and making it acquirable is known as explanation skill. It involves ability of the teacher to describe logically' how', 'why' and 'when' concept etc.

- **Components of the Skill of Explaining:**
- 1. Beginning statement.
- 2. Explaining links.
- 3. Concluding statement.
- 4. Questions to test pupils' understanding.
- 5. Irrelevant statement.
- 6. Lacking in continuity.
- 7. Vague words and phrases.

(5) Skill of Illustrating with Examples:

Examples are necessary to clarify, verify, or substantiate concepts. Both inductive and deductive uses of examples can be used effectively by the teacher. Effective use of Examples includes:

1. Starting with simple examples and progressing to more complex ones.
2. Starting with examples relevant to students
3. Relating the examples to the principles or ideas being taught.
4. Checking to see if the objectives of the lesson have been achieved by asking students to give examples which illustrate the main points.

- **Components of Skill of Illustrating with Examples:**

1. Formulating Simple Example.
2. Formulating Relevant Example.
3. Formulating Interesting Example.
4. Using Appropriate Media for Example.
5. Using Examples *by* Inductive-Deductive Approach.

(6) Skill of Reinforcement:

Reinforcement is a term that belongs to the stimulus response (S-R) theoretical paradigms. Reinforcement is a theoretical construct. It was first used by Pavlov in connection with his classic experiments with dogs. According to Dictionary of Education by Good, reinforcement is defined as: "Strengthening of a conditioned response by reintroducing the original unconditioned stimulus". "Increase in response strengthens when the response, leads to the reduction of a drive".

Reinforcing desired pupil-behaviour through the use of positive reinforcing behaviour is an integral part of learning process.

Components of Skill of Reinforcement:

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.

(7) Skill of Stimulus Variation:

This skill is related to classroom attention. It is based on the principle, which changes in stimuli in one's perception captures his/*her* attention or uniformity in the perceived environment distracts his attention. This skill involves deliberate changing of various attention producing behaviours by the teachers in order to keep pupil's attention at high level.

- **Components of Skill of Stimulus Variation:**

1. Movements.
2. Gestures.
3. Change in Speech Pattern.
4. Change in Interactions Style.
5. Focusing.
6. Pausing.
7. Oral-visual Switching.

(8) Skill of Classroom Management:

Classroom Management refers to teacher practice as well as student behaviour. Positive classroom climate, positive interpersonal relationships, clarity and consistency of expectations and consequences (both positive and negative) all work together to create an efficient learning environment.

- **Components of Skill of Classroom Management:**

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

(9) Skill of Using Blackboard:

Blackboard or Chalkboard is real asset in class teaching as it serves to make direct appeal to child's senses and strengthens the retention. The way of using blackboard is called skill of using BB.

Good blackboard writing leads to the following:

- Clarity in the understanding of concepts;
- Reinforcement of the idea which is being verbally presented;
- Conveying a holistic picture of the content;
- Adding variety to the lesson and drawing attention of the pupils to the key concepts.
- **Components of Skill of Using Blackboard:**

  1. Legibility of Handwriting.
  2. Neatness of Black Board Work.
  3. Appropriateness of Black Board Work**.**
  4. Judicious use of the Blackboard.

(1) Legibility of Handwriting - when there is maximum ease in reading. Following characteristics-(a) Distinctness (b) Spacing (c) Slantness (d) Size of the letters (e) Size of the capital letters (f) Size of the capital and small letters (g) Thickness of the lines.

(2) Neatness in Blackboard work- (a) Straightness of the lines (b) Spacing between the lines (c) No overwriting (d) Focussing the relevant matter

(3) Appropriateness of the written work on the Blackboard – (a) Continuity in the points (b) Brevity and simplicity (c) Drawing attention and focussing (d) Illustrations and diagrams

(4) Judicious use of the Blackboard- (a) Accuracy (b) Checking the condition (c) Check the lightening (d) Checking cleaning - Chalks, duster (e) Use of pointer (f) Pressing the chalk (g) To speak while writing (h) Not to cover (i) Erasing.

15.4 INTEGRATION OF SKILLS:

- Having armed the teacher trainees with a battery of teaching sub skills, the next stage is the integration of those sub skills into the major skill. A delib-

erate program of integration of sub skill is called Link Practice or Link Lessons.

- **Need for Link Lesson in Microteaching:**
- Link lesson is an ability on the part of a student teachers to understand a given situation analytically, to examine his repertoire of the component skills, to select and organize them into a sequenced pattern to achieve the instructional objectives, and to use component teaching skills in the desired pattern with ease and mastery. Linking the component teaching skills is thus a process in which this ability is acquired. Linking can thus be defined as the process through which the ability to perceive the teaching situation analytically select and organize the component teaching skill in desired sequence to make effective pattern in order to achieve the specified instructional objectives.
- There are many methods for link practice. One of the methods is that after practicing three sub skills separately, the trainee may combine all the three sub skills in a lesson of ten minutes. He then practices another three sub skills separately and links them. He then combines all the six sub skills in a single lesson of 15 minutes. And so on till all the sub skills are combined in a macro lesson of 40 minutes and teaching a full class.
- **Link practice or integration of skills can be done in two ways;**

1. **Integration in parts:**

   Three or four teaching skills are integrated and transferred them into a lesson of 15-20 minutes duration. And again three or four skills are integrated and are transferred all the skills to one lesson.

2. **Integration as a whole:**

   Student teacher integrates all the individual teaching skills by taking them as a whole and prepares a macro lesson then transferred them into a real teaching situation.

15.5 SUMMARY:

- Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting (Brent & Thomson, 1996).
- Microteaching can also defined as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviors.
- Procedure of Micro teaching contains…….
- Skill definition: The pupil-teacher or the supervisor defines a certain skill.
- Demonstration: The demonstration is the second step in the process. ...
- Lesson planning,
- Conducting lesson,
- Discussion and conclusion,
- Re-planning,
- Re-teaching, and

- Re-discussion.
- Some skills of microteaching are :Skill of Probing Questions, Skill of Explaining, Skill of Illustrating with Examples, Skill of Reinforcement, Skill of Stimulus Variation, Skill of Classroom Management and.
- Skill of using Blackboard and many.
- Microteaching has several advantages. It focuses on sharpening and developing specific teaching skills and eliminating errors. It enables understanding of behaviours important in classroom teaching. It increases the confidence of the learner teacher.
- Integration of Teaching Skills/Link Practice: When mastery has been attained in various skills, the teacher trainee is allowed to teach the skills together. This separate training program to integrate various isolated skills is known as 'Link Practice'.
- It helps the trainee to transfer effectively all the skills learnt in the micro teaching sessions. It helps to bridge the gap between training in isolated teaching skills and the real teaching situation faced by a student teacher. Desirable Number of Pupils: 15-20, Preferable Duration: 20 minutes and Desirable Number of Skills: 3-4 Skills.

15.6 KEY WORDS:

- **Scaled down:** reduced.
- **Rationale:** the reasons or intentions that cause a particular set of beliefs or actions.
- **Feedback:** information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.
- **Component:** a part or element of a larger whole.
- **Reinforcement:** the encouraging actions from the teacher.
- **Aural-Oral:** listening and speaking.

15.7 CHECK YOUR PROGRESS:

Q-1 Give any three definitions of microteaching and clarify its concept.

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Q-2 Explain the importance of microteaching.

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Q-3 What is microteaching cycle? State the steps of it.

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Q-4 Differentiate between Micro teaching and the Traditional teaching.

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Q-5 Enlist the microteaching skills.

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Q-6 Why integration skill is important?

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Q-7 Write short notes on:(1) The phases of microteaching (2) The features of microteaching (3) Skill of Explanation, Skill of Reinforcement, (4) Skill of Classroom management (5) Skill of Using Blackboard

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Q-8 Explain the skill of Integration in detail.

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Unit 16

LESSON PLANNING

: STRUCTURE :

16.0 OBJECTIVES

16.1 INTRODUCTION

16.2 IMPORTANCE OF LESSON PLAN

16.3 NEED OF LESSON PLANNING IN TEACHING

16.4 CHARACTERISTICS OF A GOOD LESSON PLAN

16.5 TYPES OF LESSON PLANS

16.6 LESSON PLAN AND UNIT PLAN: CONCEPTUAL FRAME-WORK AND DIFFERENCE BETWEEN THEM

16.7 SUMMARY

16.8 KEY WORDS

16.9 CHECK YOUR PROGRESS

16.10 REFERENCES

16.0 OBJECTIVES:

After the study of this unit, you will be conversant with:

- The concept of lesson plan,
- The understanding of the importance of lesson plan,
- The need and characteristics of lesson planning in teaching,
- The explanation of the types of lesson plan, and
- The concept and difference of lesson plan and unit plan.

16.1 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.)

16.2 IMPORTANCE OF LESSON PLAN:

All those in the teaching line will vouch for the importance of a lesson plan.

A lesson plan is a concise and organized structure which provides answers to important questions. Questions about how a teacher can maintain a standard pattern of teaching. Every teacher is required to prepare a lesson plan because this is considered as guide for the day's lessons.

- **Importance of a good lesson plan:**

We can call it an essential vitamin for the teacher's survival.

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.

We shed light on the 10 most important ways in which a lesson plan becomes a teaching and learning aid to both the teachers and the students respectively.

(1) Incorporate the Three Arms (components) of Effective Teaching:

In order to help faculty maintain a standard teaching pattern that will benefit students of different IQ levels, it is essential that they follow a logical teaching structure.

It is necessary to take into cognizance the three pivotal components of teaching; the three arms of a lesson plan.

They are below:

(a) The basic objectives of the course

(b) A collection of teaching and learning activities and

(c) Assessment methods

(a) A lesson plan unveils the basic objectives of the course. Students should walk out the class with a thorough understanding of what was taught in class.

(b) Enlisting the learning and teaching activities is the next step. Here, you will have to strive and come up with multiple explanation methods that will help your students to better understand the topic.

You can include real-life examples alongside citing imaginary situations. This will help students stretch their imagination to extract the essence of what is being taught.

(c) After planning for both objectives and teaching activities, you should work in the direction of assessing the level of understanding of your students.

Here you need to rely on assignments (oral or written) as qualifying tools. A question-answer session should be planned along with well-planned activities that will help you assess the learning abilities of your students.

(2) A Perfect Time Management Tool in Classrooms:

A step-by-step lesson plan will help you lecture the important sections of a topic within the prescribed time period.

You will not grope in the dark about how a particular query from a student should be addressed. With this tool in your hand you will be able to teach with a better sense of direction and control.

There will a lot of free time to focus on improvising your abilities as an educator.

(3) Builds The Confidence in Teachers:

With a lesson plan in your hand, you will become a confident teacher. You would stay abreast with the novel teaching styles that are currently in vogue.

You will not be following the principles of the old school of thought but will incorporate new teaching mechanisms. A lesson plan helps you adhere to the best teaching practices that deliver effective teaching.

You will be come to be known as a confident teacher who is well-informed and highly knowledgeable faculty.

(4) A Clear Route-Map to Effective Teaching:

What to teach and how to teach are the two basic questions that should be pre- answered by teachers.

When you are clear about what topics to teach and how they should be taught, you will be able to match your lecturing patterns to the learning abilities of your students.

One important thing to remember!

Teaching from the front cover all the way to the end of the text book does not meet your teaching goals.

A lesson plan here sheds light on what topics are considerable as against those which are secondary.

(5) A Boon to Struggling Students:

Many a times, teachers either omit or repeat the subjects taught earlier. This situation arises because of the absence of a lesson plan.

With a lesson plan at your disposal, you will be able to avoid casual omissions or repetitions that emerge as a result of students getting promoted from one grade into another.

Once the semester ends, earlier teacher with the new class teacher can review the lesson plan in action. This will help to come up with recommendations to aid struggling students.

(6) Gain Recognition as a poignant Teacher:

A well-organized teacher will be able to attract the attention of students who will pattern after your planning traits.

You can set an example to students who will follow your footsteps uncovering the benefits of planning and apply your values to aspects of their lives.

This way, you will be able to lead the students by setting an example of the benefits of planning.

(7) A Result-Oriented Practice;

You as an instructor will be able to guide your students better if you value spadework yourself.

You will be instrumental in helping your student's complete assignments with little or no supervision.

A lesson plan comes handy in assessing the level of mastery of your students. It allows you to concentrate on struggling students.

This way, you will be able to check their level of understanding and match your teaching style with what your class needs.

(8) Sets the Anticipatory Mood for Students:

Teachers rely on teaching mechanisms like a game, a video clipping or an industrial tour. This creates a sense of expectation among students.

You can also engage your students in a focused discussion about a particular topic. This could be a preparation for what is coming up next.

(9) A Reference Tool Which Facilitates Swapping of Teachers:

A substitute teacher will be able to take the position of a class teacher in a much shorter time, thanks to the lesson plan.

The assisting teacher will have all the details of lessons covered and the topics yet to be touched.

A lesson plan helps a supporting teacher be perceptive to the teaching style of the earlier faculty. This fosters easy comfort between students and new teacher.

(10) Promotes a Healthy Learning Environment:

With a lesson plan as a teaching tool, you can plan your lessons in the most purposeful manner.

Healthy classroom management is driven by a systematic pattern of teaching.

With a well-chalked out plan of learning activities and routines, you will be able to present the subject matter straight and clean.

- **Key Takeaways:**

A lesson plan is a mandatory tool to tread the path of comprehensive education. No matter how experienced a teacher is.

With a step by step guide to at their disposal teachers will be in a position to better control the class and address anticipated situations with a strong sense of preparedness.

A lesson plan is a ready-reference guide to all the teachers. Teachers willing to deliver the curriculum in a sensible and well-informed manner, this tool is just for you!

- **Important aspects of lesson planning:**

Following questions should and should be considered before a lesson:

(a) For whom the lesson is planned?

(b) What is the important topic to be taught?

(c) By whom is the unit going to be taken up?

(d) What type of inter-departmental help is required?

(e) How has the basic knowledge been imported?

16.3 NEED OF LESSON PLANNING IN TEACHING:

A well-known saying: FAIL TO PLAN = PLAN TO FAIL.

It is important that the lesson is prepared well in advance. Lesson planning is the blueprint of the classroom teaching. The following points reflects it's need in teaching:

(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) It limits the scope of the work for the class on the particular date.

(5) It helps to see how for the teaching is successful in a particular class and a particular topic.

(6) It arranges questions systematically.

(7) It also helps to synthesize the different steps the ensuring continuity in teaching.

(8) It supports in correlating various topics.

(9) It helps to improve study habits.

(10) It solves the problems of assignment in class.

(11) The teacher also gets a clear idea about when they should start evaluation and when they should proceed to the next lesson.

(12) Lesson plans help in organized teaching and saves time.

(13) Lesson plans allow the teacher to apply appropriate strategy.

(14) Teacher will be more prepared and confident while teaching the lesson.

Lesson planning is a 'must' for every teacher. By it the teacher makes his expressions in the class precise clear. Lesson planning is the most important aspect of teaching and it cannot be altogether ignored. It precedes teaching in the form of planning, thinking and organizing. It takes into consideration the past, present and the future.

16.4 CHARACTERISTICS OF A GOOD LESSON PLAN:

(1) Example quoted to teach and explain the subject matter should be related to the everyday life of the child.

(2) Lesson-plan should be child-centered.

(3) In the lesson-plan these should be provision of summary of whole subject matter.

(4) In the lesson-plan there should be proper provision of recapitulation to have view of evaluation of the subject-matter taught to the students.

(5) In the lesson plan these should be proper provision of the teaching aids and good illustrations.

(6) It should provide maximum participation of the child in the teaching and learning process.

(7) Provision of home work related to the subject- matter taught should be these.

(8) Subject matter in the lesson-plan should be according to the time for teaching at the disposal of the teacher.

- **The Advantages and limitations of Lesson-Planning are as follows:**
- **Advantages of Lesson Planning:**

(1) It inspires the teacher to improve the further lessons.

(2) It helps the teacher in evaluating his teaching.

(3) It develops self confidence in the teacher.

(4) Proper care is taken on take into consideration, the level and previous knowledge of students.

(5) The teaching matter is organized in a time-frame.

(6) It inspires the teacher to ask proper and important questions.

(7) It provides guidance to the teacher as to what and home he should teach.

(8) It helps in creating the interest of students towards the lesson.

(9) It stimulates the teacher to think in an organized manner.

(10) It helps the teacher to understand to objectives properly.

- **Limitations of Lesson-Planning:**

(1) In new or odd situations teacher feels himself helpless.

(2) Sometimes simple matters become complicated.

(3) More time is required to plan a lesson.

(4) Teacher cannot work/teach independently.

(5) There is lack of flexibility in lesson-planning.

(6) The teaching process becomes more difficult.

- **Principles of Lesson Planning:**

To make ones teaching successful and effectives a teacher plans the lesson, prepares it and puts down his plan in the form of lesson note. In this process of lesson planning, the following principles are to be followed:

(i) Selection of suitable subject matter.

(ii) Presentation of the selected material in an organized, orderly for effective learning.

(iii) Learner activities and participation in the teaching-learning process.

(iv) Attainment of objectives and its evaluation.

The lesson note indicates the general lines which a teacher will follows and the section into which he is going to divide the work according to the time schedules at his disposal. A lesson note is a full version of what teacher is going to do in the particular period and mirrors what he hopes to achieve and how of it proceeds. It indicates the class for which lesson is meant, the previous knowledge upon which the topic of lesson is based; the content and length of the lesson, the teaching aids to be used in the lesson and other devices to be applied.

- **Pre-Requisites for Effective Lesson Planning:**

The effective lesson planning requires some pre-requisites. A teacher should be equipped with certain abilities to fulfill these pre-requisites. The followings are important pre-requisites or elements of lesson planning.

(1) The first and foremost pre-requisite is the thorough knowledge of subject-matter. Therefore, the teacher should have mastery on the content to be taught, identifying learning objectives in taxonomic categories.

(2) The teacher should know his pupils and their need. He should have the awareness of individual differences of pupils and should make the provision in lesson plan to adjust the individual differences of the group.

(3) The selection of appropriate teaching strategies, tactics and teaching aids in view of content and objectives to be achieved is an important step.

(4) The teacher should have ability to select and make use of required procedures and support device.

(5) The teacher must have the competency in relating teaching activities to learning structures by using appropriate teaching and communicating strategies.

(6) The teacher should be competent in planning and organizing the teaching activities. He should also be able in reinforcing the pupils' activities and monitoring their behavior.

(7) He should have the skill for the effective use of black board visuals in presenting the content.

(8) A teacher should have good knowledge and skill of developing working questions, explanations for the lesson plan.

(9) The teacher should be able to construct criterion test for evaluating the learning outcomes of pupils.

- **Evaluation of a Good Lesson Plan:**

A good lesson plan should possess some essential qualities which may be taken as the criteria of its evaluation. The followings are main characteristics of a good plan or teaching unit.

(1) Proper specification of objectives in terms of quality quantum of expectation specific period.

(2) Selection of content and its appropriateness.

(3) Sequencing of learning experience in terms of learning approaches selected.

(4) Appropriateness of learning experience.

(5) Appropriateness of selected support devices.

(6) Evaluation scheme in relation to the objectives framed.

16.5 TYPES OF LESSON PLANS:

On the basis of learning objectives, the lesson plans may be classified info three categories:

(i) Knowledge Lesson (Cognitive Centric)

(ii) Skill lessons (Psychomotor Centric)

(iii) Appreciation lessons (Aesthetic Centric)

(i) Knowledge Lesson: (Cognitive Centric)

Knowledge lesson has emphasis on the acquisition of information or content and cognation. The purpose of such type of lesson is to provide the factual information regarding the content or subject matter and building knowledge schemes. Here, main emphasis is given on the presentation of the content formation. These types of lessons are useful in all the subjects as basic foundation.

(ii) Skill Lessons: (Psychomotor Centric)

The skill lessons are designed to achieve the psychomotor learning. The purpose of skill lesson is to help the child to do and learn the competencies. Skill lessons may vary from learning elementary skills, such as speaking, reading and writing to.

Complex skill, music, dancing, gymnastic exercises further leading higher level competencies.

Learner always love activity and they look forward for a skill lesson. The child is full of creative energy which must be fully utilized. Skill exercises, which are divided from creative expression, create a vacuum in his experiences, and motivation for learning process. The teacher should not only be concerned with the teaching of the techniques of the skill, but also with its creative aspects.

Skills are acquired through the method of trial and error. It means that repetition is carried on by a learning who is eager to succeed. This method suits to the nature of young Learner. The psychological 'Law of Effect' has a great bearing on the learning of any skill. So, in the preparation of skill lessons, the above mentioned principles should be followed.

(iii) Appreciation Lesson: (Aesthetic Centric)

The aim of appreciation lesson is to develop the affective aspects of students. It aims to enable the children to appreciate or observe. The chief objective of such types of lessons is to give inputs for well-balanced emotional life.

The appreciation lessons are prepared for developing attitudes feelings and values among students. These types of lessons are used in teaching-learning of poetry, music and dancing etc. The appreciation lessons are also possible in science and mathematics while appreciating nature, symmetric etc.

Usually the social studies, science and mathematics lessons are highly loaded by cognitive objectives (knowledge), the language lessons by affective objectives (appreciation), the craft, and scientific technology lessons by psychomotor objectives (skill). But it is very difficult to prepare a lesson plan exclusively for achieving only one type of learning dimension. Virtually each type of lesson includes the cognitive, affective and psychomotor objectives and in virtue of nature of the subject-matter any one of these objectives dominates the lesson-plan. Thus, any lesson-plan will have more than one of learning domains.

- **Main Forms of Lesson Planning:**

There are various former of lesson-plans. The paradigm of lesson-plans differs from country to country. The American approach, British approach and Indian approach are generally applied in developing the lesson-plans.

In British approach, emphasis is given to the teacher's activities and presentation of content in the lesson planning. The teacher has to play major role in teaching- learning process. He has to plan, organize and control the students-activities. Here stress is given on student testing. The Britisher's believe in slow change. After 1970, new innovations and new practice have been introduced in the field of education.

In American approach, emphasis is given to the stress and project based lesson planning.

The Indian approach of lesson planning has the influence of both the approaches, American and British. So, the learning objectives, teacher-activities, students- activities and evaluation of students are crucial aspects of Indian approach to lesson planning.

The Regional College of Education Mysore (one of the four Regional Colleges of Education established by NCERT) has developed a paradigm of lesson plan. It consists of teaching objectives and learning experiences. The question-teaching is considered as an interactive process. It is commonly known as RCEM approach to lesson planning.

There are various forms of written lesson plan in our country and abroad but following three forms are most popular and commonly used:

(1) Herbartian approach to lesson planning

(2) Bloom's approach or evaluation approach to lesson planning

(3) RCEM approach to lesson planning

- **Herbartian approach to lesson planning:**

Herbartian approach is also known as Herbartian five steps approach In most of teacher's training institutions the Herbartian five steps approach of lesson planning is used.

This lesson planning is an ancient concept. So, in earlier periods too, attempts have been made to formulate a general procedure for the conduct of various types of lessons. The credit of significant contribution in this field is to Herbart. John Fredrik Herbart (1776-1841 AD), a German philosopher and great educationist and his followers adopted and evolved the most famous procedure known as the 'Herbartain

Formal Steps'. These are called formula steps, because these deal with the content of lesson. Initially there were four steps as given by Herbart. But later on his followers divided the activities of a teaching unit into five steps. According to the Herbartian School of Pedagogy, the five formal steps are as follows:

1. Preparation
2. Presentation
3. Association or comparison
4. Generalization
5. Application

Herbartian approach is theoretically based on apperceptive mass theory of learning. According to this theory, the child receives or learns the new knowledge easily if it is connected with the knowledge learnt previously by him. This approach is widely used in teaching of various school subjects.

- **Outline of Herbartian Lesson Plan:**

On the basis of five steps mentioned above an outline of a lesson plan has been developed to prepare lesson notes in practical form which include following points:

1. Subject, topic, class with section, period and date.
2. General aims of the subject teaching.
3. Specific objectives related to the topic or lesson.
4. Introduction
5. Statement of aim.
6. Presentation
7. Explanation
8. Black-board summary.
9. Recapitulatory questions or review questions.
10. Home work or assignment.

(1) **Subject, Topic, Class and Date-** The pupil-teacher has to mention date, period, class with its section, subject and topic to be taught at the top of his lesson note. This step delimits the lesson planning and concentrates the teacher on the content of a particulars topic.

(2) **General Objectives of Subject Teaching –** The different school subjects have their own general objectives. The teacher has to write the general aims and objectives of the subject to be taught in his lesson note having the consideration of level of students. These objectives differ according to the level of class and students. The teaching of topic is a step in the direction of achieving the general objectives.

(3) **Specific Objectives –** The general objectives are broad directional path. The specific objectives are the deterministic commitment of the plan to achieve and ensure to by the designed lesson plan. The specific objectives can be achieved by organizing the teaching for a period of 40-45 minutes. The specific objective may be knowledge, skill and appreciation. These

objectives are identified by considering the nature of topic and written in behavioral terms.

(4) **Introduction –** It is preparation stage of Herbartian's five steps approach. This step mainly concern with starting of teaching activities. According to Herbart, the mind of child should be prepared to receive new knowledge. It is just like preparing the ground before sowing the seed in it. At this stage, the teacher is only to assure himself what the pupils already know relevant to the topic. Herbart calls this as 'Apperceptive masses'. The teacher is to put a few questions to the class to bring their previous knowledge i.e. 'Apperceptive masses' to the forefront and thus in a way preparing them to connect the preparation is a sort of testing and re- arranging the contents of previous lessons or correlating the lesson with the daily routine life. Arousing the interest of the students is a pre-requisite to the learning process that is way preparation is called 'Motivation' or 'Introduction'.

At this stage teacher employs his insight and experiences for linking new knowledge with the previous knowledge of the students. The topic is usually emitted by the responses of introductory questions given by the students. These introductory question and their expected answers are written in the lesson note.

(5) **Statement of Aim –** At this stage specific aim is stated. The teacher knows the specific aim of lesson and it has already been written in the lesson note but most of the students may not be very clear about it. The students should also equally know where they are being lead to. If the introduction has been effectively done, the aim will automatically emerge out. But, children always demand definiteness of the topic to be learnt. So, there should be a clear announcement of the aim of the lesson by the teacher. The statement of aim should be clear cut. Concise and free from verbosity and unknown words. It is just a statement of specific objectives.

(6) **Presentation –** After introducing the topic to be taught. The presentation is done with the help of developing questions. The questions are arranged in a logical sequence keeping in view the nature and structure of teaching unit or topic. At this stage method of teaching is also decided and written in the lesson note. Questions are also set according to the teaching procedure adopted.

(7) **Explanation—** In presenting the content of topic, efforts are made by the teacher questions related with previous questions answer in simple and straight forward form. But, sometimes students may not be able to answer these questions. When the students are not able to answer the developing questions, the teacher is supposed to explain the element or concept by giving his statement or explanations. Teacher should also mentioned in the lesson note of such questions or points which have already been identified as difficult for the students.

(8) **Black-board Summary —** Before starting the lesson, the pupil teacher has to put some usual entries such as date, period, and duration of the period, class, section and subject on the top of the black-board. After

introducing and starting the aim he writes main topic of the lesson on the black-board. The teacher starts a new lesson by writing the main topic on the black-board and goes on developing the black-board summary as the lesson proceeds. Black-board summary should include the main points of lesson, important terms, difficult words, formulas definitions explanations etc.

In the teaching of mathematics, the use of black-board is indispensable. It may verily be called the second tongue of mathematics teacher. Most aspects of mathematics can be clarified only through writing because verbal explanations do not suffice in such cases. As soon as the teaching of mathematics starts, the use of black-board should begin and go right up to the end of the lesson. When a lesson of mathematics is concerned with the solution of a problem or proving of a theorem written systematically may be considered as black-board summary.

(9) **Recapitulation or Application –** After presenting and explaining the lesson, recapitulatory questions should be asked by the teacher to practice the student learning and evaluate the students' performance Recapitulatory questions should be asked after removing off the black board summary. It helps the teacher to know how far he has succeeded in the attainment of objectives. Through this step knowledge is established and made firm further progress.

(10) **Home Work or Assignment—** At the end of lesson, home work is assigned to the pupil on the same topic. The purpose of home work is to practice, to organize and to study the topic thoroughly. It helps in making the knowledge permanent through proper usage.

- **Advantages of Herbartain Approach to Lesson Planning:**

The following are main advantages of Herbartian type of lesson planning:

(1) It is simple and easy approach of lesson planning.

(2) It is useful in the teaching of all school subjects.

(3) It incorporates the principles of learning.

(4) It is logical and psychological approach of lesson planning.

(5) It employs the previous knowledge of students for imparting new knowledge. So, it is easier for the students to grasp the new knowledge.

(6) It employs the inductive – deductive and analytic – synthetic method of teaching.

(7) It is useful achieving the cognitive objectives of teaching.

- **Disadvantages of Herbartian Lesson Planning:**

The Herbartian approach to lesson planning is most popular and criticized. The following are its disadvantages:

(1) There is more emphasis on teaching than on learning.

(2) It is highly dominated by the teacher.

(3) There is no proper motivation for learning.

(4) It does not consider the learning—structures in organizing teaching activities.

(5) It is highly structured and does not provide the opportunities for learner's creativity and originality.

(6) It ignores affective and psychomotor objectives.

(7) It confines the teaching up to memory level only.

(8) Here main emphasis is laid on presentation.

(9) In this approach of lesson planning specific objectives are not written in behavioral terms.

(10) Herbartian approach suits only to knowledge lessons or academic subjects because it is very much intellectual in character. It is not possible for skill and appreciation lessons.

- **Bloom's Evaluation Approach to Lesson Planning:**

  The evaluation approach is a new innovation in the field of education. B.S. Bloom has given this approach to teaching- learning process. It has revolutionized the teaching, learning and testing process.

The **main features of Bloom's Evaluation Approach** are as follows:

- The education is a purposeful process. All the activities of teaching and testing and student's performances need to be specific.
- The term evaluation concerns with all the activities of teaching and testing and not only students performances.
- The student's performances are measured in terms of learning objectives and not only in the content.
- Objectives cover cognitive, affective and psychomotor learning outcomes.
- The testing should be based on teaching and should be objectives centered.
- Evaluation has to be of teaching-learning objectives, methods and devices of providing learning experiences.
- It does not confine only to the students' achievement but it includes the total behavioral change of the students.
- It considers that education as tri-polar process.

According to B.S. Bloom, the three steps or poles of the teaching –learning process are:

(1) Formulating educational objectives

(2) Creating learning experiences, and

(3) Evaluating the change of behaviors.

(1) Formulation of Educational Objectives:

The educational objectives concern with cognitive, affective and psychomotor change in the behavior of pupils. The well-organized activity brings a desirable change in student's behaviors. The following things should be kept in mind in identifying and formulating educational objectives:

- Level and need of the students; social, economic, cultural and practical needs.
- Nature of school subjects and structure of the content.
- Growth and development of the students.
- Entering behavior of students and their comprehension level.

After identifying the educational objectives, these are written in behavioral terms;

Table-1.1: List of learning experiences for teaching objectives.

Teaching Objectives	Learning Experiences (Suggestive)
Knowledge Objectives	(1) Lecturing telling, demonstration showing charts and models, text books, programmed instruction, home work and assignment.
Understanding Objectives	(2) Question-answer strategy, group discussion, Line Drawing, study of maps, models, charts and text books, home work and assignment.
Application Objectives	(3) Interaction strategy, project method, tutorials, using formulas in solving the problems and exercise text-books, home work and assignments.
Creativity Objectives	(4) Problem solving strategy, individual learning and experimentation, evaluation, practical works, Seminar and workshops etc.

(2) Creating Learning Experiences:

After writing the learning, objectives in behavioral terms, the appropriate teaching strategies, tactics and material aids are selected for a generate the environment for providing learning experiences to the learners. The teaching

activities are related to the learning outcomes. So, teachers organize various activities for bringing desirable change in student's behaviors. The learning, in the school and outside the school. The learning experiences are directly related to the teaching objectives as illustrated below. The different types of learning experiences are provided by employing different types of teaching strategies for achieving different learning objectives.

(3) Evaluating Change of Behaviors:

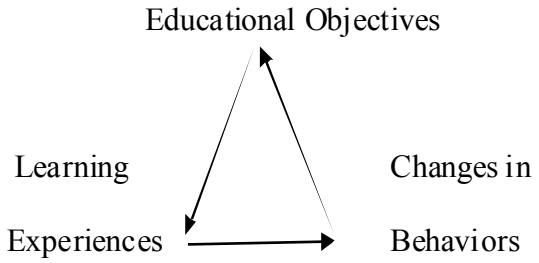
The learning experiences are provided to bring desirable change in students' behavior. Therefore, the changes in behaviors are evaluated to take decision about the effectiveness of learning experiences. Three types of behavioral changes viz. cognitive affective and psychomotor are measured through a criterion test. The essay type and objective type tests are constructed for measuring cognitive objective of learning. In lesson planning, oral questions are used to know the changes

occurred in the learners' behaviors. The following measuring devices are used for evaluating cognitive, affective and psychomotor objectives or changes in the behaviors of students.

Table -1.2: List of evaluation devices for learning objectives

Learning Objectives Or Change in Behavior	Evaluation Devices
1. Cognitive	Observation, oral tests, interviews, Written tests-essay type objective type.
2. Affective	Observation, attitude scale, interest inventory, value test, essay type test, situational test etc.
3. Psychomotor	Observation, practical examination, Student demonstration and interview.

The three of teaching-learning process are shown in the following figure:



- **Merits of Bloom's Approach to Lesson Planning:**
- The following are major characteristics of Bloom's approach to lesson planning:

(1) It is based on psychological and scientific principles.

(2) The objectives are written in behavioral terms.

(3) The teaching objectives are organized for achieving the specified objectives.

(4) The teaching activities are related to the learning structures.

(5) This type of lesson plan makes the teaching purposeful.

(6) It has greater scope for improving and modifying the learning experiences and teaching activities.

- **Demerits of Bloom's Type of Lesson Planning:**
- **This type of lesson planning suffers with following defects:**

(1) This approach of lesson planning is highly structured and mechanized and does not provide an opportunity for creativity and originality of the teacher.

(2) The mental abilities or mental processes are not taken into consideration in writing objectives in behavioral terms.

(3) It has the greater scope for personal factors of teacher to influence the planning and organizing teaching activities.

(4) One teaching activity does not confine to one domain. It concerns with more than one domain.

- **RCEM Approach to Lesson Planning:**

The Indian educationists developed a new approach to lesson planning which is an improvement over the earlier approaches. This approach was developed in Regional College of Education Mysore. So, it is known as RCEM method of lesson planning. It also considers the Bloom's taxonomy of educational objectives in identifying the teaching objectives with some modifications. It involves 17 mental abilities for writing the objectives in behavioral or functional form.

In this approach of lesson planning, the design plan consists of three aspects:

(i) Input

(ii) Process and

(iii) Output

(i) Input:

This aspect is concerned with the identification of objectives. Input may also be termed as 'expected behavioral outcomes' (EBOs). These objectives are broadly classified into four categories viz. knowledge, understanding, application and creativity. These objectives are written in behavioral by employing seventeen mental abilities. The entering behaviors of the students are also identified. The sequence of instructional procedure is determined with the help of these objectives.

(ii) Process:

This aspect is concerned with the presentation of content and learning experiences. The main focus of process aspect is to create the learning situations for providing appropriate learning experiences to the learners. Therefore, the teaching strategies and tactics are selected for achieving the specified objectives. The communications strategy and audio-visual aids are employed for the effective presentation of the content. The process also includes the technique of motivation, so that student's behavior can be reinforced for the desirable responses. The process implies the interaction of teacher and students.

(iii) Output:

This aspect of instructional procedure is concerned with the 'Real Learning Outcomes' (RLOs). In the process aspect learning experiences are provided for the desirable change in students behaviors. The change in behaviors is known as the 'Real Learning Outcomes' (RLOs). The various measuring devices are employed to measure the RLOs. The evaluation devices are specified for measuring the criterion behaviors. The theoretical of RCEM lesson plan has been illustrated with help of table given on proceeding page.

- **DESIGN OF LESSON PLAN ACCORDING TO RCEM APPROACH:**

Input	Process		Output
Instruction Expected Behavior Outcomes (EBOs)	**Communication Strategy Learning Experiences (LE)**		**Evaluation**
	Teacher Activities	**Student Activities**	
1. Knowledge Objectives	Lecture, demonstration, use of chart and maps, explanation, question and answer methods.	Listening, observation, taking notes, interaction	Review, define, state name describe, questions list, .
2. Understanding Objectives	Discussion, problem,-solving demonstration, question-answer method.	Listening, observation, initiation, participation in group discussion.	Explain, interpret, translate, discriminate solving of the Problems.
3. Application Objectives	Question-answer, group discussion, laboratory work, problem-solving methods.	Experiments, use of knowledge in solving the problems.	Observation, practical tests, situational test, essay type test etc.
4. Creativity Objectives	Individual work, group discussion, problem- solving.	Analysis and Synthesis of elements, establish new relationships.	Oral test, essay type test, situational test, problem- solving, observation.

This paradigm of lesson plan can be used in the teaching of various schools during teaching practice by pupil teachers.

16.6 LESSON PLAN AND UNIT PLAN: CONCEPTUAL FRAME-WORK AND DIFFERENCE BETWEEN THEM:

- **What is a Lesson Plan?**
- A lesson plan is usually prepared by the teacher who conducts a lesson for students to make sure a lesson meets its objectives and learning takes place effectively.
- A lesson plan includes lesson objectives, anticipated problems from students, time allocation for each task within the lesson, activity types, and interactions that take place during activities such as student-student, teacher–student, and material that will be used for the lesson, etc.
- Apart from these, a lesson plan may also include personal aims that focus on personal development of the teacher.
- Furthermore, a well-planned lesson may have a board plan that is to be displayed in the class for students to record.
- Thus, it is clear that a lesson plan paves the way for the teacher who conducts the lesson to be well organized before hand.

(1) Learning Objectives,

(2) Content: concepts,

(3) Learning strategies,

(4) Resources and aids,

(5) Design Assessment and

(6) Evaluate and Improve.

A lesson plan ensures that lesson objectives are met and learning takes place effectively in the class. Furthermore, a lesson plan should eventually be connected to the goals of the unit.

- **What is a Unit Plan?**

A unit consists of many lessons and takes a longer time period; for example, a semester. Planning a unit is thus a longer process compared to planning a lesson. This is usually undertaken by a sectional head or head of the department. But it involves discussion with teachers.

A unit plan is also important to show the main goals of a study unit and how lessons, evaluations and practical sessions connect to achieve the unit goals. Hence, unit plans are often used for discussions for syllabus reviews as well to explain the skills and knowledge students are expected to acquire towards the end. A unit plan usually consists of

- vision/unit goals
- unit content in detail
- time allocated for the completion of each stage
- how lessons/stages are designed to realize these goals collectively
- pre and post-tests
- cross-curricular connections, etc.
- **What is the Difference Between Unit Plan and Lesson Plan?**
- A lesson plan elaborates, basically, on objectives of a particular lesson and how teaching is planned in a way to achieve those objectives. A unit plan, on the other hand, covers a wider area; a unit that can include many lessons. Furthermore, a unit plan includes goals broken down in terms of lessons, the outline of the content intended to cover and cross-curricular references, etc.
- A lesson plan is usually prepared by the teacher who teaches that particular lesson the class. However, a unit plan is applicable to many teachers and those who play administrative roles in a school and is effective for a semester. Moreover, a lesson plan can include personal aims for teacher development, unlike unit plans.
- **Understanding Lesson Plan:**

  A Lesson Plan is a daily strategy designed by teachers, usually for a day, to perfect appropriate and proper in-class and in-home teaching and learning methods for students. It acts as a map to control and oversee lessons that need to be taught and assignments that must to given. It is a far-reaching

graph of classroom activities with a flexible methodology for teaching ideas, skills, and abilities.

- **Understanding Unit Plan:**

  A Unit Plan follows similar format as the lesson plan, but cover an entire unit of work for weeks, months or a semester. It is imperative to demonstrate the principle objectives of a curriculum and how to exercise, assess and commence sessions for students in different classes. Henceforth, Unit designs are frequently utilized for making syllabus and instructional year plans.

- **Lesson Plan and Unit Plan Difference:**

  A Lesson Plan explains, fundamentally, the objectives of a specific lesson and how teaching must be planned in an approach to accomplish those objectives.

  A Unit Plan, then again, covers a more extensive zone; a unit that can incorporate numerous lessons.

LESSON PLAN	UNIT PLAN
Definition: A teacher's plan for teaching an individual lesson	**Definition:** Plan for a unit, which consists of many lessons
Created By: Individual Teacher	**Created By:** Sectional Head or Head of the Department
Time Consumed: Covers only one lesson and takes only few hours to create	**Time Consumed:** Covers numerous lesson and takes longer hours to create
Aim & Objective: Can include personal aim for teacher development	**Aim & Objective:** Can be used for curriculum review

16.7 SUMMARY:

- Lesson planning is very essential as it helps the teacher to conduct his/her lesson in an orderly fashion and it allows students to know what they are going to be learning and how it fits into the course syllabus. It will help pupil teacher to plan his lesson in orderly manner. A lesson plan is a ready-reference guide to all the teachers. It's a complete blueprint of classroom teaching and learning.

  A good lesson plan has it's own characteristics, advantages and disadvantages, too.

- On the basis of learning objectives, the lesson plans may be classified info three categories. They are: (i) Knowledge Lesson (Cognitive Centric), (ii) Skill lessons (Psychomotor Centric) (iii) Appreciation lessons (Aesthetic Centric).

- The paradigm of lesson-plans differs from country to country.

- The three most popular and commonly used forms of lesson plans are most popular:

(1) Herbartian approach to lesson planning

(2) Bloom's approach or evaluation approach to lesson planning and

(3) RCEM approach to lesson planning. Each one has own advantages and disadvantages. They are discussed in this unit.

- This unit also gives a good understanding about the conceptual framework of lesson plan and unit plan, even it states the difference between them.

16.8 KEY WORDS:

- **Statement of aim:** An aim statement is a clear, explicit summary of what your team hopes to achieve over a specific amount of time including the magnitude of change you will achieve. The aim statement guides your work by establishing what success looks like. Research shows teams who develop a good aim perform better.
- **Expected behavior** is situational. It varies from situation to situation. For example if you attend an official formal dinner you are "expected" to turn up in "party formals".
- A **learning outcome** is a clear statement of what a learner is expected to be able to do, know about and/or value at the completion of a unit of study, and how well they should be expected to achieve those outcomes. It states both the substance of learning and how its attainment is to be demonstrated.

16.9 CHECK YOUR PROGRESS:

Q-1 Explain the meaning of lesson plan in brief.

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Q-2 Why is lesson plan important?

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Q-3 How a lesson plan becomes a teaching learning aid for both the teachers and students?

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Q-4 What are the important aspects of lesson planning?

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Q-5 Justify: "Fail to plan-plan to fail"-with reference to the need of a lesson Plan.

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Q-6 Enlist the characteristics of a good lesson plan.

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Q-7 Which points will you keep in mind while evaluating a lesson plan?

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Q-8 Write short notes on:

(1) Advantages and Limitations of lesson plan,

(2) Principles of lesson plan,

(3) Pre-requisites of effective lesson planning,

(4) Advantages and disadvantages of the Herbartian Approach to lesson planning

(5) Bloom's Approach to lesson planning

(6) RCEM approach to lesson planning

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Q-9 Describe the outline of the Herbartian Approach to lesson planning in detail.

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Q-10 State the features of Bloom's Evaluation approach to lesson planning.

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Q-11 Discuss "The three steps of teaching learning process according to Bloom in detail.

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Q-12 State the merits and demerits of Bloom's approach to lesson learning.

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Q-13 Differentiate: Lesson plan and Unit plan.

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16.10 REFERENCES:

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Unit 17

EVALUATION OF ELT

: STRUCTURE :

17.0 OBJECTIVES

17.1 INTRODUCTION

17.2 MEANING AND DEFINITION OF EVALUATION

17.3 CHARACTERISTICS AND PRINCIPLES OF EVALUATION IN EDUCATION

17.4 IMPORTANCE OF EVALUATION IN EDUCATION

17.5 TYPES OF EVALUATION

17.6 TOOLS AND TECHNIQUES OF EVALUATION

17.7 IDEAL QUESTION PAPER

17.8 SUMMARY

17.9 KEY WORDS

17.10 CHECK YOUR PROGRESS

17.11 REFERENCES

17.0 OBJECTIVES:

After the study of this unit, you will be conversant with:

- The defining evaluation,
- The acquaintance about the characteristics and principles of evaluation,
- The describing the importance and types of evaluation,
- The identifying the tools and techniques of evaluation,
- The understanding and developing of a good question paper,
- The framing of a blueprint,
- The understanding and developing of a good question paper.

17.1 INTRODUCTION:

In every walk of life the process of evaluation takes place in one or the other form. If the evaluation process is removed from human life then perhaps the aim of life may be lost. It is only through evaluation that one can discriminate between good and bad. The whole cycle of social development revolves around the evaluation process.

In education how much a child has succeeded in his aims, can only be determined through evaluation. Thus there is a close relationship between evaluation and aims. Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. Evaluation plays an immense role in the teaching-learning process. It helps teachers and learners to improve teaching and learning.

Evaluation is a continuous process and a periodic exercise.

17.2 MEANING AND DEFINITION OF EVALUATION:

In our educational system, the three terms, 'evaluation', 'test' and 'measurement' are often used interchangeably. But there is a clear distinction among them. A test is a tool to understand the level of achievement of an individual in performing a particular task assigned to him. It is a device to elicit the behavioral change of an individual in the process of learning which helps us make some inferences and draw conclusions about certain characteristics of an individual. Measurement, on the other hand, is the process of quantifying the ability of an individual in performing the task in the process of learning and assigns a numeral to the event. It is quantitative in nature. It is associated with the achievement of an individual in a single subject or a specific technical skill.

Evaluation is concerned with the total process of teaching-learning-educational objectives, curriculum, teaching-learning material, method of instruction, learning environment etc.

- **Definitions of Evaluation (by different authors):**
- **According to Hanna:** "The process of gathering and interpreted evidence changes in the behavior of all students as they progress through school is called evaluation".
- **Muffat says,** "Evaluation is a continuous process and is concerned with than the formal academic achievement of pupils. It is interpreted in the development of the individual in terms of desirable behavioral change relation of his feeling, thinking, and actions".
- **Goods define -** "Evaluation is a process of judging the value or something by certain appraisal".
- **Dandekar:** "Evaluation may be defined as a systematic process of determining the extent to which educational objectives are achieved by pupils".
- **Kothari Commission:** "Evaluation is a continuous process. It forms an integral part of the total system of education, and is intimately related to educational objectives, it exercises a great influence on the pupils study habits and the teachers methods of instruction and thus helps not only to measure educational achievement but also to improve it. The techniques of evaluation are means of collecting evidences about the students' development in desirable directions".
- **NCERT** book explaining the concept of evaluation in education in 1963 considers evaluation as 'process of determining:

- The extent to which an objective is being attained;
- The effectiveness of the learning experiences provided in the classroom;
- How well the goals of education have been accomplished'.

17.3 CHARACTERISTICS AND PRINCIPLES OF EVALUATION IN EDUCATION :

All the above definitions makes us able to draw following characteristics of evaluation:

(1) **Continuous Process:-**Evaluation is a continuous process. It leads together with Teaching- Learning process.

(2) **Comprehensive:-**Evaluation is comprehensive as it includes everything can be evaluated.

(3) **Child-Centered:-**Evaluation is a child-centered process which gives importance to the learning process, not to the teaching process.

(4) **Remedial:-**Evaluation comments on the result which helps in remedial work it is not a remedy Evaluation is remedial in nature.

(5) **Cooperative Process:-**Evaluation is a cooperative process involving students, teachers parents, and peer-groups.

(6) **Teaching Methods:-**Effectiveness of teaching methods is evaluation.

(7) **Common Practice:-**Evaluation is a common practice among the proper growth of the child mentally and physically.

(8) **Multiple Aspects:-**It is concerned with the total personality of students.

- **Principles of Evaluation:**

Evaluation is based on the following principles:-

(1) **Principle of Continuity:-**Evaluation is a continuous process, which goes on continuously as long as the student is related to education. Evaluation is an important part of the teaching-learning process. Whatever the learner learn, it should be evaluated daily. Only then the learner could have better command on language.

(2) **Principle of Comprehensiveness:-**By comprehensiveness we means to assess all aspects of the learner's personality.it concerned with all-round development of the child.

(3) **Principle of Objectives:-**Evaluation should be based on the objectives of education. It should be helpful in finding out where there is a need for redesigning and refraining the learner's behavior.

(4) **Principle of Learning Experience:–**Evaluation is also related to the learning experiences of the learner. In this process, we don't evaluate only the curricular activities of the learner but his co-curricular activities are also evaluated. Both types of activates are helpful in increasing learners experiences.

(5) **Principle of Broadness:–**Evaluation should be broad enough to cover all the aspects of life.

(6) **Principle of Child – Centeredness:-**Child is in the center, in the process of evaluation. The behavior of the child is the central point for assessment. It helps a teacher to know the grasping power of a child and usefulness of teaching material.

(7) **Principle of Application:-**During the teaching and learning process the child may learn many things, but it may not be useful in his daily life. He can't apply it, then it is useless to find. It can be known through evaluation. Evaluation judges that student is better to apply his knowledge and understanding in different situations in order to succeed in life.

17.4 IMPORTANCE OF EVALUATION IN EDUCATION:

Evaluation in education has great importance in teaching-learning process, following the common purpose of evaluation.

(1) **Diagnostic:-**Evaluation is a continuous and comprehensive process helps the teacher in finding out the problems, it helps a teacher in cutting the problem of his students.

(2) **Remedial:-**By remedial work we mean, the proper solution after identifying the problems a teacher can give proper solution for a desirable change in learners behavior and to develop a personality.

(3) **To clarify the Objectives of Education:-**Another importance of evaluation is to clarify the objectives of education. The objective of education is to change in learner's behavior. By evaluation, a teacher can prove of change to learner's behavior.

(4) **It provides Guidance:-**If a teacher has the proper knowledge and about his learners only than he can guide him. And guidance can only after proper evaluation which involves all dimensions abilities, aptitude, interest, and intelligence, etc.

(5) **Helpful in Classification:-**Evaluation is a source by which a teacher know the various levels of his students as intelligence, ability, and interest on this basis he can classify his students and provide them guidance.

(6) **Helpful in Improvement of Teaching and Learning process:-**By evaluation is a teacher could not only improve the personality and learner but he is also able to know the level of his teaching and can improve it. Thus it is helpful in the improvement of the teaching and learning process.

17.5 TYPES OF EVALUATION:

Evaluation can be understood as (1) Process oriented; and (2) Goal oriented

Depending on the purpose, evaluation is classified into two types- formative evaluation and summative evaluation.

- **Formative Evaluation:**

Formative evaluation is said to be process oriented. It involves getting information and feedback about different aspects of the teaching learning process. Formative evaluation can be related to any one of the aspects - syllabus, curriculum, methodology, learning experiences, learning outcomes, etc.

Questionnaires, observations schedules, checklist, inventories, interviews, diaries, objective type test etc. Are some of the important tools of formative evaluation. The information collected with the help of these tools is descriptive in nature. It helps to provide new insights into the teaching learning process. It is used to monitor the learning experiences of the students during the period of instruction. The unit test, home assignments, quizzes programmes, etc. Serves the purpose of formative evaluation.

- **Summative Evaluation:**

Summative evaluation is goal oriented. It focuses on the end product of program.

It is done at the end or on completion of a particular instructional program whose duration may vary from a semester to the whole year. The information obtained is not descriptive in nature. The results are statistically analysed and interpreted. It is concerned with the learning outcomes in the teaching learning process. The final test or the annual examination declares candidates' promotion to the next higher class, are the examples of summative evaluation.

17.6 TOOLS AND TECHNIQUES OF EVALUATION:

Educational evaluation can be considered as the process of determining the following aspects of the teaching and learning process. A teacher can employ any one of the available

tools of education at his/her disposal to know about,

(1) The extent to which educational objectives are being achieved.

(2) The effectiveness of the teaching-learning experiences provided in the classroom situation.

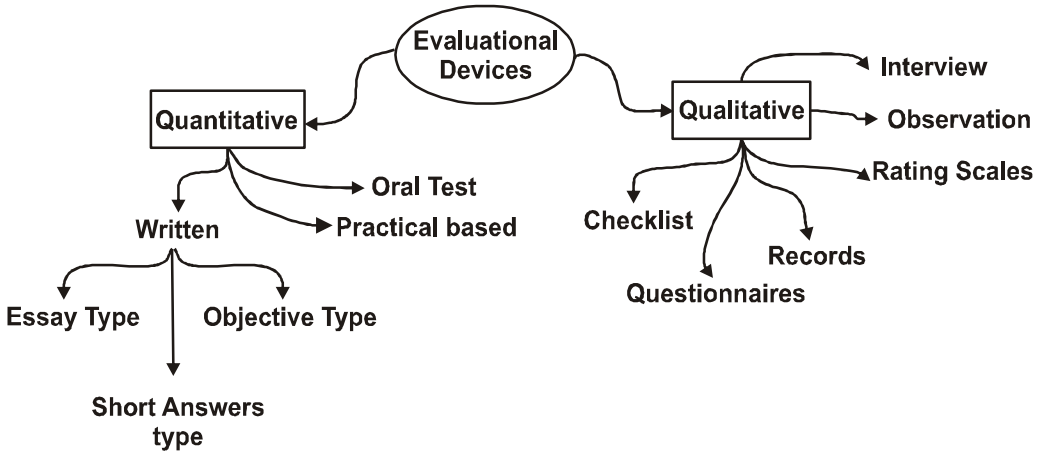
- **Various evaluation techniques in Education:**

Different evaluation techniques are used by teachers to know all the changes that take place in the child as a result of teaching.

There are various tools and techniques of evaluation. Generally, they are classified into two categories:

(1) Quantitative technique

(2) Qualitative technique



Let us see them in detail:

- **Oral Tests:**

- The oral exam (also oral test or viva voce) is a practice in many schools and disciplines, where an examiner poses questions to the student in spoken form. The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam.
- Many programs require students to finish the program by taking an oral exam or a combination of oral and exams in order to show how well a student has comprehended the material studied in the program.

- Schools use oral exams just to test knowledge, but the ability to respond on the spot. Sometimes the oral exam is offered in schools as an alternative to a written exam for students with a learning disability, like dysgraphia, developmental coordination disorder, or non-verbal learning disorder. Often the parents of the students have to request that the oral exam be given to their child in place of the written exam.
- **Written evaluation techniques/devices:**
- Most commonly used tool of evaluation.
- Various types of written tests are conducted throughout the academic session.
- Written tests are tests administered on paper or on a computer.
- Here student appearing for the written test have to provide answers by writing or typing in the space given or on a separate sheet.

So, written tests are tests that are administered on paper or on a computer. A test taker who takes a written test could respond to specific items by writing or typing within a given space of the test or on a separate form or document.

In some test; where knowledge of many constants or technical terms is required to effectively answer questions, like Chemistry or Biology – the test developer may allow every test taker to bring with them a cheat sheet.

A test developer's choice of which style or format to use when developing for testing. Be that as it may, certain test styles and format have become more widely used than others. Below is a list of those formats of test items that are widely used by educators and test developers to construct paper. As a result, these tests may consist of only one type of test item format (e.g., multiple choice test, essay test) or may have a combination of different test item formats (e.g., a test that has multiple choice and essay items).

- Written examination include the following type of tests.

(1) Essay type tests,

(2) Objective type tests, and

(3) Short answer type tests.

- Content of Written Test:

This includes the following types of test items:

- Short-answer,
- Long-answer,
- Multiple-choice and matching, and
- True/false (alternative choice).

This is followed by a brief discussion on the use of graphics in test questions. It is important to use the appropriate types of tests in your evaluations.

(1) Essay type tests:-

In essay type test students give responses to many questions of the curriculum in some fixed devotion in the form of essay. It is also called along answer questions as well as traditional type of questions.

For example, (1) Write an essay on: An Earthquake, (2) What moral do we learn from the story of "Unity is strength"?

This type of tests is commonly employed to check the power of memorization, expression, recognition, etc.

So these tests are used to measure the levels of interpretation and evaluation of the student.

- **Merits of Essay type tests:-**

(1) Essay type tests are easy to construct. Here question papers are short, can be prepared in a small time frame and at a low cost.

(2) These tests are suitable for all subjects.

(3) Through essay type tests students can express their original ideas.

(4) Essay types tests are very simple information, conduct and operation.

(5) The mental abilities like thinking, reasoning, expression, and criticism, etc. can only be measured by essay type questions.

(6) Through essay type tests, the writing style of the students can be developed.

(7) Here students are free to express their ideas in a logical way.

(8) Essay type tests inspire students for extensive study.

(9) Essay type tests test student's knowledge of different language items, i.e. sentence structure, vocabulary, spellings, use of punctuation mark, using capital letters and also paragraphing the answer.

- **Demerits of Essay type tests:-**

(1) The essay type tests look at clearly defined objectives.

(2) It promotes cramming and rote memorization.

(3) It cannot cover the whole course.

(4) It does not test all the four language skills.

(5) The scores of these tests show variations and the results are also not consistent.

(6) The personal views, opinions, ideas, etc. of examiner and examinee affect the response of a particular answer as well as evaluation.

(7) Sometimes these tests become time-consuming.

(8) Proper evaluation is not possible by these tests.

(9) Candidate with good handwriting sometimes gets more marks than the one who gives an exact and accurate answer in bad handwriting.

(10) Evaluation of these tests is a hard, lengthy and difficult task in which let of time is wasted.

(2) Objective type tests:-

- **Meaning of Objective Type Test:**
- Simply, an objective type test is one which is free from any subjective bias either from the tester or the marker. It refers to any written test that re-

quires the examinee to select the correct answer from among one or more of several alternatives or supply a word or two and that demands an objective judgement when it is scored.

- **Objective-Centered Test/Objective based Test:**

When questions are framed with reference to the objectives of instruction, the test becomes objective-based. This type of test may contain essay type and objective type test items.

An essay test may be objective-centered or objective-based, though it may be difficult to score it objectively. An objective type test, on the other hand, can always be scored objectively, though it may not be objective-centered if it is not planned with reference to the objectives of instruction.

- **Objective-type tests have two characteristics viz.:**

(1) They are pin-pointed, definite and so clear that a single, definite answer is expected.

(2) They ensure perfect objectivity in scoring. The scoring will not vary from examiner to examiner.

- **Merits of Objective Type Test:**

(1) Objective type test gives scope for wider sampling of the content.

(2) It can be scored objectively and easily. The scoring will not vary from time to time or from examiner to examiner.

(3) This test reduces (a) the role of luck and (b) cramming of expected questions. As a result, there is greater reliability and better content validity.

(4) This type of question has greater motivational value.

(5) It possesses economy of time, for it takes less time to answer than an essay test. Comparatively, many test items can be presented to students. It also saves a lot of time of the scorer.

(6) It eliminates extraneous (irrelevant) factors such as speed of writing, fluency of expression, literary style, good handwriting, neatness, etc.

(7) It measures the higher mental processes of understanding, application, analysis, prediction and interpretation.

(8) It permits stencil, machine or clerical scoring. Thus scoring is very easy.

(9) Linguistic ability is not required.

- **Limitations of Objective Type Test:**

(1) Objectives like ability to organize matter, ability to present matter logically and in a coherent fashion, etc., cannot be evaluated.

(2) Guessing is possible. No doubt the chances of success may be reduced by the inclusion of a large number of items.

(3) If a respondent marks all responses as correct, the result may be misleading.

(4) Construction of the objective test items is difficult while answering them is quite easy.

(5) They demand more of analysis than synthesis.

(6) Linguistic ability of the testee is not at all tested.

(7) Printing cost considerably greater than that of an essay test.

- **Guidelines for Constructing Better Objective Type Test Items:**

To be a good item writer, one should have:

(a) A thorough understanding of the subject matter;

(b) A thorough understanding of the pupils tested;

(c) Perseverance; and

(d) A little creativity to prepare fertile kind of items.

- **Type of Objective tests:-**
- The objective type tests are divided into two broad categories:

(1) Oral tests and (2) Written tests.

- Oral tests are primarily those of (a) Reading and Comprehension, and (b) Expression. The teacher tests the pupils' abilities in reading, comprehension and expression by various devices such as Reading and Comprehension test, and Expression test.
- A brief description of the various types of objective tests is as follows:

(1) Simple Recall Type Test Items:

The simple-recall test is here somewhat arbitrarily defined as one in which each item appears as a direct question, a stimulus word or phrase, or a specific direction.

The response must be recalled by the pupil from his past experiences rather than merely identified from a list of suggested answers supplied by the teacher. The typical response to the simple-recall item is short, preferably a single word or phrase.

For Ex. The word which is a naming word is called ..... Ans. Noun

(2) Completion Type Test Items (Fill up the Blanks):

The completion test may be defined as a series of sentences in which certain important words or phrases have been omitted and blanks submitted for the pupil to fill in.

A sentence may contain a simple blank, or it may contain two or more blanks. The sentences in the test may be disconnected, or they may be organized into a paragraph.

For Ex. Oliver Twist was an ..... As an orphan .....lived In a work house. The ..... officers treated him very badly. They did not Give him enough food to .....

(3) True/False (alternative choice) questions:

The choices offered in these types of questions may be True/False, Yes/no, Fact/Opinion, High/Low, Agree/Disagree, and so on. There must be only one correct response to the question.

For ex. The year 2000 will be a leap year .....

Use True/False questions to test a student's ability to:

- Recognize a correct statement of fact or opinion
- Identify relationships (including cause)
- Identify attitudes, values, and beliefs
- Identify a new situation where known principles apply.

These type of tests are presented in the form of a simple declarative statement, to which the pupil responds indicating whether the statement is true or false.

(4) Multiple choice tests:-

A multiple choice is a form of assessment in which respondents are asked to select the best possible answer (or answers) out of the choices from a list. If guessing an answer, there's usually a 25 percent chance of getting it correct on a 4 answer choice question. Finding the right answer from multiple choices can be automated using multiple choice question answering systems. The multiple choice format is most frequently used in educational testing, in market research, and in elections, when a person chooses between multiple candidates, parties, or policies. These tests contain a number of items, each of which has three or four responses. One of the responses in each term is correct. The students are required to tick the correct one.

For Ex. Sima had finished her homework before

(a) her mother come,

(b) her mother comes,

(c) her mother came.

(5) Matching tests:-

In these tests, the pupils match test items of one side to the test items of the other side.

On the other side, answers are not written exacted in front of the questions but they are written un-sequentially.

Students have to make a pair by mentioning the right sequence of answers in front of the questions.

For Ex. Match the two columns by keeping the correct letter of the alphabet from column II in the blanks in column I.

	Column I	**Column II**
[ ]	(1) Delhi	(A) Wrote Gitanjali
[ ]	(2) Calcium	(B) The capital of India
[ ]	(3) Tagore	(C) Builds strong bones and teeth

- **Short Answer Type Test: Classification, Merits and Demerits:**
- **Introduction to Short Answer Type Test:**

The modern trend is to include more short answer questions in the question papers in order to improve their reliability, validity and sampling capacity.

Short answer questions generally require exact answers and, although taking many forms, they share the following distinctive features:

(1) They usually take less than five minutes to read and answer, many take less than a minute.

(2) Short answer questions permit larger sampling of content.

(3) They tend towards greater objectivity in scoring.

(4) More reliable and valid than essay questions.

(5) The answer is supplied by the pupil, not pre-selected as in objective questions.

(6) Precise and specific as to the scope and length of answers.

- **Classification of Short Answer Type Test:**

They can be grouped into two broad categories:

(a) Extended answer.

(b) Insert and completion.

(a) Extended Answer Type:

The extended answer version includes questions which require pupils to write a brief description, draw a map, make a list, perform a calculation, and translate a sentence. Write down a definition or formula and so on. They are probably the commonest form of questions used in schools and are frequently used in examining boards. They are deceptively easy to set and usually difficult to mark with any degree of speed and consistency.

For Ex.

Give the titles of two novels of Perm Chand and name three principal characters of each novel given as below.

(a) Title:

Character: (i)……. (ii)…… (iii)……

(b) Title:

Character: (i)…….. (ii)……. (iii)……

(b) Insert or Completion Type:

The commonest form of completion questions is one where the pupil is required to add one or two words to complete an incomplete statement correctly. Where the missing words are in the body of the statement to be completed, it is usually called an insert type.

A completion type is where the words are required at the end of the statement. The use of insert or completion questions is not, however, limited to written statements and can be used to prepare extremely good questions based on incomplete maps, drawings, diagrams, formulae, calculations, and the like.

For Ex.

Complete the missing words in the following paragraph.

That night there was so little hotel a .....tion that they had to take an expensive .....of rooms. After paying the bill they were almost p.....less.

(A useful technique for testing vocabulary and spelling).

- **Merits of Short Answer Type Test:**

(1) Objectivity of scoring can be better ensured in short answer type question in comparison lo long answer question.

(2) Besides, the question-setter can ask a number of such questions as compared to long-answer type question within the same time limit. Thus, there can be a greater coverage of content (course).

(3) They are more reliable than the long-answer type-questions.

(4) There is less chance of guessing by the students.

(5) Preparation and administration are easy.

(6) It is a compromise between the essay and the objective form of test items.

- **Demerits of Short Answer Type Test:**

There are no such significant demerits of the short answer type test items. Handwriting, language, expression and the way of organization of answer may affect the scores. However, the use of short-answer type tests are to be preferred to long-answer type tests.

17.7 IDEAL QUESTION PAPER:

One of the most important need of an English teacher found in present situation is to prepare suitable tests for measuring students' achievement in English. The knowledge of the principles of foreign language teaching is the base of preparing these tests as an English teacher. It is expected that the four basic skills-LSRW of a language should be measured through the tests. So, the question paper as the basic tool to measure the scholastic achievement of the students should be designed properly. The following points should be kept in mind while designing it:

- It should be framed according to the aims and objectives of the syllabus.
- It should not be very short or lengthy.
- It should be valid and reliable.
- It should not be very easy or difficult.
- The answers of the questions should be definite.
- Instruction of questions should be clear.
- Questions should be arranged in a proper order.
- It should discriminate both the intelligent and dull students.
- It should be helpful to measure the higher mental ability, imagination and reasoning.
- The scoring should be fair.
- **Principles for the Construction of a good Question Paper:**

The teacher of ELT should follow the principles given below while constructing a good question paper:

- Proper selection of the material,
- Particularity in objectives,
- Coverage of the content area,

- Variety in questions,
- Maintaining the Difficulty level,
- Fixing the scoring marks,
- Originality of letters…etc.
- **Characteristics of a Good Test:**

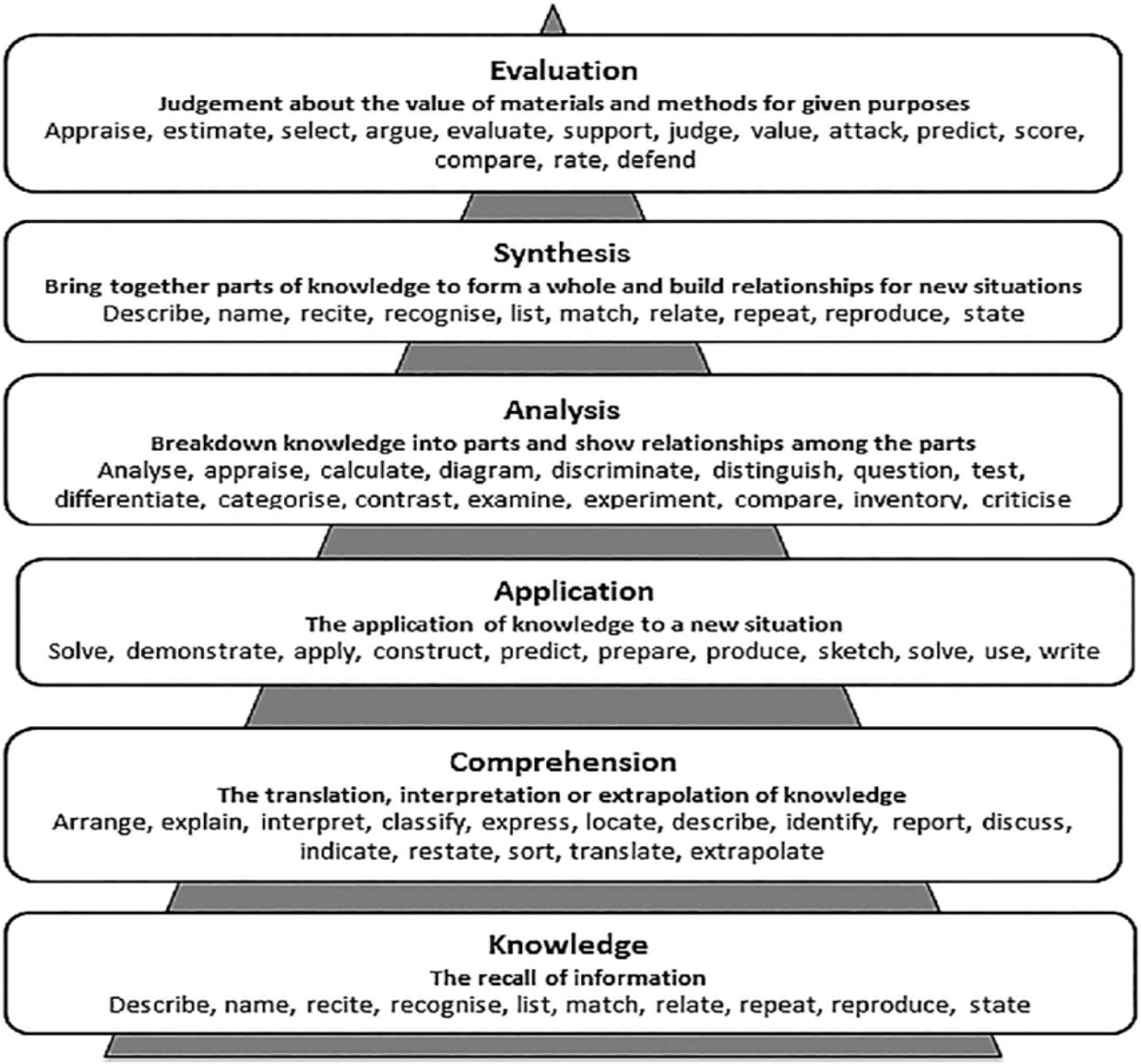
An ideal test should not only provide the strength and weakness of his own students in the class but also test the achievement of the learners in a particular subject or content area.

The characteristics of a good test are…..

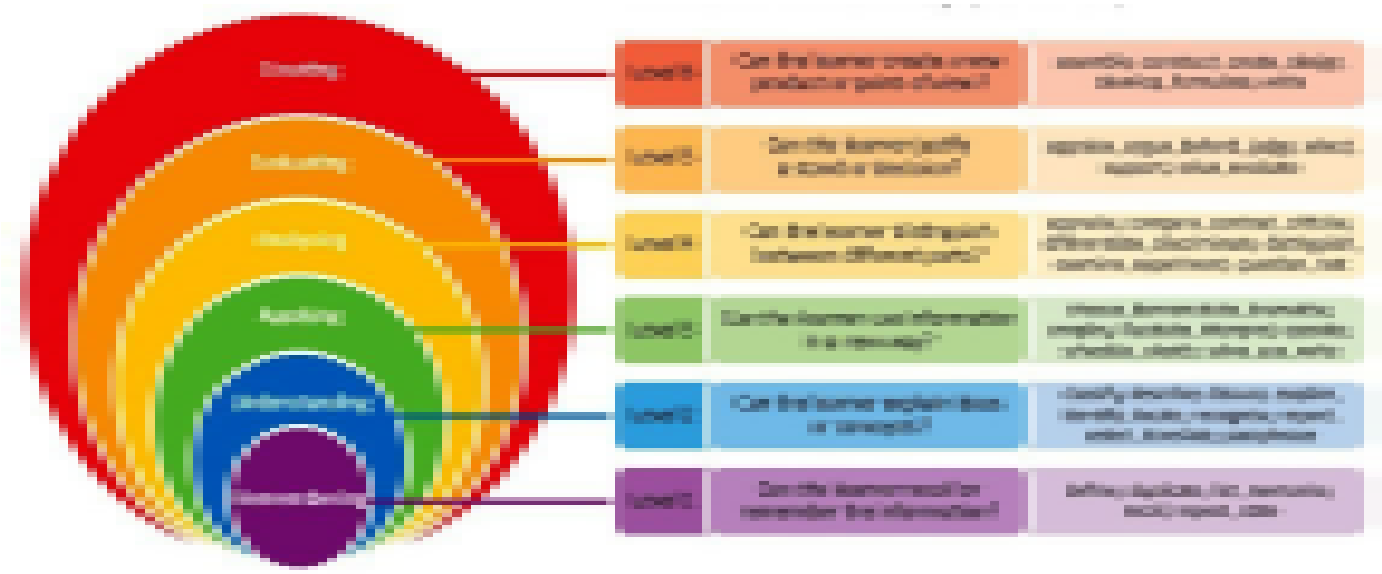
- Validity,
- Reliability,
- Practicality,
- Administrability,
- Comprehensiveness,
- Objectivity,
- Simplicity,
- Scorability,
- Ecomomical,
- Clarity,
- Difficulty level and
- Comprehensive in nature.
- **Blue Print of a Question Paper:**
- **Meaning of Blueprint:**
- It was first used at construction and industry,
- Later it was used in car modeling, animation story boarding, etc.
- Basically, it is used at those areas where we want a detailed plan of action before executing finally.
- **Meaning of blueprint in Education:**
- In education, blueprint is used by the teachers, researchers, administrators, etc.
- A blueprint is generally something intended as a guide when making something else.
- It is a detailed plan of action or outline in a technical form.
- It provide students an interactive approach for education planning to meet the curriculum expectations and learning objectives.
- **Blueprint for Test:**
- A blueprint for test or examination is also known as the test specification provides examination strategy of an institution at a glance,
- It is in the form of matrices i.e., tabular form,

- Specifies all the elements of performance relevant to the assessment so that appropriate samples of activity and corresponding methods can be selected according to their relative importance to the overall assessment process".- Newble and Dawson, 1994.
- "When the test items of a test are judged to adequately represent well defined domains of content…. Generalizable samples…… Cronback, 1971.
- **Uses of Blueprint in Education:**
- For the assessment of test specification i.e., in examination,
- Evaluating time management and strategy to achieve the desired outcome,
- Education administrators for curriculum development,
- Curriculum developers to design comprehensive, sequenced career development learning opportunities,
- Research and evaluators to design learning plans, and
- Parents / guardians for helping young people to develop their career from early age.
- **Features of Blueprint:**
- It is a matrix or chart reporting the number and type of test questions,
- The questions represent the topics in the content area,
- The questions are based on the learning objective from each topic,
- It also identifies the percentage (%) weighting of cognitive dimensions.
- **Purpose of Blueprint:**
- Provide conceptual map of examination format and the content area,
- Type of measurement tool for assessing the items weighting the respective column of learning objectives,
- Blueprint is seen as readily available document, which contains the list of topics covered under each module with its identified learning objectives,
- Content validity of assessment,
- It guides item collection and development,
- It provides a clear framework for the researchers to design items which assess the important concept or thinking skill listed in the test blueprint,
- It also provide sources for the formative use of the summative assessment,
- To satisfy the bloom's taxonomy of educational objective.

- **BLOOM'S TAXONOMY OR EDUCATIONAL OBJECTIVE:**



- **REVISED BLOOM'S TAXONOMY:**



Revised Bloom's taxonomy (source: http://pcs2ndgrade.pbworks.com/w/page/46897760/Revised%20Bloom's%20 Taxonomy (last accessed on 02/03/2017)).

- **GUIDELINE / STEPS TO PREPARE BLUE PRINT:**
- **Content analysis:**
- It is a means to divide the whole content of the syllabus or course into a systematic tabular form. The teacher has to provide due weightage to different areas of content- the element of language, subject matter in prose and subject matter in poetry.

Sr. No.	Content	No. of Questions	No. of Marks	Percentage %
I A B C D	Elements of Language Vocabulary Structures Pronunciation Spelling			
II	Subject Matter Prose Poetry			
	Total			

- **Determination of learning objectives:**
- While preparing test, the teacher should give due weightage to all learning objectives based on bloom's taxonomy
- Knowledge level,
- Understanding(Comprehension) level,
- Expression and

- Application level.

Sr. No.	Objectives	No. of Questions	No. of Marks	Percentage %
1.	Knowledge			
2.	Comprehension			
3.	Expression			
4.	Appreciation			
	Total			

- **Determination of the difficulty level, no. of items for each topic based on learning objectives:**

- Determines the difficulty level, type of items in each module and also providing weightage to each type of items. The test items included in the test papers should fulfill the needs of all the pupils with different levels of achievement viz., the high achievers, the average achievers and the low achievers. So, the test paper should be neither easy nor difficult completely. Hence, the teacher should include in test paper some easy items, some difficult items in the test paper.

Sr. No.	Difficulty Level	No. of Questions	No. of Marks	Percentage %
1.	Difficult			
2.	Average			
3.	Easy			
	Total			

- **Determining the types of questions:**

- While preparing the test items in different areas of content keeping in view different objectives, the teacher should also use different forms of questions rather than using the traditional type of essay questions alone in the test.

Sr. No.	Form of Questions	No. of Questions	No. of Marks	Percentage %
1.	Essay			
2.	Short Answer			
3.	Objective			
	Total			

- Keeping in view of the above all four aspects, the teacher should prepare an integrated weightage table known as blueprint. It is a document that gives a complete functional picture of the test. It shows the distribution of the questions to different objectives, areas of content and forms of questions and also the distribution of marks to the each question.

Blueprint

Sr. No.	Points of the Subject Matter	Knowledge	Understanding (Comprehension)	Expression	Appreciation	Total
	(1) Content - Element of the Language (a) Structures (2) Vocabulary (3) Spelling (4) Pronunci- ation					
	(2) Subject Matter (1) Prose (2) Poetry					
	Total					

Types of questions-

Eassy/Short/Objective in all General objectives is to mention

- **Benefits of Blueprint:**
- Give feedback on student's progress and teachers delivering the curriculum
- From student's point, how well they attain the objectives
- Provides a guide to both to students and teachers
- Determines the reliability and validity of the examination
- Give feedback on student's progress and teachers delivering the curriculum
- From student's point, how well they attain the objectives
- Provides a guide to both to students and teachers
- Determines the reliability and validity of the examination
- Bloom's taxonomy helps in developing the entire written and some aspect of practical questions
- Every time the question will change, not the blue print

17.8 SUMMARY:

Evaluation is concerned with the total process of teaching-learning-educational objectives, curriculum, teaching-learning material, method of instruction, learning environment etc. Keeping in view the importance of evaluation, the advantages and disadvantages of all types of tests, it will be good if we have their judicious combination to test pupil's ability in language.

The teacher while testing the achievements of his pupils in English must use all these types of tests, he has to frame blueprint for the test, too. Essay type and

short type tests are essential for judging comprehension of subject-matter, appreciation, originality, reasoning and written expression. Objective tests are a must for measuring the pupils' achievements in vocabulary, spelling, grammar and spoken English. These scores combined judiciously, will give a fair inclination of pupils' achievement in English.

17.9 KEY WORDS:

- **Test:-**In the class –room situation, the word 'test' means to judge the knowledge understanding and intelligence of the students.
- **Measurement:-**Measurement is a limited term and has a shorter area of measurement some limited behavioral dimensions of the learners. In measurement we measurement only the quantitative ability of the learner.
- **Evaluation:-**Evaluation is a broader term than 'test'. It includes all types and examinations in it. Its purpose is not only to check the knowledge of the learner. But all the aspects of the learner.
- **Blue print** is a map and a specification for an assessment program that ensures that all aspects of the curriculum and educational domains are covered by assessment programs over a specified period of time.

17.10 CHECK YOUR PROGRESS:

Q-1 Explain the meaning and definitions of Evaluation in detail.

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Q-2 Which are the essential principles of evaluation?

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Q-3 Discuss the tools and techniques of evaluation.

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Q-4 Mention the characteristics of an ideal question paper.

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Q-5 Which points will you bear in mind while constructing a good type of test?

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Q-6 What is Blue print? Explain in detail with reference to its features.

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Q-7 Discuss: (1) Characteristics of evaluation and (2) Types of test items

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Q-8 Write short notes on:

(1) Process of evaluation

(2) Principles for constructing a good question paper

(3) Benefits of blueprint

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