

METHODS OF TEACHING ENGLISH

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Method of Teaching English

UNIT-I

(A) THE ROLE OF ENGLISH IN INDIA. THE PRESENT SITUATION.

(B) THE OBJECTIVES OF TEACHING BOTH AT ELEMENTARY AND SECONDARY LEVELS.

UNIT STRUCTURE

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Historical Back ground of English in India
- 1.3 English in post- Independent period
- 1.4 The Three Language Formula
- 1.5 English in 21st Century
- 1.6 Objectives of teaching English
 - 1.6.1 Objectives of teaching English at elementary level.
 - 1.6.2 Objectives of teaching English at secondary level.

1.0 Objectives

After reading this unit you will be able to

- State an historical account of the place of English in India.
- Understand the position of English in the post – independence period.
- Justify the place of English in Three Language formula.
- Explain the unique and very important place of English in 21st century.
- Discuss / analyses the objectives of teaching English at a second language (both at elementary as well as secondary level)

1.1 Introduction

While studying this unit you should know why teaching of English become very important in pre-independence period changes that took place in the position of English after independence and even when it was reduced to a lower status , still for all practical purposes how it retained its supreme position in school curriculum even after six decades of Independence .

1.2 Historical background of English in India.

Indians came in contact with the English language since the establishment of East India Company in the year 1612. But the spread of the language took place when the British became the rules of this country. In 1813, English language was introduced as a medium of instruction at all the levels of education. Reformers like Rajaram Mohan Roy realized the importance of English and saw in it the promise of modernization and liberation. He Favored it. This opened

the door for English in India. Lord Macaulay (1835) desired to produce through English education “ a class of persons Indian in blood and colour but English in taste, in opinion, in morals and in intellect”.

Hence the English language teaching situation during pre-independence period can be summed up as follows:

- a. English was dominating the school stage and even at the collegiate level.
- b. The teaching of English was largely pedantic, dull and largely wasteful.
- c. There was an emphasis on the formal grammar of written English.
- d. Pupil’s needs of English were severely limited. English was needed either for government jobs which had a premium on formal written English or for going to a university where the teaching of literature was at the top. English for wider use like communication at the international level or in the fields of commerce, engineering, technical, etc was non-existent those days.
- e. Consequently, the literary English was supreme in the teaching of English. The written English had more prestige than the spoken form.
- f. There was an excessive dependence on the British model. There was a slavish imitation of the methods and techniques of teaching English in British schools.

1.3 English in post- Independent period.

Indian independence changed the status of English, but it did not affect the place of English in Indian life or education. English was no longer the language of rulers. But it continued to be the language of elite.

The constitution of India, adopted in 1950, had envisaged Hindi as the only official language of the union of India, while English was to continue for 15 years. This was vehemently opposed by the states in the south. As a result, English was adopted as the Associate Official language by an Act of parliament in 1963 and assurances have been given that it will continue to be lingua-franca as long as the non-Hindi speaking people want it.

1.4 The Three Language Formula :

Even though English was accepted as Associate Official Language, it did not mean that it was to be accepted as a medium of instruction in Indian schools. Mother tongue becomes the only choice as the medium of instruction. The psychological and social advantages of learning through one’s own mother-tongue had been proved by many researches in the field of Education. At the same time the need was felt to learn more language. One for National Communication and the other for International Communication. This is how the three language formula emerged in the educational field. The Three languages Formula is an attempt to address the challenges and opportunities of the linguistic situations in India. The primary aim of the formula is to promote multilingualism and national harmony.

The Three language formula states that every child in school has to read at least three language: (1) The regional language (2) Hindi and English in non- Hindi speaking areas (3) English and non- Hindi regional language in Hindi speaking areas.

The formula was presented by National Integration Council and later endorsed by Chief Minister 'Conference in 1961.

Kothari Commission found some difficulties in the working of this formula and recommended in turn the Three language formula as follows :-

- (a) Mother tongue or regional language in class I to IV.
- (b) The official language of the union or the associate official language of the union so long as it is recognized as such in classes V- VIII and
- (c) A Modern Indian or foreign language not covered under (a) and (b) in classes VIII-X.

Mother tongue is thought to be the best medium of instruction as one can express oneself with clarity, precision and vigor in thinking. Scientific and technical knowledge is also made available in mother tongue which facilitates development of the talent and the progress in language. In Odisha, Odia is called L1, English L2, Hindi or Sanskrit L3. Now the teaching of English is started from the class III in Odisha board schools. This is not for belittling the importance of mother tongue but for making Odia people efficient and fluent speakers in English. That they should write English correctly is one of the objectives in starting English from the class III. That language should not become a barrier in the progress also another objective.

1.5 English in 21st Century

Though theoretically English is still the second language /third language, practically it is gaining importance in every walk of life. In all the advanced states of India, more and more English medium schools are being opened, people are inclined more to send their children to English medium schools. Secondary education through mother tongue is looked down upon by not only the rich people but also by middle class people of India. International schools in India are the popular choice among Indian parents.

This shift of English has the following reasons.

1. With the spread of information technology every type of advanced knowledge is stored only in English.
2. All software for multiple functions in education, trade, commerce and industry is available only in the English language.
3. With the growing trend of globalization in trade and industry, knowledge of English along with computer literacy has become a necessity for employment and better job opportunities.

4. Due to the advent of foreign university, with their attractive courses and weight age which is given to the degrees of foreign university in the job market, importance of English has increased more than ever before.
5. Introduction of computer games and computer aided instruction, right from first standard are available in English medium schools. Hence more and more parents are attracted towards English medium schools. As a result majority of the children from middle class also learn in these schools and use English as their first language.
6. At college and university level also courses like B.C.S , M.C.S , M.C.A , M.C.M, Computer Engineering , M.B.A Computer, e- Commerce are in great demand Medium of instruction for all these courses is English.

Hence status of English is enhancing day by day. There is Englishization as well as nativisation of the language itself .

(Englishization – the impact of English on local languages .

Nativisation –the impact of local language on English)

1.6 Objectives of teaching English.

We know it very well that teaching of any subject is a social and cultural activity. It is not so easy to teach any subject as it appears while teaching, a teacher has to keep in mind the aims and objectives of his subject. In other words we can say that teaching of any subject becomes much effective when the teacher is fully conscious of the aims and objectives of teaching of that subject. A good teacher thinks that his teaching should be effective. All of us know it very well that 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 aims and 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.

Indian people consider English as a second language. It is not the medium of instruction for a majority of the students. It is an instrument, a means for acquiring knowledge. The aim of teaching English in India is to help students to acquire practical command of English. In other words, It means that students should be able to understand speak English, read and write English.

The National Curriculum framework level.

(NCF 2005) guided that the goals for second language curriculum are twofold.

- (a) Attainment of a basic proficiency such as is required in natural language learning.
- (b) The development of language in to an instrument for abstract thought.

The teacher should keep in mind the aims of teaching English. The teacher should always emphasize on the aims of teaching of English. It will help to teach effectively. These objectives are to be set in line with the objectives mentioned in the syllabus guidelines of National curriculum framework (NCF 2005)

Objectives are delineated at two levels. (i) At elementary level and

(ii) At secondary level.

1.6.1 Objectives of teaching English at Elementary level. Skill based subject , Hence at the Elementary level the objective of teaching English should be to develop all the four fundamental skills among them ie-LSRW

- Listening
- Speaking
- Reading and
- Writing

This can be done by familiarizing the child with the spoken language by exposing them to the language in meaningful, interesting and real life situations through the mother tongue, signs, visuals, pictures, sketches, gestures, letters, words, single word questions and answers.

Slowly the exposure to the language should move- to enable them to read and write, besides listening and speaking.

Hence the objectives of teaching English at Elementary level are to enable the students.

- To listen English with proper understanding
- To speak English correctly ie

Producing sounds with proper stress and intonation.

- To transform the silent written / printed language in to living speech.
- To enrich vocabulary through telling, re- telling, reading aloud.
- To read with ease
- To follow the instructions given in the target language.
- To recite the small poems.
- To classify the words, nouns, action words (verb) , describing words adjectives, linkers (conjunctions) etc.
- To write words simple meaningful sentences correctly.

1.6.2 Objectives of teaching English at secondary level.

Linguistics never differentiates between lower level and higher level objectives. It thinks all its four objectives viz- Listening, Speaking, Reading and Writing (LSRW) are to be realized at both the levels. To these linguistic objectives, literature adds two more viz- Creativity and Appreciation. These two objectives are purely higher level.

Linguistic and literary objectives are inter- linked with each other. They are not independent and inseparable from literature. It is true that literary objectives cannot be realised at the primary level. But we see that their seeds are sown in language teaching from elementary level that is from the very beginning.

Thus along with the attainment of basic proficiencies the development of abstract thoughts, creativity and appreciation must be the objectives of teaching English at secondary level.

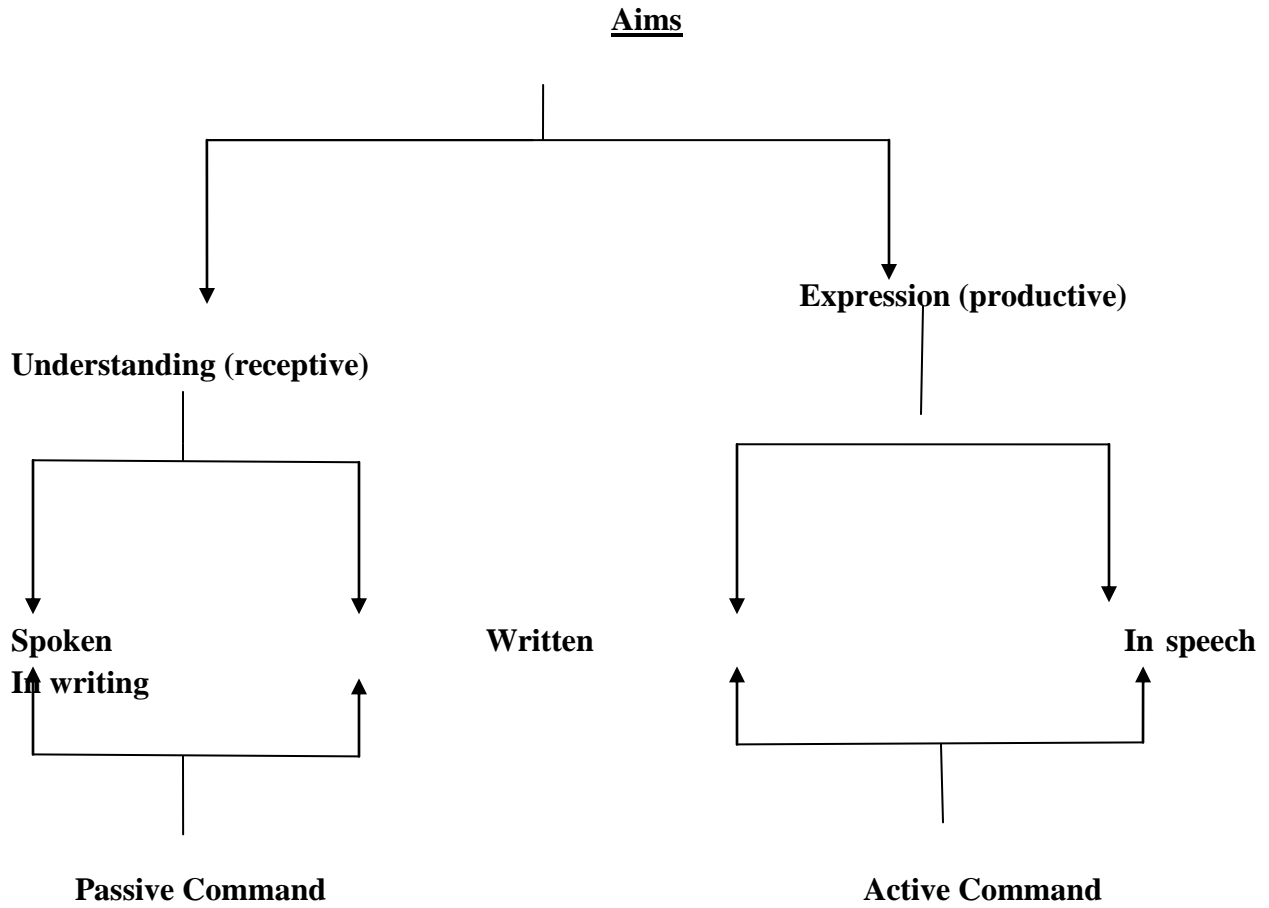
An attempt is to be made to encourage the pupils in the two final years in a school to thus begin appreciation of literary forms of the English writings and the cultural enjoyment of the English language. The material thus presented should be suitably adapted to the needs of their course in a simple and suitable linguistic point of view.

At the close of school career an average pupil should be able to:

- (i) Understand and follow talks in English on general topics within the prescribed vocabulary and sentence structures.
- (ii) Talk freely within the range of language items and express suitably.
- (iii) Read books and similar other material written in simplified English as per the structures and vocabulary, and to follow easy books with detailed notes. This material should be within their group.
- (iv) Write correctly in English on familiar topics fit to be expressed within the range of the prescribed vocabulary and sentence structures.
- (v) Write creatively and independently on general topics.
- (vi) Create wider reading interest.
- (vii) Speak in a given situation (production skill) (fluency & accuracy in speaking & writing)
- (viii) Develop study skill / reference skill.
- (ix) Achieve greater proficiency.

These aims may also be described as reception and expression techniques. Reception means understanding spoken and written matter in a language like English, while expression stands for speaking and writing a language – English.

The chart as below explains it clearly.



It can also be expressed with the following table / Structure.

<i>Expression</i>				
<i>Appreciation</i>				
<i>Grammar</i>				
<i>Prose</i>		<i>Poetry</i>		
<i>Listening</i>	<i>Speaking</i>	<i>Interacting</i>	<i>Reading</i>	<i>Writing</i>
LINGUISTIC SKILLS				

1.7 Let us sum up :

While summing up this unit we would like to highlight some of the major points which have been discussed here. The introductory part of this unit takes in to account the historical background of English in India. This also takes in to account the place of English in pre and post independent India and the three language formula. It also throws light on the place of English in 21st Century. Further this unit tells us about the objectives of teaching English at Elementary as well as secondary level.

1.8 Unit end questions

1. Discuss the place of English in pre and post Independent India.
2. What is LSRW? Enumerate the specific objectives for LSRW.
3. What are the aims and objectives of teaching English in India?
4. What are the activities possible in our class room to develop the following skills?
 - (a). Listening and speaking
 - (b). Reading
 - (c)Writing

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UNIT – II The various methods and Approaches

OBJECTIVES

The students at the end the end of the unit would

- Know the meaning of the Grammar Translation Method
- Understand the working of the Grammar Translation Method
- Know the meaning of the Direct Method
- Understand the working of the Direct Method
- Know the meaning of the Structural Approach
- Understand the working of the Structural Approach
- Know the meaning of the Bilingual Method
- Understand the working of the Bilingual Method

GRAMMAR-CUM-TRANSLATION METHOD

- Also called the Classical Method
- Richards and Rogers (2002, 5) define it as: “A way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language.”

Principles;

- Translation interprets foreign phraseology best.
- Interpretation helps better Assimilation.
- Structure of foreign language is best learnt when compared with the mother tongue.
- Grammar is the soul of language.

Procedure:

- Meaning of every word interpreted in the mother tongue.
- Meanings of phrases/sentences clarified through translation.

- Simultaneous explanation of grammar rules.

Merits:

- Vocabulary development.
- Better understanding of context.
- Based on ‘Apperceptive Theory’.
- Textbook becomes the most important aid.
- Develops the art & skill of translation.
- Helps in testing Comprehension.

Demerits:

- No/less emphasis on Speaking, reading & Writing.
- Expression???
- Literal translation.
- Habit of translation can inhibit thinking in Eng.
- Quite artificial.
- Not wholistic.
- Dull & interesting.

“Having done the translation..... the pupil is almost far from the goal as ever.”

- Moore.

THE DIRECT METHOD

Also called the Natural Method or the Reformed Method.

“ To teach English directly is to establish a direct or immediate association between experience & expression; English word, phrase or idiom & meaning.” – H.Champion.

Features:

- Translation banished.
- Grammar, when taught, taught inductively.
- Oral teaching precedes reading/writing.
- Meanings through objects/context.

Principles:

- Establish a direct bond between word/phrase/idiom and meaning.
- More emphasis on listening and speaking.
- Less importance to mother tongue.
- Follows full sentences not words.
- Vocabulary is used directly.
- Grammar is 'Grammar of use' not 'Grammar of rules'.
- Follows maxims- Simple to Complex; Concrete to Abstract.
- Pronunciation taught on phonetic lines.
- Questioning used more often.

Merits:

- Encourages thinking.
- Enables expression.
- Develops language sense.
- Interesting.
- Rote learning discouraged.
- Develops language mastery.
- Ample scope for activity, teaching aids.

Demerits:

- Does not work with higher classes.
- Reading and writing sacrificed for speech.
- Expensive.
- Requires a small sized class.
- Time consuming.

THE STRUCTURAL APPROACH

This is the outcome of the efforts & researches done by the British Council in the Institute of education, Univ. of London.

CONCEPT:

- Arrangement of words in such a way as to form a suitable pattern of sentences.
- Also known as 'New Approach' or 'Aural-Oral Approach'.

- The Approach is a scientific study of the fundamental structures of the English language, their analysis & logical arrangement. – Brewington.

Principles of Structural Approach:

- 1) Speech is very important to fix these structure patterns or ground work in the mind of learner
- 2) Activities of the learner are more significance, rather than those of the teacher.
- 3) The student has to fix up habits of language patterns in English. He has to forget for the time being, patterns of his own language- the mother-tongue.
- 4) The sentence patterns of English are to be picked up, practiced and fixed in mind.

Structure:

- Different arrangements or patterns of words.

Types of Structures:

- Sentence pattern e.g. S+V+O.
- Phrase pattern ; e.g. Humpty Dumpty sat on the wall (Phrase)
- Formulae; Use of common language such as “Good Morning”; “Thank you”
- Idioms; e.g. It was raining cats and dogs.

Selection of Structure:

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

- Usefulness.
- Simplicity.
- Teachability.
- Gradation.

THE BILINGUAL METHOD

The Bilingual method is mainly concerned with presentation and practice of language material. The Bilingual Method was first tried in Welsh [U.K.]. It was experimented upon at the Central Institute of English Language, Hyderabad Dr. Shastri who conducted the experiment, thinks that this method is highly successful and provides adequate use in English in the class-room It tries to make the judicious use of mother-tongue for teaching English.

Its principal features are as follows-

- 1) Using mother-tongue and English on a 1:1 basis. 1:1 ratio means the use of one mother-tongue word or sentence to one word or sentence of English. The teacher presents the new structure or word by translating it into mother-tongue and then using it in English.
- 2) Instructions to repeat language item etc. are given in mother-tongue.
- 3) Drills are given in English, but while testing, mother tongue is used at intervals.
- 4) The teacher uses mother-tongue from the bilingual position to the monolingual position at the end.

It is true that the method does give recognition to the fact that the second or third language learner knows his mother tongue and this situation can be profitably used for teaching English. The method does not inhibit the use of mother tongue.

TEST YOURSELF

1. Explain the Meaning of the Grammar Translation Method.
2. Explain the Meaning of the Direct Method
3. Explain the Meaning of the Structural approach
4. Explain the Meaning of the Bi lingual Method
5. How is the Direct Method different from the Grammar Translation Method?
6. How would a teacher use the Structural Approach in the teaching of English?

Unit III: 1. Development of Reading Skills

At the end of this unit you will be able to:

- a. Specify the nature of reading
- b. Enumerate the guidelines for beginning reading
- c. Describe the characteristics of Fluent reading
- d. Distinguish between silent and loud reading
- e. Compare extensive and intensive forms of reading
- f. Explain the importance of supplementary reading

A. The Mechanics of Reading

3. A i. Nature of Reading

In the context of language learning, reading means “reading and understanding”. The general assumptions about the nature of reading are:

1. We need to read and decode individual letters in order to read words particularly at the early stages of reading. But if the context is clear, even partially illegible writing can be understood.
2. We do not necessarily need to read every word accurately in order to understand a text. We need to read enough words to understand the main meanings of the text, and can skip or pay less attention to ones that repeat previous information or are redundant.
3. If we understand all the words in a text, we are likely to understand the text, but we also need to have some previous knowledge of the subject matter and text-type. When reading a text, we use information given by the words interacting with our own world knowledge in order to access the meaning.
4. The more clearly the words are linked together to make coherent sense-units (phrases, sentences) and the more clearly sentences are linked together to make coherent paragraphs the easier the text will be to read.

However, to begin reading the learners of English must be aware of **phonemes**. Many beginner learners of English have to learn a totally new writing system very different from their L1. It is therefore useful to work on phonemic awareness. Learners are encouraged to hear and differentiate between the different sounds or phonemes of English which they will need to match with the letters or letter combinations that represent them. For example, identifying the difference between / p / and / b /, or between / i / and / i: /. Various kinds of oral exercises are used to enable learners to listen to sounds and do various identification tasks.

Examples of tasks:

Listen for the odd one out - / t // t // t // d // t /

Which word rhymes with “patch” 1: Cash or 2. Catch?

Is the / i: / sound at the beginning, middle, or end of the words: 1. Even 2. Three 3. Steep?

How many sounds can you locate in the word “man”?

What word can be made by putting together the following sounds / m // ae // n /?

3. A ii.Guidelines to beginning reading:

1. It is preferable to begin reading only after acquiring some basic knowledge of the spoken language. Reading thus becomes an exercise in recognizing meanings rather than just decoding symbols.
2. It is most practical to begin with single letters (the conventional phonic method), starting with the most common and useful. The most common digraphs (two letter combinations that make a single sound like *th, sh, ee*) must be taught.
3. It is helpful to teach learners how to pronounce the letter as it is read in a word and teach the name later.
4. Names of people, commercial products or places provide a lot of extra words that a learner can read and recognize.
5. The conventional alphabetical order should also be taught.

The ability to read and understand English is acquired mainly through later reading activity in which learners have the opportunity to engage repeatedly with written texts. For learners to start developing reading fluency they need a lot of practice at the early stages in reading and understanding very short simple texts, at word and sentence level. The teacher can supplement the course material with learning tasks ordered from the easiest to the most difficult using work sheets or work cards.

Examples of Tasks:

Letters in words: These exercises focus on single letters, wherein learners have to identify the letters in words which they already know in their spoken form.

E.g. Under each picture is a set of letters. Cross out the letters that you *can't* hear when you say the word.



A , B, F, P, E,O,L



B, P, N, M, I, L, E,G,C



P,B,U,O,C,K

Single words (cognates): Learners are asked to identify words that are likely to be the same or roughly similar in their own language. The purpose is to provide a wider range of vocabulary to practise reading.

E.g. translate these words into your own language: summer, television, elephant, apple

Write out the names of the countries in your own language: England, Canada, Japan, and India

Are these names for boys or girls: Maria, Peter, David. Sarah, Anna?

Single words (English words): The learners identify the words and demonstrate comprehension.

E.g. Copy these words in the increasing order of size of the object: a bag, a tree, a mouse

Circle the words that are the names of animals: head, dog, table, pencil, cow, horse.

Which is the odd one out: run, walk, sit, jump?

Phrases and short sentences:

The learners need to understand whole sense – units and demonstrate understanding. This is the last stage before beginning to read full texts.

E.g. Draw the following items:

a red ball, a blue clock, a white door, a black cat

E.g. Copy out **only** the sentences that describe the picture.



1. This family is on a holiday.
2. There are two children in the picture.

3. The woman is wearing a blue dress.
4. The man is taking pictures.
5. This family has four members.
6. The boy is standing alone.
7. The family is in a garden.

3. A iii. Fluent Reading:

Once the learners have mastered basic reading comprehension, they move on to more sophisticated texts and tasks quickly, appropriately and skilfully. They are able to access the meaning of a text successfully and rapidly with minimum hesitation. Though a large “sight” vocabulary (lexical items the learner identifies and understands at a glance) is a primary requirement, learners also need plenty of successful reading experience through a wide range of texts read for a variety of purposes in order to foster fluent reading.

Characteristics of Fluent reading:

1. **Language Level:** The text is easy enough to be comprehensible to learners. Learners must be aware of 95 to 98% of the words from the text chosen for reading practice.
2. **Content:** The topic is accessible to learners. They know enough about it to be able to apply their own background knowledge. Pre-reading strategies or introductory texts can help prepare learners for the reading activity if they are unfamiliar with the content.
3. **Speed:** Learners read fairly fast meaningful unit after meaningful unit, rather than word by word. Learners must be trained to read whole “chunks” of meaningful text, word combinations rather than single words. Learners must not vocalize (pronounce the words in their mind) as they read.
4. **Selective attention:** Learners concentrate on the significant parts and skim the rest. They may even skim parts they know to be less significant. Learners focus on information that is vital for understanding.
5. **Unknown vocabulary:** Learners guess or infer the meaning of unknown vocabulary from the surrounding text or ignore it. They use a dictionary only when these strategies are insufficient or when absolutely necessary.
6. **Prediction:** Learners think ahead, hypothesize and predict.
7. **Motivation:** Learners are motivated to read by interesting content or a challenging task.
8. **Purpose:** Learners are aware of a clear purpose in reading, beyond just understanding: for example, to find out something or to enjoy reading.
9. **Different strategies:** Learners use different strategies for different kinds of reading. For example:
KWL (Know-Want to know-Learnt),

SQ3R (Survey, Question, Read, Recall, Review).

B. Silent Reading and Loud Reading

3. B i. Silent Reading:

Reading is a decoding process. A complex process, it involves many physical, intellectual and often emotional reactions. It entails the ability to recognize graphic symbols and their corresponding vocal sounds.

Three important components mark the reading skill:

1. Recognition of graphic symbols
2. Correlation of these symbols with formal linguistic elements
3. Correlation of these symbols with meaning.

There are two kinds of reading skill: the skill of reading silently and the skill of reading aloud.

The greatest amount of reading that is done is silent. The skill of silent reading however varies from person to person according to each person's requirement.

There are five uses of silent reading namely:

1. To survey the materials to be studied (to look through indexes, chapter headings and outlines)
2. To skim
3. To familiarise oneself with the material and its thought content
4. To study the material in depth
5. To study the language in which the material is written from a literary or linguistic point of view.

Teachers of language must pay special attention to silent reading since it allows the learner to read a lot with speed. Further, all the important study skills require quick, efficient and imaginative reading which is made possible by silent reading rather than loud reading.

Reading is easier when the learner is trained to comprehend the patterns of relationship between words, semantic and lexical. These patterns of relationships may be described as:

1. The relationship between the author and the text
2. The relationship between the reader and the text
3. The relationship between the text and culture.

Thus, silent reading presupposes knowledge of the cultural value of words and expressions and the ability to identify the thematic content of the text.

The teacher therefore must select reading material for silent reading judiciously and teach the learner the mechanics of silent reading. The learner must not only be trained to increase the speed of reading but also follow three basic rules, namely,

1. No muscular articulation of words using the lips and tongue should be done while reading
2. Word by word reading must be avoided in favour of meaningful combinations of words and phrases
3. Movement of the head must be discouraged; the eyes must scan from left to right until the end of the row. The focus should be on the visual perception of words and phrases.

There are thus five types of silent reading: survey, skimming, superficial reading, content study and linguistic or literary study, all of which encompass reading for meaning.

Silent reading allows learners to study the text at their own pace with time to focus on meaning, slowing down on encountering difficult parts, and skimming or even skipping the easy or obvious parts.

3. Bii. Reading Aloud

Reading aloud is primarily an oral activity which is focussed on pronunciation rather than comprehension. Though learners must acquire the skill of reading aloud, it is true that only a few individuals like newscasters, teachers, lawyers and actors are required to read aloud as a matter of daily routine. The majority do not have to read aloud except on occasions.

Reading aloud is useful at the early stages of learning the letters as it allows teachers to monitor how well learners are learning the sounds of separate letters. At the earliest stages of reading (recognising letters and words) reading aloud helps learners to establish a connection between sound and spelling. But it does not have much learning value for advanced reading.

When the learners read aloud they are forced to focus on articulating sounds rather than on the meaning. All the words need to be read at more or less the same speed and paid attention to equally. This means that unimportant words or information cannot be skipped, and nor can the learner choose his most comfortable speed of reading. Most significantly, reading the text aloud does not allow the learner enough time or attention to devote to constructing meanings.

Teachers may intend to help learners by reading the text aloud to them but it can actually make reading more difficult for the learners must keep pace with the speed set by the teacher. Teachers often prefer to read the text themselves because it apparently gives them more control over the reading activity. However, they cannot be sure that the learners are actually following the text at all.

As a strategy for reading a text in the classroom, it is not a useful technique for only one learner is active at a time; the others may not be listening at all or listening to a bad model. The learner's attention is focused on pronunciation and not on understanding the text. Reading aloud also seems unnatural because most people do not read aloud in real life. Further, since learners read slowly it takes up a lot of time in class.

B. Extensive and Intensive Reading

“The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it”

(Nuttall)

Reading is one of the skills that a learner of language should acquire. In the classrooms it is most often taught by careful reading or even translation of foreign language texts. The goal of reading is usually complete and detailed understanding. The idea of reading is associated with tasks that have to be fulfilled, a mere exercise to be done in class. But reading is also a very pleasurable activity that broadens ones knowledge and vocabulary.

3.C i. Extensive reading

Extensive reading as a term naming an approach to teaching reading in a foreign language was introduced by Harold Palmer and Michael West after piloting a project of Extensive reading in India.

Extensive reading stresses the pleasure of reading. Extensive reading involves learners in reading large quantities of books at the level appropriate for them (that is up to 98% of the words are known to the reader). The primary goal of Extensive reading is reading in order to gain information and to enjoy texts.

What is Extensive reading?

“We learn to read by reading”.

(Nuttall)

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text. The reading is individualised. The learner chooses the book and reads it independently of the teacher and is not required to do a task after reading. The learner is also encouraged to stop reading if he/she finds the material uninteresting or too difficult. The only condition for Extensive reading is that learners already have a basic knowledge of the language and are literate in it.

The Benefits of Extensive reading:

Learners who read more not only become better and confident readers but also improve their reading, writing, listening and speaking abilities. Their vocabulary too becomes richer. It develops a positive attitude towards the language and increases the motivation to study the language.

3.C ii. The Basic Principles of Extensive reading:

1. The reading material is easy

Learners read material that contains few or no unfamiliar items of vocabulary and grammar. Learners will not succeed in reading extensively if they have to struggle with difficult material.

2. A variety of material on a wide range of topics is available.

Learners must be given the opportunity to choose what they really like to read. This contains graded readers, magazines written for language learners at different ability levels and children's literature. Intermediate level learners may read young adult literature which in turn offers a bridge to ungraded reading materials. Advanced learners are supposed to read books, magazines and newspapers written for native speakers of English. The variety encourages a flexible approach towards reading as the learners are reading for different purposes (for information or pleasure).

3. Learners choose what they want to read.

Self-selection is what learners really enjoy about Extensive reading. Since they are encouraged to stop reading anything that is uninteresting or too difficult, they experience a different role from that in a traditional classroom where either the teacher chooses the reading material or the prescribed text is followed.

4. Learners read as much as possible.

The language learning benefits of Extensive reading come from quantity of reading. For the benefits of Extensive reading to take effect a book a week is an appropriate goal. This is a realistic target as books written for beginning language learners are very short.

5. Reading speed is usually faster rather than slower.

Since the material is easily understandable, the learners' reading is fluent. Learners are discouraged from using dictionaries as this interrupts reading and makes fluency impossible. Instead, learners are encouraged to ignore or guess the meaning of a few unknown items they may encounter from the context.

6. The purpose of reading is usually related to pleasure, information and general understanding.

Sufficient understanding rather than hundred percent comprehension is acceptable.

7. Reading is individual and silent.

Learners read at their own pace. Though silent reading periods are sometimes reserved during class time, most of the reading is done out of the classroom by the learners in their own time and when and where they choose.

8. Reading is its own reward.

Extensive reading is not usually followed by comprehension questions. The goal of reading is the reader's own experience and the joy of reading. However teachers may ask learners to complete follow-up activities after reading. These are designed to reflect the learner's experience of reading rather than comprehension.

9. The teacher orients and guides the learner.

Before starting with Extensive reading the learners must be familiarised with what it is, why it must be done, what are its benefits, and the method or procedure. The teacher must be aware of what and how much the learners read. The teacher is interested in the readers' reactions in order to guide them in getting the most out of their reading.

10. The teacher is the reader's role model.

The teacher must be a voracious reader and must be familiar with all the books the learners are reading in order to be able to recommend reading to individual learners and share their reading experiences. When the teacher and learners discuss what was read, they create an informal reading community experiencing together the value and pleasure to be found in the written word.

3.C iii. Intensive reading:

Intensive reading refers to "careful reading (or translation) of shorter, more difficult foreign language texts with the goal of complete and detailed understanding" according to Bamford and Welsh.

Intensive reading can be associated with teaching of reading in terms of its component skills i.e. distinguishing the main idea of a text, reading for gist etc. Intensive reading is appropriate for learners who need help with reading skills or with skills to achieve particular goals, for e.g. academic reading proficiency. Intensive reading helps with faster vocabulary acquisition and awareness of language structures.

Extensive Reading		Intensive Reading
Fluency, skill forming	LINGUISTIC FOCUS	Analysis of the language
Very easy	DIFFICULTY	Usually difficult
A book a week	AMOUNT	Little
Learner selects	SELECTION	Teacher selects
All learners read different things (something interesting to them)	WHAT MATERIAL	All learners study the same material
Mostly at home	WHERE	In class
Checked by reports/summaries	COMPREHENSION	Checked by specific questions

(Welsh quoted in Waring, Getting an ER Program Going)

All academic study requires a lot of reading. Competent readers adapt their mode of reading to their reading purpose. A reading that leads to understanding is a process of active knowledge construction by the reader.

Intensive reading is a mode of understanding in which readers focus on a fairly comprehensive understanding of a given text.

A teacher seeks to find a balance between Extensive and Intensive reading

All reading for understanding requires the interaction of two types of cognitive processes, namely,

1. **Top-down processes**, and,
 2. **Bottom-up processes**
- in the **construction of meaning**.

Top-down processes start from the reader's general knowledge of the world and the given topic. They activate a reader's contextual knowledge which is then used for interpreting the information coming in 'bottom up'.

Top-down processes may be triggered by, for example, the title/ topic of a specific text and what the reader knows about that already. This pre knowledge creates certain expectations which are then matched, in bottom-up processes, against the information which comes in with each new sentence and paragraph. Understanding thus is the joint product of an anticipation of meaning and its confirmation or refutation by the literal study of the textual document.

Effective readers try to be critically aware of what they contribute to the construction of meaning. When reading an essay they do two things in parallel: They first try to identify its topic, that is, which questions the author/s set out to answer, and then critically compare his answers to their own understanding of the issue which may be modified by what the author has to say on it. With regard to reading for study purposes this often means that it is no use complaining that the author does not focus on what the reader is presently interested in or would have wished the author to focus on.

It is not a useful reading strategy, for instance, to sit back and let your eyes glide over the lines of a book trying to take in everything, hoping that inspiration will come over you if only you read the text diligently line by line from beginning to end. It will not! Understanding is not an objective commodity that can be taken out of a book like things can be taken out of a box. If we do not activate the knowledge we have and bring it productively to bear on an understanding and interpretation of a given text, no understanding will be the result.

Effective readers, therefore, ask before embarking on a lengthy reading process:

Why do I want to read this?

What do I know about the topic already?

What do I want to find out?

How does that which the text presents relate to what I knew before?

Competent readers know that viewing people or things from different perspectives gives us a different view of them, looking at texts from different perspectives may also change our image of them. Our image (understanding) of a specific object changes if we view it from a different angle. Readers should keep in mind, too, that texts provide answers to

questions which their authors had, but those questions may not be the same that a specific reader has (or would have liked the text to answer).

This does not mean that it is impossible to view a specific topic or object from the perspective taken by another person. On the contrary, understanding means trying to view things from a different perspective, and that is essential for enlarging and improving our knowledge.

With regard to reading for academic purposes and the use of publications which may not directly address the questions that we are interested in, this means that readers should critically ask themselves what the aims of their reading is and what aims the author had in mind when writing the text. They should critically compare the two and also consider what other authors say on a given topic. The ‘golden rule’ therefore is:

Be an active reader. Use all the knowledge you have and can get access to.

Keeping that in mind we can now turn to two well-known methods of reading that spell out in some detail the skills needed for reading. They are known as the SQ3R method, and the MURDER scheme.

The SQ3R Reading Method: Survey-Question-Read-Recite/Recall-Review

Survey	<p>Survey the text before you start reading it, from the first to the last page. Consider the title, headings and subheadings of chapters.</p> <p>What do they tell you about the content of the text?</p> <p>Read introductory paragraphs and summaries of chapters.</p> <p>Look for pictures, maps, graphs, charts illustrating meaning.</p> <p>Check if the text has a subject index / glossary which may help you find specific information.</p>
Question	<p>Focus attention on what seems relevant or important.</p> <p>Ask yourself: 'What do I already know about this topic?'</p> <p>Ask yourself: 'Why am I reading this text and what is my task with reference to the seminar paper I am preparing?'</p> <p>Ask yourself: 'What is important information for me?'</p> <p>Ask: 'What is the context in which the author puts the text?'</p>
Read	<p>When reading, focus first on what you do understand, do not first pick out and be taken aback by passages which you do not understand.</p> <p>Reread passages which are not clear; use contextual clues and infer meaning.</p> <p>Look up words which you do not know in a dictionary but do so only for words which you feel are essential for understanding the text.</p>

	Read for meaning, relate what you read to what you know and ask yourself if it makes sense.
Recite/ Recall	At the end of a chapter summarize, in your own words, what you have read. Take notes from the text and underline/ highlight important points you Ask yourself how the content of one chapter relates to that of another and why the author arranged them in that sequence. Make notes of what seem to you open or controversial issues.
Review	Learning is not possible without reviewing. Repetition is essential. Go over the notes you made or re-read a book or article after some time has elapsed. Make notes of important points and create your own order.

The MURDER scheme is similar to the SQ3R-method. MURDER stands for: **S**et the **M**ood to **S**tudy - **R**ead for **U**nderstanding - **R**ecall the **M**aterial - **D**igest the **M**aterial - **E**xpand knowledge -**R**eview **E**ffectiveness of your reading.

Mood is a keyword which reminds us that readers must put themselves in the right mood for reading and understanding because otherwise they waste their time, reading many words but not taking in their meaning

Understanding must be the aim of reading, not a mere memorizing of meaningless phrases or 'dead facts'. This requires a willingness to understand, including an openness of mind and readiness to consider points of view diverging from one's own. Understanding is not possible without making meaningful connections of new information with stored knowledge (what a reader knows already).

Recall, of what the text said, is necessary because without it we would not be able to do it justice or learn from texts. Storing complex information in neural networks is easier if it is stored in meaningful chunks and not by rote-memory learning.

Digesting/internalising a text and integrating what it says with what we know and feel is important because otherwise reading would be without consequences.

Expanding of knowledge is the aim and result of reading for understanding, recall and digesting/internalising. It widens a person's horizon and opens up new possibilities.

Review is necessary lest we forget what we read (see 'review' under SQ3R).

When reading, it helps to make notes of passages that contain information relevant to your task and topic or other questions you have.

Clarify the purpose of your reading is early as possible. Do not be surprised, however, if as a result of your reading your understanding changes and the focus of your attention shifts to different points. This is a common phenomenon and generally reflects a more

complex understanding of the issue. You should be careful, though, not to lose sight of your original task and topic.

The efficacy of good time management cannot be ignored. It is an important aspect of good reading skills. It generally saves time if you systematically look for information and compile your own bibliography before you delve into reading one specific book only. Consulting articles in handbooks helps to get to know “the state of the art”. Reading recently published articles in journals discloses new developments and using *skimming* and *scanning* as reading strategies helps decide which texts/content you want to read more intensively. This allows a preliminary but realistic calculation of the time it takes to read these texts. A realistic calculation of the work you can do in a given period of time is essential for success in intensive reading.

3.C iv. Important pointers for Intensive / Active reading:

1. Underlining and highlighting

The learner must pick out what he thinks are the most important parts of what he is reading. (This can be done with one’s own copy of texts or on photocopies alone and not on borrowed books)

If the learner is a visual learner, he will find it helpful to use different colours to highlight different aspects of what he is reading.

2.Note key words

The main headings must be recorded as one reads. One or two keywords may be used for each point. If the learner doesn't want to mark the text, he must keep a folder of notes that he has made while reading.

3.Questions

Before the learner starts reading something like an article, a chapter or a whole book, he must prepare for his reading by noting down questions he wants the material to answer. While he is reading, he must note down questions which the author raises. He should try to turn the boldface headings into questions he thinks the section should answer.

4. Summarise

The learner must pause after he has read a section of the text.

Then:

1. put what he has read into his own words;
2. skim through the text and check how accurate his summary is and
3. fill in any gaps.

5. Spotting authors' navigation aids

The learner must recognise sequence signals, for example:

"Three advantages of..." or "A number of methods are available..."

These indicate that several points will follow.

The first sentence of a paragraph will often indicate a sequence:

"One important cause of..." followed by "Another important factor..." and so on, until "The final cause of..."

General points are often illustrated by particular examples, for example:

General: Birds' beaks are appropriately shaped for feeding.

Particular: Sparrows and other seed-eating birds have short, stubby beaks; wrens and other insect eaters have thin pointed beaks; herons and other fish hunters have long, sharp beaks for spearing their prey.

Whatever one is reading, one must be aware of the author's background. It is important to recognise the bias given to writing by a writer's political, religious, social background. The learner must be aware of which newspapers and journals represent a particular standpoint.

6. Words and vocabulary

As an adult studying a particular language at the college level the learner is expected

to use a vocabulary which is wider than at the school-level.

To expand one's vocabulary:

One must choose a large dictionary rather than one which is 'compact' or 'concise'. (around 1,500 pages is a good size).

One must avoid dictionaries which give only synonyms. **For e.g.** A pocket dictionary might suggest: '*impetuous* = *rash*'.

A more comprehensive dictionary tells one that *impetuous* means '*rushing with force and violence*', while another may give '*liable to act without consideration*', and add to one's understanding by giving the derivation '*14th century, Latin, impetuous = violent*'.

It will tell that *rash* means '*acting without due consideration or thought*', and is derived from Old High German *rasc* = *hurried*.

So underlying these two similar words is the difference between violence and hurrying.

One must avoid dictionaries which use very complicated language to define the term one is looking up, leaving one struggling to understand half a dozen new words.

One must keep one's dictionary at hand when one is studying. Look up unfamiliar words and work to understand what they mean. If one doesn't have a dictionary then he must note down words which he doesn't understand and look them up later.

One must improve one's vocabulary by reading widely.

Intensive reading thus has for its objective the full understanding of the text with its argument, its symbolic, emotional and social overtones, the attitudes and purposes of the author and the linguistic and literary means the author employs to achieve his purpose. Intensive reading in a sense is study.

D. Supplementary Reading:

The word *supplement* comes from the Latin *supplementum* for "something added to fix a deficiency" and the suffix *-ary* means "connected with." Together they mean "filling in".

Teachers of English almost always believe that some amount of subsidiary reading in addition to intensive and extensive reading is a must. Supplementary reading however is not library reading. It is done and tested in set lessons and constitutes supervised reading.

The supplementary reader is preferably as simple as the reader/ text used for the class. The structures and vocabulary learned in the reader/ text should be practiced in the supplementary reader.

The main activity during supplementary reading is silent reading of the prescribed content. Before silent reading the teacher must provide a few broad questions to provide a direction to the reading. After the reading the unit is discussed to assess how much the learner has understood.

While selecting books for supplementary reading it is important to select fairly easy books for this encourages spontaneous reading in learners and provides not only a sense of achievement and satisfaction but also a great impetus to reading on their own.

UNIT III: 2. Development Of Writing Skills

At the end of this unit you will be able to:

- a. explain the mechanics of writing
- b. illustrate controlled and graded writing exercises
- c. distinguish between guided and free composition.

A. Teaching the Mechanics of Writing

Writing is fundamentally different from the other skills: listening, speaking and reading. It is visual rather than oral/aural, productive rather than receptive.

As with reading, it is important to know some simple conversational English before beginning to learn the letters.

3. 2Ai The Mechanics of Reading

Single letters rather than letter combinations in words are taught. The most common

and useful letters, covering the lower and upper case forms are focused upon.

Direction: The learner must be provided with models of correct direction writing by modelling the letter writing on the board. The alphabet may be written with arrows showing the direction it should be written in and formed correctly.

Height, depth and level: Early writing should be done within parallel lines which limit the height of letters and make sure they are level.

for e.g. that letters like *d, l, b* have *arms* that are of a similar height to capital letters and that letters like *p, y, g* have *tails* that are sufficiently long beneath the line.

Cursive writing: The overriding criterion here is comprehensibility. The learner is allowed to choose between cursive and non-cursive.

Typing: It is becoming more and more necessary for learners to learn to type. Learners must be given the opportunity to use the keyboard in order to increase their typing speed. It is also useful to teach them word processing tools to format their written work: different fonts, sizes and spacing, colours and positions. Basic copying or simple composition exercises can be made more motivating by allowing learners to use these tools to improve the presentation of a text.

Speed and legibility: When teaching writing, the two main aims are to enable learners to reasonably fast and to write legibly.

Fluent writing tasks aim to improve learners' ability to compose written text for communicative purposes. Though accuracy (grammar, vocabulary, spelling) is important, the main focus is on meaningful writing following the conventions of a particular genre.

Writing tasks must be planned or selected on the basis of the following criteria :

- **Interest :** the task should be motivating and stimulating
- **Level:** the language required should be appropriate to the level of the class.
- **Relevance:** at least some of the tasks should be similar to the kinds of things learners may need to write themselves, now or in the future.
- **Simplicity:** The task should be easy to explain. Often the provision of a model text can help to clarify.
- **Personal appropriateness:** The task should make the teacher feel

comfortable and fits in with her teaching style, goals and preferences.

“Mechanics” is the term used nowadays to describe punctuation, spelling, and grammar.

Writing is all about communicating ideas; sentences are how we package them. Each sentence contains a complete thought, one chunk of information, that the writer has written and that the reader has to understand.

This is what “outside” or **terminal punctuation** is for. Terminal punctuation includes the initial capital letter that shows the beginning of a sentence and the period, question mark, or exclamation mark that shows the end.

Sentences are often made up of parts. Writers use “inside” punctuation, also called **“internal” punctuation**, to show where those parts begin and end within a single sentence. The important marks of inside punctuation are the comma, the semicolon, the colon, the dash, the apostrophe, parentheses, and quotation marks.

The basic thing the learner must remember is this: capital letters indicate that some words are more important than others for e.g. Words in names, places, and things that are one of a kind. (The first word of a sentence is also capitalised because it marks the beginning of a new idea)

A sentence is a single idea. A paragraph is a collection of one or more sentences that are closely related. Paragraphs are extremely useful to readers because they break the piece into small, manageable chunks, and because they highlight the organizational structure.

Different types of writing tend to have different lengths of paragraphs. Novels tend to have shorter paragraphs than reference books. Newspaper stories have many paragraphs of only a single sentence.

In general, longer paragraphs are harder to understand; they also slow down the pace. But they are perfect for focusing a reader’s attention on something important. Shorter paragraphs are easier to understand and when we encounter several in a row, we feel the pace of the piece quicken. Shorter paragraphs are also easier to skim for readers who only want to read certain parts of a piece. This is one of the reasons why newspaper stories have so many one sentence paragraphs; they are designed for efficient skimming because many newspaper readers do not read entire articles.

The grammar most people in school and in the business world would like the learner to use when he writes is called “Standard English” grammar, or “Common Standard English” (CSE) as it is known more officially.

Writers use mechanics to enhance and clarify the meaning of what they write. Mechanics allow writers to specify the exact way a word or phrase should be interpreted by the reader; they help the reader understand exactly what the writer had in mind. When one can’t be there to read one’s writing to someone else, mechanics can help do the reading for him. Whenever one writes something, one hears it in one’s head first. One knows exactly how it should sound, but the reader doesn’t. Mechanics guide the reader through the writing by telling the reader when to stop, when to go, when to speed up, when to slow down, and so on. They make one’s writing sound just the way it sounded to him when he wrote it down.

Without mechanics, writing would be a mess. If a space wasn’t put between each word, everything would run together. Without the mechanics of correct spelling, writers could never be sure if readers would be able to read the words they had written. And even if everyone spelled each word the same way, without the mechanics of punctuation, writers would still have trouble getting their message across. Without mechanics one might be able to communicate very simple ideas and emotions in his writing, but one wouldn’t be able to capture the complexity of his thinking or the rich rhythms of human speech. The writer’s voice would be muted because he would never be able to make what he writes match the way he wanted to sound.

The more one works with mechanics, the more one will be able to make them work for oneself. Mechanics are a powerful part of writing, and one can tap into that power with something as simple as a comma or a pair of quotation marks. One’s ideas are important. They deserve to be read and to be understood *exactly* the way they were intended to be.

Some people, when they think about mechanics, think about rules. But that’s not exactly right. Mechanics are tools, not rules. They help us hammer out a precise idea, nail down a topic, and chisel away at ambiguity.

In conclusion, the four major areas of learning involved in the mechanics of the writing process are thus:

1. The learner must learn the graphic system of the language
2. The learner must learn to spell according to the conventions of the language
3. The learner must learn to control the structure of the language so that what he writes is comprehensible to his reader

4. The learner must learn to select from among possible combinations of words and phrases those which will convey the nuances he has in mind in the register which is most appropriate.

The first three of these processes must be learned so thoroughly that they do not require the writer's concentrated attention thus allowing him to focus on the process of selection among possible combinations.

B. Controlled and Graded Writing Exercises

Apart from its intrinsic interest or value, writing is an essential classroom activity. It is of considerable importance for consolidating learning in the other skill areas. It provides a welcome change in activity and is useful in the area of testing.

Writing activities traditionally have taken the form of writing out of paradigms, and grammatical exercises, dictation, translation and imitative and free composition.

Controlled writing concerns itself with structures, use of appropriate words, punctuations, word order etc. and not with facts or ideas.

The following are the processes, from the simplest to the more challenging, which a learner undergoes in a supervised setting to learn writing.

Transcription / Copying: The work set for copying should consist of sections of work already learned orally and read with the teacher. When assigned lists of words to be learned the learners may be asked to copy the words several times as they are learning them, thus imprinting the graphic outlines more firmly in their minds. Credit should be given for accuracy in copying in order to encourage learners in careful observation of details.

Reproduction: The learner attempts to write without originality what he has learned orally and read in his textbook. The learner is asked to reproduce without a copy only the sentences and phrases which he has learned to copy. He will then compare this version with the original for correction.

Next the learner is asked to write down sentences he has memorised, read and copied as they are dictated to him.

Further practice in reproduction takes the form of the writing of pattern-drill responses of the repetitive type. The learner reproduces, at a cue from the teacher, pattern sentences which have been practiced orally in classroom activities and studied in the textbook. The emphasis is entirely on accuracy of reproduction.

Recombination: Here the learner is required to reproduce learned work with minor adaptations. At this stage writing practice may take a number of forms. Learners will write out structure drills of various kinds: making substitutions of words and phrases, transforming sentences, expanding them to include further information within the limits of learned phrases, contracting them by substituting pronouns for nouns or single words for groups of words. The writing of drills not only gives valuable practice in accurate and correct construction of sentences but consolidates what has been learned orally.

Guided writing: The learner may begin with completion exercises where parts of sentences are given and the structural pattern is established for him. Replacement exercises may be devised in which a section of the sentence can be replaced by a number of different phrases, giving the learner the opportunity to express new meanings for e.g. a substitution drill, outline stories, summary writing, and questions.

C. Guided composition and Free Composition

Controlled or Guided Composition is initially used to reinforce speech. Learners are given sentence exercises, paragraphs etc. to manipulate grammatically for e.g. change present to past, questions to statements or combine clauses / sentences. Grammar, syntax and mechanics of writing are stressed to help learners develop composition skills. These tasks help learners to form correct grammatical sentences. The teaching of writing skills in this traditional approach perpetuates the belief that a focus on word usage and standard syntax would eventually improve learners' writing. Moreover, it is widely acknowledged that the best way for learners to effectively acquire writing skills is by exposing them to analyse and imitate a given model of good writing. Thus, learners compose a similar paragraph by copying rhetorical structure and manipulating syntactic structure and are able to create a paragraph based on a given model with a large amount of comparatively error-free writing.

As soon as learners are capable of doing composition work by copying the model, they are geared to stages toward "free composition" in the form of narrative and descriptive prose. The writing activities include step-by-step techniques such as determining the main topic, making topic sentences, making supporting sentences, choosing the central idea, outlining and paragraphing. Free composition helps learners learn to focus on content and fluency. It believes that once the learners are able to put their ideas on the page, grammar, syntax and organisation gradually follow. Teachers therefore do not focus on correction of errors but allow learners to write freely as writing is essentially taught as an ongoing process and as a process of discovery. Continuous revision is the central concern and the teacher encourages the student to learn that writing is a process through which they can explore and discover their thoughts and ideas and organize content in accordance with the reader type.

Disadvantages of Guided Composition:

1. It overvalues form and correctness as the sole essential aspect to attain proficiency in writing and ignores the more important facets such as purpose, content, audience type and the process of writing itself.
2. Since it encourages learners to elicit an entire, well written composition similar to the model given, it does not provide freedom for learners to generate ideas using their own rhetorical structures. The rigid control of the use of language restricts learners' creativity in expressing their ideas in their compositions.
3. This approach is product oriented. It requires learners to finish writing one topic before being assigned with another and eventually compels them to submit their end product to the teachers within a limited time. In so doing, teachers are not aware of the fact that writing is an ongoing process and should undergo such stages as having a prewriting activity, writing activity and rewriting or editing activity. Thus learners cannot optimally explore and elaborate ideas in their compositions.

Review:

Explain why the mechanics of reading must be followed by the learner of language.

How does silent reading facilitate the development of language?

Why must teachers of language practice loud reading activities?

Why is extensive reading the favoured approach of many language teachers?

How does intensive reading help a learner to learn a language?

Devise exercises that may be used in the classroom as controlled or graded exercises for language learning.

Explain why guided composition should precede free composition.

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UNIT IV

1. Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching of Non-Detailed Text.
2. Use of Audio – Visual Aids in Teaching.

UNIT STRUCTURE :

- 4.0.Objectives
- 4.1.Introduction
- 4.2.Teaching Prose
 - 4.2.1. Intensive Reading
 - 4.2.2. Aims of Teaching Prose
 - 4.2.3. General Aims of Teaching Prose
 - 4.2.4. Specific Aims
 - 4.2.5. The steps involved in Teaching Prose
 1. Introducing the prose lesson
 2. Teaching Structures
 3. Dividing the text in to smaller units
 4. Teaching vocabulary
 5. Model reading by the teacher
 6. Silent reading by the student
 7. Testing .Comprehension
 8. Testing Application
 9. Loud reading by the students
 10. Giving Assignments

4.3. *Teaching Poetry*

- 4.3.1. Introduction
- 4.3.2. The place of poetry in a second language
- 4.3.3. The Importance of poetry
- 4.3.4. Objectives of poetry lessons
- 4.3.5. Teaching Rhymes
- 4.3.6. Teaching Poems
- 4.3.7. Process of Teaching poem

4.4. Teaching Grammar

4.4.1. Introduction

4.4.2. Types of Grammar

4.4.2.1. Prescriptive

4.4.2.2. Descriptive

4.4.3. How much grammar should be taught in English?

4.4.4. Methods of Teaching Grammar

4.4.4.1. Deductive Method

4.4.4.2. Inductive Method

4.4.4.3. Inductor –deductive Method

4.5. Teaching of Non-detailed Text

4.5.1. Introduction

4.5.2. Specific objectives

4.5.3. Meaning of Non-Detailed Text

4.5.4. Procedure of Non-Detailed Study

4.5.5. Advantages of N-D-S.

4.6. Use of Audio – Visual Aids In Teaching

4.7. Let us Sum Up.

4.0. Objectives

After studying this unit, you will be able to –

- Understand the steps of Teaching prose
- Enumerate the Aims and objectives of teaching prose
- Understand the place of poetry in second language
- Suggest few tips for effective teaching of poetry
- Explain different types of grammar
- Justifies the best method of teaching grammar
- Explain the meaning and process of Non-detailed study.
- Write the uses of audiovisual aids in teaching.

4.2. Teaching Prose

According to Coleridge, “prose is words in their best order “

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

The main aims of teaching prose are:

- (i) Literary enrichment and
- (ii) Content knowledge

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

4.2.1. Intensive Reading;

Intensive reading or reading for accuracy involves approaching a text under the close guidance of a teacher, or through a task that forces the student to pay attention to the text. It involves a profound and detailed understanding of the , text not only in terms of ‘what’ it says but also ‘ how ‘ it says it .

An intensive reading lesson is primarily concerned with the developing of reading strategies in the learners.

1. Judgment
2. Reasoning
3. Interpretation and
4. Appreciation

Generally, a short text, which can be finished in a lesson or two, is considered suitable

For scanning for information, paying attention to writer’s intention arguments, ideas, style, etc. Students while reading a text do not simply look for any specific piece of information. They read it thoroughly so that they can pass their exam which, they know, will contain question involving their understanding of the text as a whole. In all respects, intensive reading is more an exercise in accuracy. The text books prescribed for general English courses at the secondary level are all meant to be read intensively. Students are supposed to read them in detail so that they can answer

the questions given at the end of each text, question on comprehension grammar, vocabulary, writing etc.

The intensive reader should be based on the structural syllabus containing interesting and well graded reading material accompanied by colourful pictures to create an interest in the lessons. All reading lessons should be preceded by plenty of oral discussions in which difficult words, phrases and ideas should be clearly explained by the teacher. Lessons based on the intensive reader should have provision for both reading aloud and silent reading, to give the greatest benefit to a learner of English.

4.2.2.Aims of Teaching Prose:

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

4.2.3. 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 understand the passage by silent reading.
4. To enrich their active and passive vocabulary.
5. To express the ideas of the passage orally and in writing.
6. To enjoy reading and writing.
7. To develop their imagination.
8. To prepare for world citizenship.

4.2.4. Specific Aims

These vary according to the subject matter depending upon whether it is a story, biography, play or an essay.

For these the specific aims are as follows;

Story

To enable the students

1. To learn a few facts through the story.
2. To teach some morals
3. To mould ones character
4. To acquaint with the style of story writing

Essay

1. To get students to grasp a few facts through the essay.
2. To make students curious about the subject of the essay.
3. To acquaint students with the style of essay – writing.
4. To enable students to arrange ideas in organized manner.

Biography

1. To get students acquainted with the lives and deeds of great men.
2. To reveal to the students the path of character building.
3. To make them aspire for better things in life.
4. To inculcate in them desirable sentiments.

Play

1. To provide the students with opportunities for self- expression.
2. To make them speak English in the conversational style.
3. To make them play different roles.
4. To build their character.

4.2.5. The steps involved in Teaching Prose :

A prose lesson contains structures, vocabulary and ideas for comprehension. The students must have a mastery over the sounds, structure and vocabulary before reading the passage / lesson. The main objective of teaching prose is to help the students use the structures and vocabulary he can read with comprehension and write a few sentences about the lesson using the appropriate structures and content words . Therefore a prose lesson is not for memorizing question and answers but for learning a language. The steps for teaching of prose may be summed up as follows.

1. Introducing the prose lesson

The introduction has two purposes

- i. To bring the past knowledge to consciousness.
- ii. To win students attention to the new subject

English is a foreign language and India students find it difficult. So teachers should try to motivate students to study the lesson. All the efforts made by the teacher to attract students to learn the lesson. It includes the material aids, previous knowledge of the students and introduction.

The teacher can introduce the lesson through appropriate question or through showing pictures models etc. However he should not start the topic directly. The introductory question arouses curiosity among the students for the new lesson. Hence the teacher should first ask some question to test the previous knowledge of the students and then link that to the subject to be taught.

2. Teaching Structures :

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

- a. To enable the students to identify the new structures.
- b. To make absolutely clear its meaning and use.

To achieve (a) above, the teacher must supply clear models of the structures. Some believe that plenty of examples should be given bringing the pattern out clearly .In this connection substitution table is of great help as it highlights the elements of the pattern and their order and nature.

One of the ways of achieving (b) is to present the structures in readily understandable situation. This helps the students not only to understand the meaning of the new item but also its use in different contexts. Later they are provided with opportunities to use the structures themselves.

3. Dividing the text in to smaller units.

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

4. Teaching Vocabulary :

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

The purposes of exposition are;

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

- ii. To make the comprehension of the passage easy.
- iii. To pave way for intensive reading.

5. *Model reading by the Teacher :*

In this step, the teacher should read out his selected passage loudly before the students. At the time of reading he/she should be very careful about the pronunciation, words phrases and intonation. Since the students learn to read through imitation the teacher should take the utmost pains to imitate his / her own reading aloud.

This model reading helps the students for aural comprehension. Before doing model reading, the teacher should give instructions to students regarding postures, opening of the book and attention. While reading he should not completely absorb himself in the book.

6. *Silent Reading by the students :*

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

7. *Testing Comprehension*

In this step the teacher asks some question from the present passage to the students to test to what extent the students have comprehended the meaning of the passage.

These questions should be based on the very passage taught by the teacher and they should be direct, short and objective based.

The same procedure (step 4, 5, 6, 7) can be followed for the rest of the lesson.

8. *Testing Application*

The main aim of application test is to evaluate to what extent the objectives of a lesson have been achieved. the question may be of oral or written type .

After the teaching of structure or vocabulary teaching to do the exercises at the end of the lesson.

9. *Loud Reading by the students*

Now is the time when the teacher can ask the students to read out the passage loudly one by one?

This loud reading is very much helpful to the students for clear pronunciation. It also improves the tone, rhythm and fluency. But a student should read long passage. Each student should read a few lines from the passage.

In the regard the following points can be given special consideration.

- i. The errors of pronunciation must be corrected at the end of the reading.
- ii. Students should be asked to keep the books 25/30 cm. away from the eyes.
- iii. They should hold the book in the left hand while the right hand should be kept free.

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

10. Giving Assignment

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

- i. To remember the meaning and spelling of new words.
- ii. To use the words in sentences
- iii. To write the gist of the passage.
- iv. To answer questions on the passage.
- v. To do the exercises based on the structures taught.

4.3. TEACHING POETRY

(“Poetry brings in delight and ends in wisdom:” – Robert frost)

4.3.1. Introduction :

According to Oxford Advanced Learner’s Dictionary, a poem is a, “piece of creative writing in verse, especially one expressing deep feelings or noble thought in beautiful language written with the intention of communicating an experience”. S. T. Coleridge believes that ‘poetry is the best words in their best order’.

Poetry is for pleasure. To Robert Frost “Poetry brings in Delight and ends in Wisdom”. It is clear that we read poetry in order to get some pleasure and enjoy the beauty of the language. We not only appreciate the ideas and thoughts but also the way in which the thoughts and ideas have been presented.

4.3.2. The place of poetry in a second Language.

At the secondary school level, the learners can understand and enjoy poetry in their mother – tongue (e.g,odia)because they

- Know the language well ,
- Are familiar with the culture, context and the experience of the poem ,

- Have a fairly good command of the language.
- Can express their views through the language

But the learners cannot understand and enjoy poems in a second language (English) because they:

- Do not know the language very well,
- Are not familiar with the culture, the context and the experience of the poem.
- Have not yet developed their linguistic and communicative competence ,
- Find everything foreign to them: the language, the ideas, the culture, the context, etc.

Poetry should find no place in English at the secondary school level in this country because of the following reasons:

- i. Teacher is supposed to teach English Language not Literature. Poetry which is a part of literature could be taken care of at an advanced level / stage.
- ii. Teachers are expected to teach English in linguistic terms. And the teaching of poetry pre-supposes the acquisition of all the four fundamental language skills, that is, LSRW. Therefore, poetry should come at a later stage.
- iii. English is a second language in India. In such a situation, teacher should not expect their students to appreciate the poetic components like images, Figures of speech, Figurative meaning and structural variation. The students are not mature enough to enjoy the poem and its purpose in view of their attainment and proficiency in the language. This of course could be taken up in the mother – tongue. More- over teachers should not force their student s to struggle with originality, creativity and height of imagination through a medium which is not suitable for the purpose.

However, we may include some rhymes in the course for given the learners ‘a feel ‘of the rhymes of the language.

- iv. If teachers teach poetry in order teach language, and then the very purpose of teaching poetry is defeated because poetry is meant for the appreciation of the beauty of language, thought and feeling of the poem.

4.3.3. *The Importance of poetry*

Despite the above arguments against teaching poetry in English at the secondary level, there are some advantages of poetry lessons which are as follows:

- (i) Develop in the pupils a favorable attitude towards the language ,
- (ii) Help in teaching some idiomatic and grammatical constructions
- (iii) Help in improving learner's pronunciation.

4.4.4. Objectives of Poetry Lessons

The objectives of teaching poetry at the secondary level may be as follows:

- (i) To give listening practice to the students
- (ii) To give speaking practice to the learners
- (iii) To enable the students to recite the poem in proper way so that they may enjoy its music and rhythm.
- (iv) To enable them to understand the beauty of thought.
- (v) To enable them to improve their power of imagination
- (vi) To enable them to appreciate the poem by awakening in them the aesthetic qualities of appreciation.
- (vii) To make them familiar with the back ground of the poem.
- (viii) To develop love for English language.

4.4.5 Teaching Rhymes :

Hence the first and the strong link between children and the English language can be only through nursery rhymes. The term nursery is apt because just as in a Nursery growing the saplings, the rhymes take care of the language to be developed later. We all know how children enjoy saying a rhyme in lower classes with movement, gestures and most important their expressions. Every child becomes one with the rhymes when taught properly with the teacher's enthusiasm

The Importance of saying (reciting) or singing rhymes:

Rhymes –

- Strengthen and develop the memory power.
- Develop active power of imitation and imagination.
- Train the ears to the delicate varieties of sound and rhymes.
- Widen the knowledge of vocabulary.
- Develop a sense of achievement and confidence in the young learners.
- Lay a strong foundation for speech work.
- Are an excellent aids to correct speech?

Suggestions given by the handbook of teaching English

For teaching Nursery Rhymes:

1. Any rhymes are essentially music –Hence it is meant to be said aloud to enjoy the music.
2. Explanation of words, phrases or grammatical forms should not be given.
3. In every rhyme, the unfamiliar, tricky words should be singled out and their correct pronunciation should be drilled.
4. Pupil's attention should be concentrated on the words and phrases with their correct beats.
5. Beats are to be given only with the use of two fingers on the left or right palm.
6. Children to be taught to feel the charm of music and rhymes.
7. Rhymes should be taught at first, moderately slowly until the pupils are able to recite them correctly, clearly and confidently.
8. Once the children are confident in saying all the lines in the rhymes you can give practice:
 - a. You say the first line; the children say the second line.
This alternative line practice can be continued changing roles also .i.e. – first line-children; second line-teacher.
 - b. Practice in groups-one group one line
 - c. Practice in pairs.
 - d. Whole class says the rhyme.
All these practices will help even the slow learner to gain confidence in saying the rhymes.

Don'ts

1. Do not ask individuals to say the rhymes in the beginning, in order to correct their pronunciation.
The child may feel difficult.
2. Do not try to teach any morals through the rhymes.
3. Do not sing the rhymes to being with.
Singing can be postponed till all the children are able to say the rhymes correctly. This is because while singing, the children's attention is drawn towards the tune and not on the pronunciation.
4. While saying / singing rhymes can be done at the beginning or at the end of every day class(as some teacher use it as motivation), care should be taken not to spend more than 3 minutes on rhymes each day .

5. The most important point every teacher should remember – do not read out the rhymes from the books – memories and say the rhymes facing the children with proper pronunciation , gestures and voice modulation for the children to imitate and follow .

4.3.6. Teaching poems

The use of the phrase “teaching poetry” is to emphasize a wrong point of view as prose is to be taught in class room where as poetry is to be caught by students.

There is an incidental value in the inclusion of poetry in the curriculum in that activities connected with the learning and appreciation of poetry should have a beneficial effect upon the pupils speech and in the higher classes upon his written English .

We should frequently remind ourselves of these points and never allow the poetry class to develop into mere soulless repetition of the poem until it is known by the class as a whole.

Our chief focus should be to help our students appreciate and enjoy poem and in the process they themselves would like to commit it to memory.

How could this be achieved in the class?

The teacher should read, listen to and enjoy good poems himself / herself. It is difficult to arouse enthusiasm in others if you have no enthusiasm yourselves. The emotions aroused by poetry can be transferred from the teacher to the pupils. Indeed if this does not take place in the first instance, there is little hope for the pupils acquiring a feeling for poetry.

The appreciation of poetry or only form of literature is a matter of enthusiasm. If this is found in the teacher, it will be transferred almost automatically to the students. If you try to enjoy the poems you teach to your students, you will be able to convey the feelings of pleasure and appreciation that you feel by yourselves.

Now the question is:-

How much of this can we get across to students with their limited vocabulary and an uncertain grasp of the structures of the second language i.e. English?

A few suggestions may be of some use:

- a. The message of the poem is more important than its details.
- b. The most difficult line should be studied last. The significance is understood when the main theme of the poem has been grasped.

- c. Elucidation by question creates a more effective contact between the poem / poet and the student than elaborate explanation and paraphrase.
- d. Presentation of the poem should be done orally through speech- with the books closed. Why?

- i. The poet speaks to us through his poem. When we present poem orally through speech, the eyes of the learner are free to see the imagery in the poem and not tied down to the book to decipher the print. Delight in listening to poetry seems to be natural to any language user.
- ii. Rhyme and rhyme appeal primarily to the ear. It is necessary that the student must be helped with pronunciation, rhythm and intonation of the poem. He cannot be expected to read the poem to himself to get a proper impression of the sound effect. So the teacher should present the poem orally with proper sound and rhythm whose charm will definitely draw him towards enjoyment and appreciation of the poem.
- iii. Poetry is easier to understand when it is read aloud/ presented by a fluent and understanding teacher. The teacher helps his students to live in the poem by his reading and fortifies it with expression on his/her face. As a result the poem will take shape in the mind of the listener. This shape will become clearer and more precise with repeated listening/session.
- iv. If we read the poem aloud or recite a poem, we leave the students no other possibility to deal with it but to listen and concentrate all their attention on listening.

It is natural for anyone who listens to a poem to pass over whatever is not immediately comprehensible. But we grasp what we can and the very swiftness of the impression courses us to have a good grip on what we do catch. This gives a scattered series of focused impression. Some fainter than the others. If we concentrate on what we have grasped the patches of impressions seen to fuse and indicate a complete picture.

- e. Grad art can be allowed to make its own impact on the children about the poem. The poet is sure to capture the imagination and arouse delight.

So for the sake of convenience and from the practical stand point we may make three simple rules for class room transaction.

- i. Too much of explanation is a mistake.
- ii. Verbal peculiarities should be passed over/ neglected – unless the students ask.
E.g.- doth ,thou ,thee ,thy, thine
(Does) (You) (Their)

- iii. Student's appreciation and understanding of the poem and sharing of the poets experience can be expressed through art, in the form of drawing / dramatization. We should encourage pupils to do these activities at the end of the class.

4.3.7. *The Process of Teaching the Poem can be in three Main Stages.*

1. Preparation
2. Presentation
3. Discussion

1. Preparation:

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

2. Presentation

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

3. Discussion-Books Open

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

Further reading

When the whole poem has been presented and discussed this way , it may be read over by the teacher again once or twice (depending on the students need).

As a concluding part of discussion you may initiate the children.

- a. To quote parallel incidents /recite poems in their mother tongue with parallel themes.
- b. To draw pictures or point some beautiful scenes that appeal to their mind.
- c. To enact the poem.
- d. To pick out the rhyming wards.

Teaching Grammar

4.4.1. Introduction

“One who, climbs the grammar tree, distinctly knows where noun verb and participle grow.” Dryden.

Grammar tells us how language works. It tells us how a particular language uses or exploits versatile resources to perform its functions principal one of which is communication. Dr. Sweet describes grammar as the ‘practical analysis of a language ‘. It is also called the” anatomy of language” though this does not make us think the language as static.

If the language is not static, the grammar, too, cannot be static. The contemporary grammar of any living language tells about the language.

4.4.2. Types of Grammar

Grammar can be classified under the following heads.

- i. Prescriptive- Formula Grammar
- ii. Descriptive – Functional Grammar

4.4.2.1. (i). Prescriptive –Formula Grammar:

Grammar laid down rules for all times and did not take in to account the changing usage of English. Such grammar was called prescriptive grammar, as it prescribed rules for everyone to follow without questioning. In the class room the teacher of such grammar was called formal grammar, as they proceeded from rules and definitions to examples. As we know, even these rules of language were not universal and there were many exceptions to them.

Eg-plurals- book-books
Boy-boys
but child- children

Tenses-

Walk-walked (past tenses)
But go-went
Talk-talked
But run-ran

In teaching formal Grammar, the ever changing nature of the English language and using it meaningfully were totally ignored.

4.4.2.2.(ii) Descriptive- Functional Grammar :

Grammar which follows usage as it develops and describes it from time to time, is called Descriptive Grammar. It takes notes of new usage as it appears from times to time in communication.

In class room teaching such grammar is called functional Grammar. It is grammar which functions in speech. It enables the student to speak and write correctly. It is better that functional grammar is taught for the first year or two. Then formal grammar which deals with rules classifications may be attempted.

4.4.3. How much Grammar should be taught in English?

A person's ability in language is judged, not by the amount of grammar he knows but by his skill in using that language. At the same time we cannot say that they need not know any grammar. A judicious balance has to be struck between too much and too little grammar.

The syllabus in grammar for secondary school has been prescribed all over the country, generally covering the following areas.

- i. Parts of speech with reference to their form and position in a sentence.
- ii. Words and word formation, prefixes and suffixes and compound words, different kinds of phrases-adjective phrases, preposition phrases, etc.
- iii. Classes (noun, adjective and adverb) and their identification in a sentence.
- iv. Sentences –different kinds-simple, complex, compound.
- v. Tenses – non-finites and finites-gerunds and participles, modals.
- vi. Transformation of sentences-active, passive, reported speech, simple to complex to compound and vice-versa.
- vii. Prepositions and conjunctions.
- viii. Punctuations.

Under all these categories, the knowledge of rules is not insisted but the students should be able to do some exercises to strengthen their usage. The motto in this regard can neither too much grammar, nor too little. It has been compared to a vitamin. "Grammar resembles a vitamin in that ill-effects may spring from a deficiency and an excessive dose must be wasteful and may even be harmful. It is like a medicine, not a form of diet." Whatever grammar is taught must be functional and help the students in improving their use of English.

4.4.4. Methods of Teaching Grammar:

Broadly there are two methods of teaching grammar. Deductive and Inductive which give rise to a third one i.e. Inducto-deductive Method.

4.4.4.1. i. Deduction Method:

This method may be used with older children who have already learnt some language. The method insists on rule first and example later.

The teacher gives the rule or definition of a language form, say the present continuous tense. This tense is used initially for actions going on at the moment of speaking. Then he gives a number of examples, from actions or pictures. Later he makes them apply the rule, by showing some more pictures, or giving some exercises, care is taken 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 Deductive Method. Only rules and examples were recited by teacher and pupils and there was no action, no practice, no linking of word and meaning. Everything appeared easy and time saving but the pupils did not learn anything finally because there was no practical demonstration or practice of the pattern.

4.4.4.1. ii. Inductive method:

This method insists on lots of examples first, formulation of the rule later and more examples.

E.g. 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. (Now I no longer play.)

Mr. Nayak used to take a cold water bath at 4 o’ clock in the morning (now the doesn’t do it.)

My uncle used to hunt when he was in service. (Now he is retired, he doesn’t do it.)

Then teacher warns the students that many people use this expression for present habit or practice which is wrong.

e.g. –I use to take coffee every day.

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 more examples from them.

The Inductive method makes the pupils think for themselves and take parts in language learning. Teaching and learning are made interesting through contextualized discussion. Children learn grammar incidentally. 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. Their own usage must be correct. This Method produces very good results with beginners.

The teaching of grammar may also be closely linked with remedial teaching. Difficult and abstract concepts may be explained using the mother – tongue of the students.

4.4.4.1.iii. Inducto-deductive Method:

Selection suitable examples, arriving at generalizations and then again leaving initiative to the students to apply and illustrate the guidelines is known as Inducto- deductive method of teaching grammar. This method will make grammar teaching useful and effective as compared to the other two methods. Hence it is aptly said that “Teacher grammar inductively and apply it deductively.

4.5. Teaching of Non-detailed Text:

Non –detailed texts are meant only for reading for pleasure and not necessarily for minute details. It is a fluency activity in which the students can read on their own. It is also called ‘rapid Reading ‘ or ‘ extensive Reading ‘ or ‘ Independent silent Reading’.

4.5.2. Specific Objectives:

To enable the students

- To grasp the meaning as quickly as possible.
- To increase passive vocabulary.
- To develop a taste for reading.
- To inculcate a habit of reading for pleasure and profit.
- To concentrate upon subject matter.

Class time is short and the amount of reading normally is very great in our school curriculum. But wherever library facilities are available, students should be encouraged to read

on their own, and where no such facility is available, the teacher should refer to a list of books that students could be asked to read at home.

4.5.3. Non-detailed Text

- a. No detail study of the text should be provided as in case of intensive reading.
- b. To read silently and quickly.
- c. To understand the subject matter as quickly and efficiently as possible.
- d. To read pass words into passive vocabulary.

Non- detailed study/ Extensive reading can play a vital role in the learning a second/ foreign language. In this regard the following characteristics are very important.

- i. Students read as much as possible both inside the classroom and outside.
- ii. Students have a choice and freedom to select whatever they want to read. They can stop reading the texts which do not interest them.
- iii. Reading has its own reward. There are no follow up activities or tasks.
- iv. The reading texts are within the linguistic competence of the reader.
- v. Students read at their own pace. They choose when to read and where to read. This helps them develop fluency as they learn to read faster and without disturbance.

4.5.4. Procedure for Non-derailed Study:

The exact procedure advisable to adopt will depend upon the nature of the subject matter to be read and the skill in reading already acquired by the class.

Following are the main steps to be followed;

i. Introduction:

For the purpose of introduction, the teacher should

- a. Give main hints of the passage.
- b. Briefly explain the difficult portions, and
- c. Deal with special difficulties of the language

ii. Silent Reading:

In this students should read silently but quickly.

iii. Question:

To test the students the teacher asks a few questions.

It is desirable to have following two points in mind.

- i. The mater read must be understood by readers in order to increase interest.
- ii. The matter should be read silently otherwise interest will flag.

Non-detailed study can provide a better exposure to English through a wide variety of materials .Generally, students find their school text-books uninteresting and de-motivation. It is imperative that non-detailed materials are easy, appealing, varied and above all, Authentic. Authentic texts refer to texts which students come across in daily life and which they will want to read after they exit their educational institutions. In this behalf, a relevant to students.

The decisions with regard to when to introduce authentic texts will depend on the level of linguistic competence the students have reached at a particular point of time. If a student's proficiency is below the required level, problems are bound to arise. Independent silent reading will require a sufficient command of language to comprehend and understand the message in the text.

(In intensive reading, a child learns to read, in Extensive reading (non-detailed) a child practices what he has learnt.)

Advantages of non-detailed Study:

- i. It helps in assimilation of ideas.
- ii. It keeps the whole class busy and active.
- iii. It increases vocabulary.
- iv. It has high 'transfer of learning' value, since it prepares students for library reading.
- v. It paves the path for individual method of study and self-education.

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Teaching Grammar:

Dr. Shaikh Mowla Methods of Teaching English.

Dr. Gurav H.K Teaching Aspects of English Language.

Saraf R.S Teaching English in India.

Sachdeva M.S a new approach to teaching of English in India.

Kohli A.L techniques of teaching English In the new millennium

4.6.The use of audio-visual aids in teaching!

It is generally accepted that the best learning takes place when greatest number of senses are stimulated. The use of devices of audio – visual materials will stimulate the greatest number of senses. For this reason, good teachers have always used devices or audio-visual materials. A device is any means, other than the subject-matter to the learner.

A device is an incentive introduced into the method of teaching for the purpose of stimulating the pupils and developing understanding through experiencing. The basis for all learning is experience, and usually the most effective type of learning is gained by concrete, direct, first-hand experience.

Teachers are often unable to give pupils first-hand experiences and resort to the written and oral use of words. The experienced teacher, however, realizes that the use of words alone cannot and will not, provide learning experience.

Good teachers are constantly on the alert for methods and devices that will make learning meaningful. With the wise selection and use of a variety of instructional devices or audio-visual materials, experiences can be provided that will develop understanding.

In directing the learning of the pupils through normal activities, the teacher will find that visual or audio-visual materials are used very extensively, Since the seventeenth century , When Comenius produced the Orbis Pictus, the extent to which teachers have been turning to visual materials as instructional aids has been increasing.

Likewise, Rousseau” stressed the value of visual education in his book, Emile.

Object –teaching and object – lesson were also emphasized by Pestalozzi. Dr. Sheldon⁴⁴ of the Oswego Normal School in Canada introduced the idea into the United States. The experience of

the American Army during the last World war showed the educational importance of devices such as movies, film-strips, the radio, and pictorial for educational purpose.

The Army contrived devices that served well to awaken interest. Our society today is blessed with modern trends of communication. Never before have teachers possessed materials which will allow their pupils or students so completely to relieve the past, visit foreign lands. Hear speeches of the world's great men and women or view planets of outer space.

These modern media are among the tools the modern teachers utilize in promoting growth and development of the pupils. The number of devices that maybe employed in teaching any subject will depend upon the nature of the subject-matter and the resourcefulness of the teacher.

Psychologists have long recognized the importance of concrete illustration in teaching. Devices whether visual or audio-visual materials, are valuable in the learning-teaching process because they stimulate interest and make possible the enrichment of the pupil's experience.

It is generally admitted by educators that some people are able to comprehend abstractly, while others are more dependent upon concrete materials as aids to thought. It has been generally recognized that the more brilliant the individual is, the greater is his power for abstract thought; the lower the mentality, the greater is the dependence upon visual imagery as a medium of thought.

Recent studies show that the average and dull pupils need the use of material devices more than the bright pupils. The modern pupil is literally surrounded with endless profusion of aids to his learning, such as workbooks, drill cards, graphs, pictures, maps, slides, film strips, motion pictures, radio and exhibits of all kinds.

Television also offers great possibilities for use in the classroom. This situation grows out of the demands of an enriched and diversified curriculum and of the urge to vitalize instruction by providing a broader background of experience for the pupils and means of adjusting learning to the differences in interest and aptitudes of children.

In brief, the use of visual and audio-visual devices maybe given as follows:

1. To challenge the attention of the pupils:

The teacher who uses devices can usually maintain the full attention of the class. This is generally true in the lower grades. Devices should never be used by the teacher as mere attraction. Exposure to visual or audio-visual material and nothing more is not educative.

2. *To stimulate the imagination and develop the mental imagery of the pupils:*

Devices stimulate the imagination, of the pupils. Mental imagery can be used as a vehicle of thought and as a means of clarifying ideas.

3. *To facilitate the understanding of the pupils:*

The most widely accepted use of devices, whether visual or audio-visual, is its use in aiding understanding. Learning can be sped up by using models, movies, filmstrips, and pictorial material to supplement textbooks. Material devices give significance and colour to the idea presented by the teacher. Abstract ideas can be made concrete in the minds of the pupils by the use of devices. Diagrams and graph, for example, are very useful in developing understanding in social studies and in mathematics. The graph is a good device in representing mathematical facts.

4. *To provide incentive for action:*

The use of device, such as pictures and objects, arouses emotion and incites the individual to action. The teacher must select the right kind of & vice to excite the pupils to worthwhile intellectual activity. Asking the pupils to collect pictures representing water, air, land transportation will stimulates them to action.

5. *To develop the ability to listen:*

The ability to listen can be developed best through the use of audio-visual materials. It is also the responsibility of the school, to provide training for our pupils to be good listeners. Training in the art of listening is one of the aims of education.

The importance of audio visual materials in teaching and learning.

On the other hand teaching can simply be defined as an act of impacting knowledge in a group. But learning describe as change in a attitude, thinking or relatively permanent change in behavior overtime.

The use of audio visual materials as teaching aids has increased in recent years; thanks to technological much choice to teacher, lecturers and curriculum developers who wish to capitalize on the new genera presentations. According to studies and research, some teachers claim that whenever they teach with sor stimulated because the learning aids help students to become more attentive. In addition, student's position lessons they teach, and as a result students participate better in the class.

Below are some of the importance of audio visual materials in teaching and learning:

1. Audio visual materials arouse learner's interest. Students get anxious and develop a learning habit where real to them and are not abstract. The material helps the teacher or the instructor to present his/her lesson catches the attention of the pupils.
2. Instructional materials are important because with them learners have a clear view of what is being
3. Audio visual materials guide learner/ students to learn well and it reduces the stress involved in the
4. Audio visual aids in the classroom enhance teaching methods and improve student's comprehension.
5. Teaching materials help to get the attention of the students, makes the class more realistic and it gives
6. Instructional materials give proficiency to teacher and also help students to get the true picture of

In conclusion, people learn in different ways. Some people are good in retaining information passed to them extraordinarily good in retaining information through what they read and others through pictures and so and statistics have shown that the best means of facilitation or enhancing good teaching and learning is which encompass audio visual materials like radio, charts and projectors of various kinds.

4.7.Let us sum up:

In this unit we have discussed about teaching prose, poetry, grammar & non-detailed text & use of audio visual aids to make the teaching effective.

Prose: prose teaching aims at reading with comprehension. If you will read both intensively and extensively you will enrich your content knowledge. You also learn that if the proper procedure will be followed by the teacher the students will able to pronounce properly, comprehend the meaning & develop reading habits.

Poetry: poetry as you know is a means of learning. It develops love for language learning. The affective domain of adjectives of teaching is fulfilled by teaching poem. Pupil's appreciation power develops.

Grammar: we cannot question about the place of grammar in language. But now due to communicative approach it assumes secondary position and grammar has classified into prescriptive grammar as it prescribed roles for everyone and functional grammar which functions mostly in speech. Prescriptive grammar again classified as word based and sentence based

grammar which cover all the contents of grammar. Both inductive and deductive methods are used in teaching of grammar.

No detailed text: The name itself gives the ideas that no minute details reading are necessary. One can learn for his own pleasure to add knowledge rapidly. It is also known as rapid reading. It develops habit of reading quickly which helps to concentrate upon subject matter.

Use of audiovisual Aids:

To make teaching interesting & suit to the different ways of teaching of students audiovisual aids take an important place. The ability of listening can be developed best through the use of audiovisual material which is the first objective of language and helps to achieve the other objectives of language. It also helps to maintain discipline while full attention of the class diverted towards the devices.

Unit end questions:

- Q1. Explain the aims of teaching prose.
- Q2. Explain the place & importance of poetry in second language.
- Q3. Explain the different type of grammar? Which method should be used in teaching grammar?
- Q4. What are non-detailed studies? Explain its objectives.
- Q5. What are audiovisual aids? Explain its uses.
- Q6. Write short notes on-
 - (a) Importance of loud reading.
 - (b) Deductive methods of teaching grammar.
 - (c) Merits of intensive reading.
 - (d) Merits of No-detailed study.

Unit –v

Teaching English

Analysis of Text – Books

Unit Structure:

- 5.0. Objective
- 5.1. Introduction
- 5.2. Analysis of text books
- 5.3. Preparation of lesson plans and schemes of lessons
- 5.4. Formulation of objectives
- 5.5. Teaching of evaluation
- 5.6. Methods of analysis of text books in English
- 5.7. Let us sum up

5.0. OBJECTIVES

After reading this unit, you will be able to:-

- Explain the need of textbook analysis.
- Co-relate the need of textbook analysis for preparing lesson
- Describe how scheme of lesson is pre-requisite for successful teaching through proper lesson plan.
- Prepare lesson plans.
- Formulate objectives of the lesson
- Select proper techniques of evaluation
- Describe different methods of analysis a textbook.

5.1 Introduction:

As all of you have completed B.Ed. course you must know about lesson plan, but the question is how many of you prepared the lesson plan after reading the whole text book? May not be one or very few. All of you might be prepared unit plan, annual plan & unit test as your practical work. In theory also you may read characteristics of a good text book. But none of us has utilized this theoretical knowledge practically. Again in this unit you will be able to know how to formulate objectives & test whether these objectives are fulfilled or not after teaching the lesson. In order to test the objectives which techniques of evaluation will be used? In this unit you will learn all these things in detail.

5.2 Text book Analysis

What is text book Analysis?

Text book analysis is the systematic analysis of the text materials including the focus and special learning assists. Teachers may assume the text is “sacred” and follow it without thought or write it off as useless. Either approach is a disservice to students. Many text publishers and writers have developed texts with useful elements, if we are willing to figure out what they are.

How can textbook Analysis help your students?

Students in the general learning population may have an easier time of “figuring out” how to use the textbook than those in the special education population. With help from the teacher, the text materials can begin to make more sense. If structure is explained students can get a better idea of where they are going in the course. If the teacher understands focus or bias, he/she can make additions or deletions as needed to keep the presentation balanced. If learning assists are understood, they have a better chance of being utilized.

How can you implement Text book Analysis in order to effectively meet the diverse learning needs of students?

When a new textbook is adopted, it can be helpful if you can hear what the sales staff has to say about the book. You will discover what their intent was with organization as well as with particular features of the book.

If sales staff is unavailable, take a look at the promotional materials. See what they are proud of. It may be useful in your planning.

Study the Table of Contents to see the content scope and sequence. Have students look at this organization with the idea of figuring out patterns. Cooperative learning groups can be effective in comparing observation. Organization may be simply chronology for a history text, but is the same period of time covered in the same number of pages? If not, why not? In Geography, are the headings all continents? Or are there some chapters on entire countries? What does this say about the focus of the text writers?

By looking at unit and chapter heading, can you tell anything about the focus of the textbooks author? Is there an area that is emphasized while another is underemphasized? E.g. in a psychology text, does the author give equal treatment to different personality theories?

What are the special assists associated with the text. Often a Social Studies text at the senior high level is a major tome. It may be intimidating for the teacher as well as the student. The teacher's edition, with all the ancillary extras is even more imposing. It is helpful if a teacher takes the text home and just looks at the component parts. E.g. if you thing time lines are helpful in a history class, are there chapter timelines? Which are going to be useful? If they are not useful, how am I going to compensate for that deficiency?

What are the different types of Textbook Analysis?

There are many ways to analysis a textbook, depending on the intent of the analysis. Purchasers may want to know reading levels, costs, ancillary costs, etc. After the text has been purchased, however, the analysis by the teacher, which can help instruction include the structure of the Text, the Focus of the Author, and the usefulness of the learning assists.

5.1.Preparation of lesson plans and scheme of lesson:

“We learn
10% of what we read
20% of what we hear
30% of what we see
50% of what we see & hear
70% of what we discuss with others
80% of what we experience personally
95% of what we teach someone else.”

....William Glasser

The process of learning and adapting to a new job is difficult in any profession. A common theme running through research on the experience of the beginning teachers is that the reality shock for teachers is more severe than other profession. The beginning teacher is a stranger in a new land-the territory of which and whose rules, customs and cultures are unknown but who has to assume a significant role in the society. In this situation practice teaching plays a vital role for the neo-teachers to adopt and adjust them self to the new situation.

Practice teaching is meant to help teachers to gain knowledge about the profession and the various tools and aids which make for a successful transfer of knowledge from the teacher to the taught.

Practice teaching is a crucial phase of any teacher education programme. It is a prerequisite for the development of teaching skills among the prospective pupil-teachers and when teaching preparation comes to a desired level, the pupil-teachers are sent for practice-teaching.

The purpose of a teacher's training college is to produce teachers who acquire certain identifiable competencies. They will fail in its obligation if its teachers do not know how to communicate effectively, manage the class within norms of individual freedom and good behavior and who know a little more than bits of information called knowledge of the subject matter. They have to realize that all classes of children can't be handled uniformly and no society sends her children to school with equal motivation. Similarly, a single course of study does not create all kinds of competencies. Prof. R.P. Singh (1998) former dean research, NCERT conducted a study on product evaluation and found that "what is being offered in the name of teacher education today is not only irrelevant but very unhelpful. Teaching which a skill area is taught theoretically and no one seems to take the curriculum seriously. A B.Ed. degree is a kind of driving license and it matters little how a person acquires it. It revealed three things.

- (1) B.Ed. rarely gives its recipients any specific competency.
- (2) Of the theory papers very few could recall even an item or two of what they had learnt even in their favorite papers and
- (3) Of the entire course the relevant content formed a very small part of the total'. He has raised the questions about the relevance of the B.Ed. Program.

In order to overcome these questions it is necessary to have a sound programme of teacher education with a sound internship programme. Pre preparation for practice teaching plays an important role in the entire programme of teachers' training. Before pupil-teachers go to schools to participate in the practice teaching activities, they should be well prepared for it. The areas of preparation for practice.

Teaching are- Enrichment of content knowledge , micro-teaching, simulated teaching, observation lesson, preparation and use of teaching aids, knowledge of preparation, administration and scoring of tests, planning of lesson, maintenance of records and registers, teachers diaries, organization of co-curricular activities, mastering different teaching skills and last but not the least is knowledge about preparation of scheme of lesson.

Every teacher encounters problems on some occasions. For an inexperienced teacher, a lesson can become a nightmare. Practice teaching has an important role to play for successful teaching in later life of a teacher. For the smooth & successful conduct of practice teaching Scheme of lesson plays a vital role.

A well prepared scheme of lesson plan is a useful aid for pupil-teachers for manoeuvring his teaching in the right direction and completing the task in time. So, let us discuss about the meaning, needs and importance and procedure of construction of a scheme of lesson.

Meaning:

What is a “Scheme of a lesson”? “Scheme of lesson” is the plan of activities of a teacher for timely and systematic coverage of course of any class allotted to him. The question of when, what & how of the curricular and co-curricular activities can be better answered by the new teachers through a scheme of lesson.

Need and Importance:

The scheme should be prepared for the following reasons:-

- It presents a clear picture of the activities to be done by the teacher. Thus, it makes the teacher ever conscious of his activities.
- The teacher becomes alert and active. The teacher never likes to keep his work pending.
- It is a ready reference material as to what is to be taught in a particular period.
- It helps a teacher to be dutiful and sincere.
- It helps the teacher to proceed systematically as per as the scheme.
- The course can be finished in a definite time.
- It helps the head of the institution or the supervisors to assess made by the teacher at any point of time.

Procedure of construction:

The scheme can be prepared in following ways:

- Time-table is consulted.
- Holiday list of the school considered.
- Follow the academic calendar.
- Round up the holidays and Sundays with red ink in the calendar.
- Obtain the working days.
- Follow the class time table, find out the periods available for teaching the particular subject.
- Give wide scope for revision work, annual games and sports, annual drama, picnic, excursion, study tour and school exhibition.
- Find out the dates of real available period for teaching the concerned subject.
- Counts the dates available in each and month.
- Go through the syllabus or content area of the concerned subject of that particular class and distribute the content area by dividing it in to different units along the available period.

Assessment of Practice Teaching:

The aspects to be evaluated and weight ages to various aspects of evaluation may be following:-

1. Class room teaching performance: 20%
2. Preparation of a scheme of lesson: 20%
3. Preparation, handling & use of appropriate teaching aids: 10%
4. Maintenance of lesson plan: 5%
5. Involvement in school programmes and activities besides classroom teaching: 5%
6. School records – preparation/maintenance: 10%
7. Development of learning objectives of a selected unit (in any of the particular teaching subject) in all the three domains (cognitive affective & psychomotor): 10%
8. Preparation of full question paper in any subject for any class keeping into consideration Bloom's taxonomy covering all types of questions i.e. long answer, short answer, very short answer and M.C.Q. complete with the design, blue print, marking scheme and scoring keys: 10%
9. Development of a scheme of Comprehensive and Continuous Evaluation (covering both curricular and co-curricular aspects) for the class being taught as a part of practice teaching and preparation of a CCE certificate for five selected students: 10%

These criteria of assessment should be explained to the pupil-teachers, so that they can take it seriously. Side by side a Performa should be developed for assessment and evaluation for classroom teaching performance and related activities of student teachers.

If prepared in a true spirit the scheme will go a long way in answering what, when, where and how of different aspects of curricular and co-curricular activities of teaching learning process. It helps the beginning teachers to be sincere, punctual, and effective in his thought and action. Between theory and practice, between preparation, presentation and completion of course, stands the scheme of lesson. If for no other reason than this proper attention should be paid to the scheme of lesson.

Specimen of Scheme of lesson

Cover page contains:-

A Scheme of lesson on _____

For school _____

Class _____

Session _____

Back of the cover page contains

Calendar from January to December

Or

From July to December

And

January to June

Calendar of the academic session keeping into consideration

Geographical condition of a particular region

Direction:-

Direction for preparing the scheme:-

Sr. no	Matter	page
1	Calendar	
2	List of Holidays	
3	Class routine	
4	Periods available	
5	Teacher's Note	
6	Scheme of Lesson	

First page:-

List _____ of _____ holidays
from.....to.....

School.....
.....

Sr. No.	Month	Occasion	Date	Day of the Week	No. of Days	Remarks

Routine for Class.....on.....

Days	1 st	2 nd	Short break	3 rd	4 th	Short break	5 th	6 th	7 th	8 th

Subjects	January	February	March	April	May	Total

Second page:- Teacher's Note

Third page:- Teacher's Note

Forth page:-

A detailed scheme of lesson onText book.....

Writer/
publisher.....school.....class.....
.....

Month	Sr.No.	Date	Work proposal	Work Done	remarks
January	1				
	2				
	3				
February	1				
	2				
	3				

❖ Other months of the academic year should be continued

Specimen

Lesson Observation Guide for the Supervisor/Teacher/Trainees

Name of the teacher_____ Roll Number_____

Subject _____ Topic_____

Class _____ Date _____

Preparation of the Lesson:

1. Has the plan been drafted neatly and systematically?
2. Has the necessary and up to date information been collected for the lesson?
3. Has the arrangement for the necessary audio-visual aids and other helping material made?
4. Has the teacher mentally prepared for the work?

Objectives:

1. Have the objective been well through and stated in terms of behavioral changes?
2. How far teacher has been successful in achieving the above objectives?

Introduction:

1. Were the motivating question based on the previous knowledge or previous experience of the students?
2. Were the facts and information recalled at appropriate moments?

3. Were the short answer form questions asked?
4. Were the questions with answers 'Yes' or 'No' avoided?
5. Was the introduction a proper link between the past experience and day's lesson?
6. How far did technique of questioning prove effective?

Presentation:

1. Did the teacher create and maintain a pleasant invigorating atmosphere in the class room for the lesson?
2. Was the subject matter adequate and suitable to the level of the class?
3. Was the teacher in adequate command of the vocabulary, for the subject matter in hand?
4. Has the subject matter been presented in the systematic way?
5. Did the teacher write the day's topic in the chalk board?
6. Did the students actively participate in the development of the lesson?
7. Did the teacher develop chalk board summary systematically?
8. Did the teacher put chalk board to effective use?
9. Were the activities provided to inspire self learning among the pupils?
10. Did the teacher encourage to ask questions?
11. Did the teacher try to clarify the doubts of the students?
12. Did the teacher correlate the topic in a natural way with other subjects of the curriculum or every day problem in life?
13. Was the class properly managed?
14. Was the display of the audio-visual aids made in an effective manner?
15. Did the teacher show resourcefulness in collecting the audio-visual aids?
16. Were the aids used of suitable size?
17. How was the attitude of the teacher towards the students?
18. To what extent did the teacher impress the class?
19. Was the lesson lively?
20. Were there any healthy and situational deviations from the original plan?

Evaluation:

1. Did the teacher maintain the relationship of evaluation work with the objectives of the lesson in hand?
2. Was the recapitulation or application (as the case may be) done properly and at proper intervals?
3. Were different tests used to cover the different facts of teaching?
4. Were short answers from questions asked?

5. Were sufficient evaluation techniques used?

Assignment:

1. Was the home work assigned in specific terms?
2. Was it balanced and free from repetition?

Suggestions for the improvement of the lesson....

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5.3 Formulation of objectives:

A programme’s attainment targets are a description of the qualities of successful students in terms of knowledge, understanding, skills and attitudes (including their professional attitude). Attainment targets are usually formulated in broad terms. They are operationalized in the courses of learning and/ or the learning objectives of the various study units (=subjects) of which the programme is composed.

Formulating specific learning objectives for your subject has a number of advantages:

- It enables you to accurately determine what you want your study unit to achieve in terms of educating students.
- Later, you can set tests to establish whether the required learning objective has been achieved.
- Learning objectives give better guidance on how to select an appropriate strategy, teaching materials and teaching methods.
- Students are given clear information about the subject matter that they need to master, and about the level of competency to be achieved.
- By providing clear information about the knowledge (or prior knowledge) that students have already mastered, fellow lecturers can tailor subjects accordingly.

MAIN OBJECTIVE AND LEARNING OBJECTIVES

A wide range of terms are used in the educational science literature and didactic literature. We will restrict ourselves to main objective and learning objective.

A **main objective** is a general description of the qualifications that a student can acquire with the aid of the study unit: *“This subject focuses on the design and implementation of major change in an organization.”*

A **learning objective** is a specific description of the requisite knowledge that a student must acquire and apply, or of the requisite behavior that a student must demonstrate, after completing the subject in question: *“On completing this subject, student will be able to formulate specification for a change plan on the basis of the checklist”*.

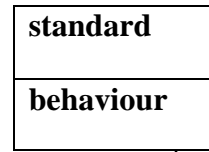
Formulate five to nine learning objectives for your subject. In doing so, allow for the wishes expressed by others in your field of study and profession, for the characteristics and needs of student, and for the wishes of the programme board (attainment targets and place in the curriculum).

COMPONENTS OF SPECIFIC LEARNING OBJECTIVES

In general, there are four criteria for the formulation of learning objectives:

1. **Behaviors:** What students should be able to achieve regarding the subject matter in question. To this end, choose verb that are in keeping with the activity that you expect from students.
2. **Content:** Details of the substantive material that the student must be able to apply to the activity in question. Describe this substantive material in the most specific terms possible. For instance, avoid “statistical units”, instead use “mean”, “mode”, etc.
3. **Conditions:** under what conditions should the students display the behavior in question? For example, can they use SPSS, or a calculator, or the article by..... The conditions set may affect your choice of teaching method (or methods), and the learning activities used by students to achieve the learning objectives.
4. **Standard:** What is the minimum level of performance that you consider to be successful; what do students need to do to obtain a pass grade for their work? For example, write a policy analysis of the defined problem in no more than two hours, enumerating the pros and cons of centralizing a department.

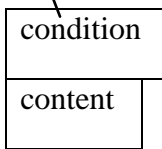
An example:



On concluding this subject course, students will be able to cite four differences between the socioeconomic problems of the Australian aboriginals and the South American Indians Using Richardson's perspective

In short, you must formulate learning objectives as specifically as possible, so that students understand exactly what they are expected to know and to achieve, within what period of time, using

What methods, under what circumstances and using what tools.



VERBS

the learning objective should be formulated such that it can only be understood in one way! Accordingly, avoid vague verbs such as:

- Know
- Understand
- Appreciate
- Have an understanding of
- Know the meaning of
- Be aware of

Preferably use unambiguous action verbs such as:

- Name
- Write
- Draw
- Indicate
- Solve
- Perform
- Analysis
- Select
- Demonstrate

- Construct
- Explain
- Distinguish between

More verbs

Sources

Techniques of Evaluation:

Evaluation of student behavior is an integral part of any teaching task. It involves passing judgment on activities performed by individuals. It is therefore, imperative for teachers to be well versed with the techniques of evaluation. The techniques may be broadly classified as subjective and objective. It may again be classified as quantitative and qualitative, testing and non-testing techniques. In case of testing techniques we can use examination technique in the form of written, oral & practical examination. Now open book examination technique is also used to develop the competency of students in using reference books and other reading material which also helps to develop self study habits. In non-testing techniques we can use observation, checklist, rating scale, questionnaire & interview etc. to evaluate the development & change in the behavior of the students.

5.4 Methods of Text Book Analysis:

As you know instructional materials in the form of the text book are very important for the teacher and learner, so good textbook should be selected in order to support the success of teaching and learning. So here the question arises is that how can one know whether a textbook is a good textbook or not. So we need to analyze the text book on the basis of some criteria like attractive cover page use of picture and interesting material. You can also analyze a text book on the basis of the “The little John Framework” which has three levels of analysis.

Level-I

The first level is what is there in the textbook? In this level we have to investigate the most concrete elements of the text book such as the statement of description, the physical aspects and the main steps in the instructional section.

Level-II

What is required of users?

In this level the analyst subdivides a chapter of the book into tasks and then analyzes. What is the teacher expected to do? With whom? With what content? Who determines their activities?

Level-III

This level is the most abstract, but it builds upon the first two levels. This level asks what is in flied. For these levels, the analyst deduces the aims, principles of selection and sequence, the teacher and the learner roles and the demands on the learners. You can also use the checklist to analyses the textbook. Some lists are given below in the form of checklist. This can also be used to analyses the text book.

Text book analysis checklist:

Graphics:

How relevant are the visuals to the text?

How accessible are the visuals to the text?

How current are the visuals?

Are a variety of visuals presented (maps, graphs, charts, etc.)?

Adjunct Aids:

Does the text include prereading activities?

Do questions and activities develop students questioning skills?

Do embedded questions adequately reflect main ideas?

Other Instructional & Evaluation Aids:

Does the teacher's manual provide activities for all learners?

Do the activities provide for enrichment on the topic?

Do assessments take into account learning styles?

Are objectives aligned with assessments?

Coherence:

- Do sentences contain conjunctions?
- Do pronouns clearly refer to their antecedents?
- Does the text have consistent paragraph patterns?
- Is the text in a logical sequence?
- Can students reflect and respond to the text?
- Do the words connect/flow?
- Are various rhetorical structures included (ex. Cause/effect)?

Visual Features:

- Is the text generally appealing?
- Are the pictures and graphics accurate?
- Will the text grab the student's interest?
- Are the maps and charts easy to read and understand?
- Does the text match well with the pictures, graphs, etc.?

Organizational Features:

- Is the table of contents logically structured?
- Are expected topics in the index?
- Are definitions in the glossary written in ways that students can understand?
- Do the appendices provide detailed information?

Concept Load and Readability:

- Is the reading level appropriate for the grade level it is intended?
- Is the vocabulary introduced?
- Is the vocabulary highlighted within the text?

Is the vocabulary pictured or visualized?

Does the text contain too many concepts in each section?

Are concept maps present to clarify meaning?

Are the section an appropriate length for the concepts covered?

Are the 5W, 1H (who what when where why how) questions answered clearly in the text?

5.7. *Let us sum up:*

In this unit, we have discussed that textbook is the important instructional material for both the teacher and the teacher. Therefore the quality of the text book should be good. In order to select quality text book we should analyses the text book and check it through the check list. It is not only useful for teachers only, you can use for any book before buying also.

Unit end Question:

- Q1. What is text book analysis? How it is helpful to teacher and students?
- Q2. Explain the relationship between lesson plan and scheme of lesson.
- Q3. What is text book analysis? How can you analyse a text book in English?
- Q4. Write short notes
 - (a). Techniques of evaluation.
 - (b). Structure of scheme of lesson.
 - (c). Criteria of formulation of objectives.